

**THESIS**

**The effectiveness of authentic material  
In teaching reading  
viewed from students' english learning interest**

(An experimental research in the seventh grade of SMP Negeri 2 Kunjang  
Kediri in 2008/2009 academic year)



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Communicative Language Teaching (CLT) has nowadays become a well-recognized approach in the second language teaching. The CLT approach centers on the widely-discussed notion of communicative competence, and it has been well recognized nowadays that foreign language learners cannot really learn the target language well without paying close attention to this aspect of competence. Canale and Swain in Brown (2000: 246) states that communicative competence includes four areas of knowledge and skills. These skills refer to the ability to appropriately produce and understand utterances in a meaningful choice of words in any kinds of contexts.

Canale and Swain and later Canale in Brown (2000: 248) states that communicative competence consists of four indispensable components: grammatical, discourse, sociolinguistic, and strategic competences. Grammatical competence deals with sentence-level rules only, discourse competence with rules that govern the relationship among sentences to form a whole meaning, sociolinguistic competence with rules of speaking that depend on pragmatic, sociocultural elements, and strategic competence with the way the speaker manipulates language to fulfill communicative goals. If the foreign language course aims to enable learners to reach a level of communicative competence, all four components are of great importance. So teaching English is directed at making students' English skills. In teaching and learning process students must demonstrate proficient skills: listening, speaking, reading, and writing.

It will be a trend for the junior high school up to university students to use English as means of communication in their daily life. Students are expected to comprehend complex informational text in an effort to get much knowledge or information to improve their life. It is a must for the learners to compete with others in getting much knowledge, so it is important for

them to improve their ability in using English because nowadays, most of the informational texts in Indonesia are written in English.

Teaching English to fulfill the learners' future needs is not a simple way. The learners are lack of English references for their study so that understanding English textbook and other English literature related to their study still becomes the primary emphasis. Consequently, the institutions should give attention to prepare the textbooks for the students as many as possible.

English as the first foreign language in Indonesia is learnt by the students in every school level. The students of elementary level until university level learn English. They learn English twice or more in a week. The question is "Why do the students learn English at school?" The answers are varied. Some of them are: (1) because English is international language; (2) in Indonesia English becomes the first foreign language; (3) because by reading, the science and technology can be understood and transferred easily; and (4) because English is one of the requirements to find a good job.

In general, the goal of teaching English at school is "How the students are able to communicate using English both oral and written. For oral, the students are expected to have capability in expressing their idea through speaking. For written, the students are expected to have capability in expressing their idea through writing. It can be said that the goal of teaching English at school is that the students are able to communicate using English both oral and written.

There is an important point related to the goal of teaching English. The goal of teaching English at Junior High School, as stated in Permendiknas No. 22 year 2006, is to support the students in achieving their competencies to: (1) increase their communicative competences, oral or written, to achieve the functional literacy level; (2) have awareness about the importance of English to increase the Indonesian capability in competing with other nations in the world; and (3) increase students' understanding about interrelationship between language and culture.

Permendiknas No. 22 year 2006 states that the competence standards of reading at the second semester of the first grade at Junior High School are as follows:

Competence standards (11): *Memahami makna dalam teks tulis fungsional dan essay pendek sangat sederhana yang berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.*

Basic competence: (11.2.) *Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam essay sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.*

Reading is very important skill to be mastered because by reading, the students will get much information which is very useful for their life. Widdowson in urquhart (1982: 22) states that reading is the process of receiving and interpreting information encoded in language through the medium of print. From the explanation above, it can be seen that reading has a power to create a better condition. Bloom and greene in Bernhard explain, "Reading is used to establish structure and maintain social relationship between and among people" (Related to a phenomenon, reading cannot be separated from the other language skills. It is supported by Brown in his book, Teaching by Principles," Reading is treated as one of two or more interrelated skills. A course that deals with reading skills, then will also deal with related listening, speaking, and written skills") (1994: 218).

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/or constructing meaning. Written information is received by the retina, processed by the primary visual cortex, and interpreted in Wernicke's area. Reading text is now an important way for the general population in many societies to access information and make meaning.

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Although reading printed text is now an important way for the general population to access information, this has not always been the case. With some exceptions, only a small percentage of the population in many countries was considered literate before the Industrial Revolution.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture. Students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. Lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

Chodidjah (2007: 2) states that the goal of teaching English in the beginning level is to build students' positive attitude to English language. She suggests that the teachers of English at the beginning level should: (1) encourage the students to love English; (2) lead the students to have self – confidence in using written or oral English; (3) improve students' communicative competence; and (4) make the students understand that English is a tool of international communication. By applying the suggestion it is believed that the students will be much more interested in learning English.

When the students' learning interest is high, the goal of teaching reading is, of course, easily achieved.

In reality, most of the students at junior high school level face some problems related to reading skill. They have difficulties in comprehending reading text, especially related to the understanding of: (1) general idea of the text; (2) main idea of the text; (3) explicitly and implicitly stated information; (4) certain word reference; and (5) the meaning of the words.

One of the causes of the above problems is students' learning interest. Learning interest, as a supporting element of learning, plays a very important role in teaching and learning process. Students with high learning interest usually perform better than those with low learning interest. The students with high learning interest usually work harder than those with low learning interest. They tend to have low learning interest because of some factors. They are: (1) the teaching materials are far from their surroundings; (2) the teaching materials are monotonous; (3) the class is dominated by the teacher; and (4) the students do not have opportunity to develop their communicative competence. It seems that the students' low learning interest is mainly caused by the teaching materials used in the class by the teachers. The students are lazy to come to an English class. They feel that they get nothing during teaching and learning process because the teaching materials applied in the class are far from their expectation. They think that what they study in the class is useless because it does not relate to their daily life. Therefore, teachers should be able to provide the students with the teaching materials which can increase the students' learning interest.

From the description above, it can be concluded that reading is one of English language skills considered important for one's growth as an individual in many aspects of life. Everyday one cannot escape from this activity. We read newspapers, reports, messages, books, notes, and many other writings. That is why students are taught reading skill in English at school. To improve the students' learning interest toward reading skill, English teachers need to know the nature of reading, how to teach reading effectively, and what instructional materials is the most suitable for their students, in addition to pedagogical competencies.

Based on the description above, the researcher is interested in conducting a research entitled “THE EFFECTIVENESS OF AUTHENTIC MATERIAL IN TEACHING READING VIEWED FROM STUDENTS’ ENGLISH LEARNING INTEREST”

### **B. Problem Identification**

From the background of the study, the following problems come up: (1) Why can't Indonesian learners of English communicate in English fluently?; (2) How can Indonesian learners of English improve their reading skill so that they can understand and transfer the science and technology from all over the world?; (3) Why do the learners feel very difficult to understand an English text?; and (4) How can authentic materials help the learners improve their reading skill?

### **C. Problem Limitation**

This research is firstly describing reading as a dependant variable, including the definition of reading, the nature of reading, and how to teach reading, based on the existing theory. Then, this research explains an authentic material as an independent variable, including the definition and the nature of authentic material. As an attributive variable, learning interest will also be described in this research.

The research, however, focuses on the use of authentic material in teaching reading. It is intended to prove: “The effectiveness of authentic materials in teaching reading, viewed from the students’ English learning interest”

### **D. Problem Statement**

The research is an attempt to describe how effective the authentic materials for teaching reading. The statements of the problem are formulated as follows:

1. In general, is authentic material more effective than textbook in teaching reading for the seventh grade students of SMP Negeri 2 Kunjang Kediri in 2008/2009 academic year?

2. Is the reading skill of the students having high English learning interest better than that of those having low English learning interest?
3. Is there any interaction between teaching materials and English learning interest for the seventh grade students of SMP Negeri 2 Kunjang Kediri in 2008/2009 academic year?

#### **E. Research Objectives**

Derived directly from the statements of the problem, the objectives of the present study is to find out:

1. The effectiveness of authentic material in teaching reading for the seventh grade students of SMP Negeri 2 Kunjang Kediri in 2008/2009 academic year.
2. Which ones have better reading skill, the students having high English learning interest or those having low English learning interest.
3. The interaction between teaching material and English learning interest for the seventh grade students of SMP Negeri 2 Kunjang Kediri in 2008/2009 academic year.

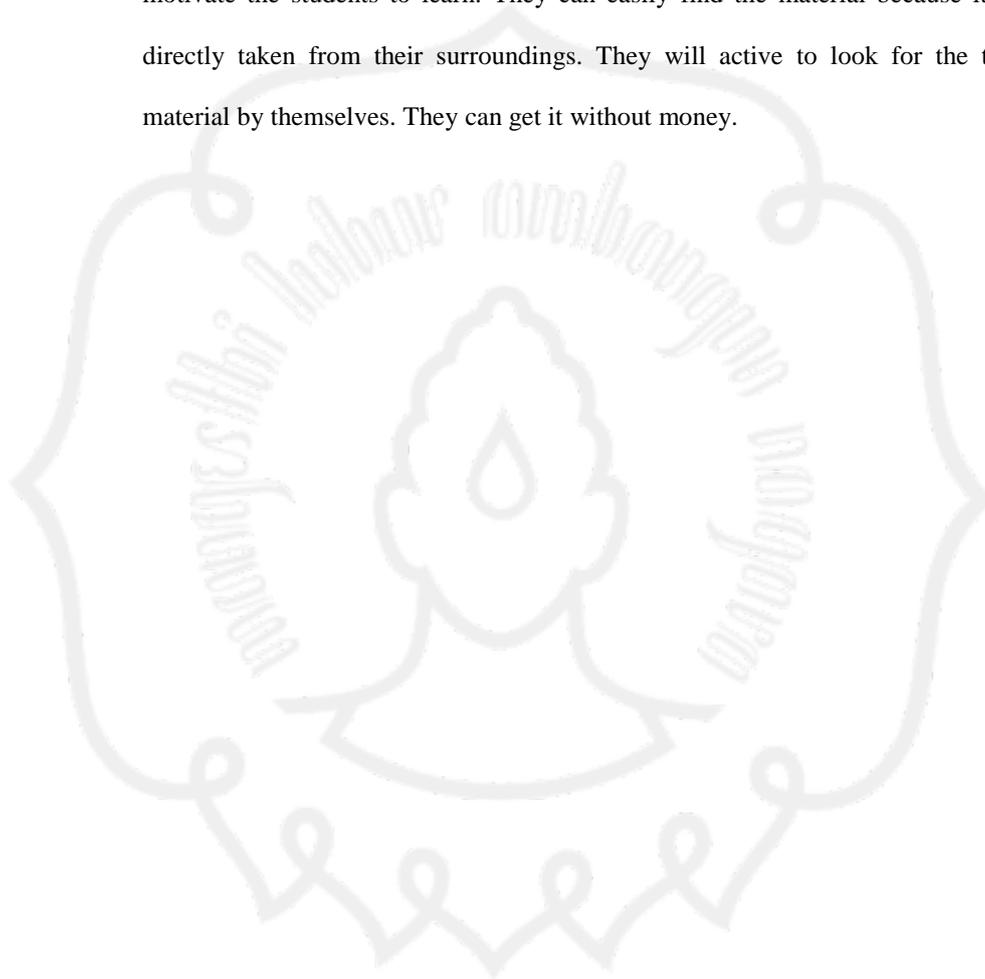
#### **F. Significance**

1. For teacher

The significance of the research is to explore and prove whether the authentic materials are effective to be applied in teaching reading so that the learners can improve their reading skill as optimally as possible. The result of the study will be used as a consideration to raise teachers' awareness in developing and applying the suitable instructional materials in their teaching so that the teaching and learning process will be more interesting. It is, therefore, expected to contribute some inputs for the syllabus of teaching reading.

2. For student

The use of authentic material in the teaching and learning process will surely attract the students' attention because they feel that whatever they study in the classroom is actually useful for their daily life. They think that the classroom situation is similar with the one of their daily life. Consequently, they will be much more interested in the teaching and learning process. Besides, the use of authentic material will activate and motivate the students to learn. They can easily find the material because it can be directly taken from their surroundings. They will active to look for the teaching material by themselves. They can get it without money.



## CHAPTER II

### REVIEW OF RELATED THEORY

This particular chapter sets out to review the underlying theories of the present study. It is intended to provide the overview of the related studies as well. This chapter is finalized with the formulation of the hypotheses.

#### A. Reading

##### 1. The Definition of Reading

Reading is one of the most important activities in language class, not only as a source of information and pleasurable activity, but also as a means of consolidating and extending knowledge of the language. Carrell (1988: 12) states:

“Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought”.

Urquhart and Weir (1998: 14) say that reading deals with the language message in written or printed form.

The background knowledge and past experience are very important in reading. It is needed to recall the concept and relates them to the written materials and get new meaning.

Faaziaty (2002: 139) states:

“Reading is an interactive and interpretative process. The reader processes his background knowledge and the printed text using specific skill and strategies to form expectation about the text, selecting and using the most productive cues to confirm or reject those predictions”.

It means that reading is an active process to give interpretation to the printed text based on their knowledge to confirm or reject prediction. It needs knowledge of sound/symbol relationship, syntax, grammar, and semantics to predict the meaning. The readers use their background

knowledge to understand the topic and text structure. Arends (1997: 246) states that prior knowledge is the sum of an individual's knowledge and experiences gained during the course for their lives and what he or she brings to a new learning experience.

Harris (1980: 447) states that reading is the meaningful interpretation of written or printed verbal symbols. Mason (1990: 1-8) states that reading is a social process and highlighting its importance in the daily life. He adds the aspects of reading process as follows: (1) an active search for meaning; (2) a constructive process; and (3) an applications of different kinds of knowledge and strategic process.

Wikipedia (in <http://en.wikipedia.org/wiki/Rauding>) states that reading is an intensive process in which the eye quickly moves to assimilate text. It is necessary to understand **visual perception** and **eye movement** in order to understand the reading process. There are several types and methods of reading, for different kinds of material and purposes:

- **Subvocalized**  
It is a kind of reading that combines sight reading with internal sounding of the words as if spoken.
- **Speed reading**  
It is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention.
- **Proofreading**  
It is a kind of reading for the purpose of detecting **typographical** errors.
- **Structure-Proposition-Evaluation (SPE)**  
This method is mainly for non-fiction treatise, in which one reads writing for the purpose of understanding: (1) the structure of the work; (2) the logical propositions; and (3) the merits of the arguments and conclusions.
- **Survey-Question-Read-Recite-Review (SQ3R)**  
It is a method for the purpose of being able to teach what is read, and appropriate for instructors preparing to teach material.

- **Multiple Intelligences**-based methods

It is a method to draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text.

- **Rapid Serial Visual Presentation (RSVP)** reading

It is a kind of reading that involves presenting the words in a sentence one word at a time at the same location on the display screen, at a specified eccentricity.

#### a. **Reading Purposes**

Reading is an activity with a purpose. A person may read in order to get information or verify existing knowledge, or in order to criticize a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose of reading guides the reader's selection of texts. The purpose of reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses.

The purpose(s) of reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding.

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

Abbott (1985: 83) states that reading depends on having a purpose for reading. The purpose could be a very general one, like reading novel for pleasure or escape; on the other hand, it could be very specific, like looking up a telephone directory for somebody's number or address. The reading purpose will usually determine the appropriate type of reading and the relevant reading skills to be read. For example, if the purpose of reading is to find out which clause of Act of Parliament are mentioned in a history text-book, slow and intensive reading of the whole text would be inefficient. What is needed here is scanning for relevant details.

Here is a golden rule for any reading activity: learners should know the purpose for their reading before they actually read. The normal procedure is that the learners are asked to read a passage and then answer the questions that follow. Their reading usually does not have a certain purpose since they have not read the questions first, and so they have no idea what they will be questioned. Inevitably they try hard to retain all the information, some of which could be irrelevant to the question. As a result, the learners will feel bored from a lack of challenge and interest.

Ciera (in <http://www.ciera.org/library/instresrc/compprinciples/>) states that the purpose of reading is comprehension. How do the teachers teach students to comprehend the text more easily? Until recently, there are few answers. The research from recent decades has provided a general outline of how to teach reading comprehension effectively. The outline is as follows:

- 1) Effective comprehension instruction requires purposeful and explicit teaching.
- 2) Effective reading instruction requires classroom interactions that support the understanding of specific texts.

- 3) Effective reading comprehension instruction starts before children read conventionally.
- 4) Effective reading comprehension teaches children the skills and strategies used by expert readers.
- 5) Effective reading comprehension instruction requires careful analysis of text to determine its appropriateness for particular students and strategies.
- 6) Effective reading comprehension instruction builds on and results in knowledge, vocabulary, and advanced language development.
- 7) Effective reading comprehension instruction pervades all genres and school subjects.
- 8) Effective reading comprehension instruction actively engages children in text and motivates them to use strategies and skills.
- 9) Good comprehension instruction requires assessments that inform instruction and monitor student progress.
- 10) Effective reading comprehension instruction requires continuous teacher learning.

The main purpose of reading is finding and getting information, content and understanding meaning. Tarigan (1990: 9-10) explains the purposes of reading as follows:

- 1) Reading for details or facts
- 2) Reading for main ideas
- 3) Reading for sequence or organization
- 4) Reading for inference
- 5) Reading to classify
- 6) Reading to evaluate
- 7) Reading to compare or contrast

## **b. Reading Process**

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include:

- 1) Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- 2) Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- 3) Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- 4) Strategic competence: the ability to use top-down as well as knowledge of the language (a bottom-up strategy)

Reading is sometimes referred to a passive or receptive skill, but if it is examined it will give a proof that reader will be active in comprehending the text. In reading process, readers try to guess the message of the text. The mind is free to assimilate the message being communicated by the interrelationship in the coding, to deduce the meaning of unfamiliar elements from the context through their relationship in the coding, and to deduce the meaning of unfamiliar elements from context through their relationship to the whole message. According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and text. Reading is cognitive process which means that the brain has required some skills in understanding the message. Carrel (1996: 16) says that there are five processes employed in reading. They are:

- 1) Recognition-initiation.

The brain must recognize a graphic display in the visual field as written language and it's possible for reading to be interrupted by other activities, examining pictures, for example, and then to be reinitiated.

2) Prediction.

The brain is always anticipating and predicting as it seeks order and significance in sensory inputs.

3) Confirmation.

If the brain predicts, it must also be to verify its predictions. So it always monitors subsequent input to confirm or disconfirm it.

4) Correction.

The brain reprocesses when it finds inconsistencies or its predictions are disconfirmed.

5) Termination.

The brain terminates the reading when the reading task is completed, but termination may occur for other reasons: little meaning is being constructed, or the meaning is already known, or the story is uninteresting or the reader finds it inappropriate for the particular purpose. At any rate, termination in reading is usually an open option at any point.

In conclusion, in reading process, readers do not only translate each word by looking up dictionary but also know the meaning of the message in the text.

### c. Models of Reading

According to Nunan (1995: 63-65), there are two models of reading process, they are:

1) Bottom-Up Model

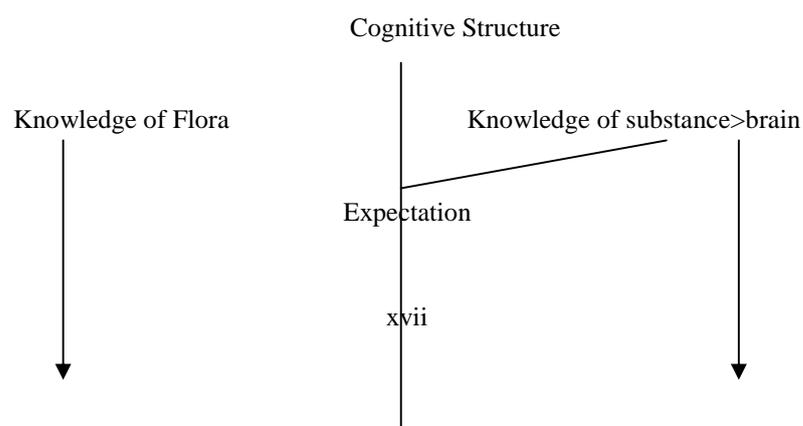
It refers to decoding individual units on the printed page, working one way up from smaller to large units to obtain meaning and to modify one's prior knowledge. This model assumes that a reader proceeds by moving his eyes from left to the right across the page, first taking letters, combining them to form words, then combining the words to form the phrases, clauses, and sentences of the text.

## 2) The Top-Down Model

It brings with the reader hypothesis and prediction about the text and his or her attempts to confirm them by working down to the smallest units of the printed text. Readers who are weak in one reading strategy might rely on other processes to compensate this weakness. From the explanation above, it is clear that in the top-down model, the process of comprehension deals with the background knowledge to predict the meaning of the text. It means that a reader will read a text by reading the sentences, and then tries to find the information by guessing the meaning

## 3) Interactive Model

It deals with a particular type of cognitive behavior, which is based on certain kinds of knowledge which form a part of the reader's cognitive structure. Eskey states that interactive processing refers to the interaction between information obtained by means of bottom-up decoding and information provided by means of top-down analysis. Comprehending reading text is not only determined by text to be decoded, but also by prior knowledge of the reader. The interactive model stresses both what is on the written page and the reader's prior knowledge. It views that reading is the interaction between reader and text.



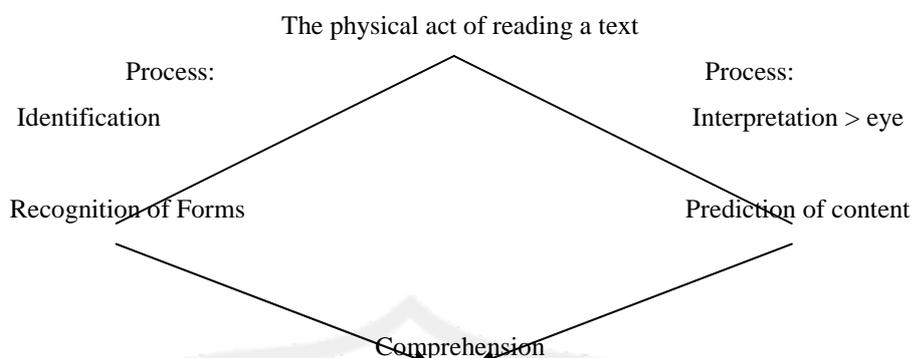


Figure 1  
Interactive Approach to Second Language Reading

From the diagram above, it can be seen that reading comprehension needs several components. Those are (1) cognitive structure in the brain; (2) the reader's knowledge; (3) expectation during the physical act of reading; and (4) accurate identification of form from minimum number of visual cues. And if ones' reading skill is good, they can develop those components quickly, automatically, and simultaneously. Their knowledge will also provide them a certain expectation about the larger conceptual structure of the text. While they are reading, they can make accurate prediction about the meaning of the text as a whole.

In conclusion, according to interactive processing, a reader cannot just rely on what is written to get full meaning of the text, but he has also to have enough background knowledge to understand the text.

#### d. Reading Comprehension

Heilman (1981: 237-246) states that comprehension is a multifaceted process affected by variety of factors. Davis in Heilman (1981: 241) states five comprehension skills: (1) recalling word meaning (vocabulary knowledge); (2) drawing inferences from context; (3) following the structure of passage; (4) recognizing a writer's purpose, attitude, tone, mood; and (5) finding answers to questions answered explicitly or in paraphrase. Herber in Vacca (1989: 170) states that the major aspects of comprehension are: (1) the literal level; (2) interpretative level; and (3) applied level. Barent's taxonomy in Alexander (1988: 170) is as follows: (1)

literal comprehension, including identification, recalling, and analyzing; (2) inferential comprehension, including interpretation, general inferential, and prediction; and (3) evaluation comprehension, including judgment, appreciation, and critical comprehension.

Reading comprehension is composed of two equally important components. Decoding or the ability to translate text into speech is only part of the process of reading comprehension. The other part is language comprehension, or the ability to understand spoken language. All struggling readers have difficulty with either language comprehension or decoding or both.

Reading comprehension activities depend upon sufficient development of decoding skills and language comprehension skills. If a child is having trouble with a reading comprehension activity, it is probably because the child needs more instructional support focused on helping the child to develop language comprehension and/or decoding skills. Reading comprehension activities involve helping children to fluently read and understand connected text. The text can be expository or narrative and the instructional activity may focus their attention on different levels of comprehension (explicit, implicit, etc). Further, reading comprehension instruction may focus on helping children learn to preview selections, anticipate content, or make connections between what they will read and what they already know. Similarly, instruction that focuses on reading comprehension might focus on helping children learn to compare characters, events, and themes of different stories.

Abbott (1985: 89) states that one possible way of establishing a purpose for reading is by focusing the learner's attention on particular cognitive skill. In fact, a change in the purpose usually entails a change in the cognitive reading skill. What are the cognitive skills? Many lists have been suggested, but they all include most of the following abilities:

- 1) to anticipate both the form and the content
- 2) to identify the main idea(s)
- 3) to recognize and recall specific details

- 4) to recognize the relationship between the main idea and their expansion.
- 5) to follow a sequence
- 6) to infer from the text
- 7) to draw conclusion
- 8) to recognize the writer's purpose and attitude

According to Cushenbery in Aji (2000: 56) there are four basic levels of reading comprehension, namely:

- 1) Literal Reading

At this level the readers remember the details, note main ideas that are directly stated, follow directions, and discover cause and effect relationship if such factors are directly stated.

- 2) Interpretative (Inferential) Reading

The readers are expected to discover the author's purpose, detect moods of the author and draw conclusions from what is written, and find main ideas and cause effect relationship when such factors are not directly stated.

- 3) Critical Reading

The students are expected to determine if a statement is a fact or an opinion, not any propaganda techniques that may be present, and make an assessment of the accuracy of the printed matter being read.

- 4) Creative Reading

At this level, the readers have to use the printed matter to solve problems, make value judgments regarding to the actions of character, and draw a conclusion about what they would have done if they had been one of the characters.

According to Saring in Urquhart, (1998: 95) there are some strategies in reading comprehension:

- 1) Technical old: skimming, scanning, and skipping

- 2) Clarification and simplification monitoring, syntactic simplification using synonyms, circumlocution, change of planning, mistake correction, on going self evaluation, control skipping and repeated reading.
- 3) Coherence detecting, identification of macro frame, use of context schemata, identification of key information in text.

Brown (2001: 306-310) also gives strategies for reading comprehension which can be applied in the classroom, they are:

- 1) Identifying the purpose in reading
- 2) Using graphemes rules and patterns to aid in bottom-up decoding (for beginning level learners)
- 3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
- 4) Skimming. It consists of quickly running one's eyes across a whole text.

Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic of message, and possibly some of the developing or supporting ideas.

- 5) *Scanning*. It searches quickly for some particular pieces of information in a text. The purpose of scanning is to extract certain specific information without reading through the whole text.
- 6) Semantic mapping or clustering. The strategy of semantic mapping, grouping ideas into meaningful cluster helps the reader to provide some order to chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce others and hierarchy to a passage.
- 7) Guessing. This is extremely broad category. Learners can use guessing to:
  - a. guess the meaning of a word
  - b. guess a grammatical relationship (e.g. a pronoun reference)
  - c. guess discourse relationships,
  - d. infer implied meaning (Reading between the lines"),
  - e. guess about a cultural reference,

- f. guess the content of the messages,
- 8) Vocabulary analysis. One way learners make guessing pay off when they don't immediately recognize a word to analyze it in terms of what they know about it. Several techniques are useful:
- a) Look for prefixes (co-, inter, un, etc) that may give clues
  - b) Look for suffixes (-tion, -tive, etc) that may indicate what part of speech it is.
  - c) Look for roots that are familiar
  - d) Look for grammatical contexts that may signal information
  - e) Look at the semantic context (topic) for clues.
- 9) Distinguishing between literal and implied meanings. This requires the application of sophisticated attention to its literal, syntactic structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.
- 10) Capitalizing on discourse markers to process relationships. There are many discourse markers in English that signal relationship among ideas through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learner's reading efficiency.

Second language learners will find difficulties in their reading comprehension because the word meaning is context-sensitive, so it depends on specific examples in memory and general schemata. Pearson (1996: 5) says, "Schemata refer to knowledge already stored in memory, while abstract and general schemata refer to distinctive features to make up general categories such as bird, bachelor, and door". Nunan (1995: 67) states that according to schema theory, comprehending text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own language. In reading, different types of schemata have been suggested: (1) Context schemata: related to the content of text; (2) Formal schemata: related to rhetorical structure of the text; and (3) Cultural schemata: more general aspects of cultural knowledge shared by large sections of a cultural population (Curel in Urquhart, 1998: 71).

This research will apply five comprehension skills, as stated by Davis in Heilman (1981: 241): (1) recalling word meaning (vocabulary knowledge); (2) drawing inferences from context; (3) following the structure of passage; (4) recognizing a writer's purpose, attitude, tone, mood; and (5) finding answers to questions answered explicitly or in paraphrase. It is also in line with Permendiknas No.78 year 2008, date 5<sup>th</sup> December 2008, which contains the Graduate Competence Standards (SKL) of English at junior high school. The document says:

Graduate Competence Standards (SKL) of reading: *Memahami makna dalam wacana tertulis pendek baik teks fungsional maupun esay sederhana berbentuk deskriptif (descriptive, procedure, maupun report) dan naratif (narrative dan recount) dalam konteks kehidupan sehari-hari.*

Competences being tested: *Menentukan gambaran umum, pikiran utama, informasi rinci tersurat, informasi tersirat, rujukan kata, makna kata/frasa/kalimat dalam teks tertentu.*

Martin (in <http://www.marin.cc.ca.us/don/study/sevenread.html>, 1991) states that reading comprehension requires motivation, mental frameworks for holding ideas, concentration, and good study techniques. Here are some suggestions:

- 1) Develop a broad background.

Broaden your background knowledge by reading newspapers, magazines and books.

Become interested in world events.

- 2) Know the structure of paragraphs.

Good writers construct paragraphs that have a beginning, middle, and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

- 3) Identify the type of reasoning.

Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking?

- 4) Anticipate and predict.

Really smart readers try to anticipate the author and predict future ideas and questions. If you're right, this reinforces your understanding. If you're wrong, you make adjustments quicker.

- 5) Look for the method of organization.

Is the material organized chronologically, serially, logically, functionally, spatially or hierarchical?

- 6) Create motivation and interest.

Preview material, ask questions, discuss ideas with classmates. The stronger your interest is, the greater your comprehension will be.

- 7) Pay attention to supporting cues.

Study pictures, graphs and headings. Read the first and last paragraph in a chapter, or the first sentence in each section.

- 8) Highlight, summarize and review.

Just reading a book once is not enough. To develop a deeper understanding, you have to highlight, summarize, and review ideas.

- 9) Build a good vocabulary.

For most educated people, this is a lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket dictionary and use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

- 10) Use a systematic reading technique like SQR3.

Develop a systematic reading style, like the SQR3 method and make adjustments to it, depending on priorities and purpose. The SQR3 steps include Survey, Question, Read, Recite and Review. See Section 14 for more details.

- 11) Monitor effectiveness.

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they've missed an idea and backup to reread it.

From the description above it can be concluded that reading comprehension is a process of making sense of written ideas through meaningful interpretation involving the understanding of general ideas, main ideas, explicitly and implicitly stated information, meaning of certain words, and word reference.

## **2. Teaching Reading**

Comprehending a text is a process of interaction between the reader's background knowledge and the text. Teachers should help the students improve their ability to comprehend the text. Fauziaty gives ways of handling a reading class. It consists of two parts: first, it will discuss the prominent theory of the nature of reading and the schema theory. Secondly, it presents the implication of the theory for the EF teaching or reading: the classroom practices to develop text-based processing skills. Abbott (1985: 92-102) states that there are three suggested activities related to reading:

### **a. Before-Reading Activities**

The overriding aim in doing any class works with the learners before they begin to read a text is to create a positive attitude in their mind towards the text to be read. The following activities can be applied in the class before reading activities:

#### 1) Anticipating the content

If the text has section with headings, the learners can be asked to read only these headings and say or write down what they expect the text to be about.

#### 2) Anticipating both the content and the form

It is a merely indication of what would actually occur. The point is that it is not only anticipating the content of what the learners will shortly read on the reverse side but it is also rehearsing the vocabulary, most of which is already known to this group of learners. The aim is to recall known language and activate language the readers may expect to come across.

#### 3) Vocabulary work

Even if your learners are interested in the subject matter of the reading text you have chosen, they will soon lose interest if they find the vocabulary too difficult. If the majority of words are unknown to the learners, it would be wise to discard the text and choose another one which is more appropriate to their linguistic level.

#### **b. While-Reading Activities**

##### 1) Identifying the main idea

The type of reading used for such practice will be *skimming*, since the aim is to avoid close and slow reading of the text for all details. The recommended activities are: (a) read the passage in order to give a title; (b) read the passage in order to select the most appropriate title from those given; and (c) identify the topic sentence. A paragraph will often have a topic sentence or key sentence. It helps a reader to understand a text if he can identify topic sentence because obviously these will indicate the main idea, thus acting as markers to the organization of the text.

##### 2) Finding details in a text

The type of reading practiced here is *scanning*. One useful technique to use for this work is the information-gap technique, whereby the reader has to fill in the missing information on a worksheet by scanning a text which has the required information. The teacher can often use texts from the class course-book, which must not be ignored or totally replaced by supplementary material; and can manage without sophisticated aid.

##### 3) Following a sequence.

The learner who realizes that what he is reading involves some form of sequencing is able to understand a lot of text, even there are some unknown words. An example at the elementary level would be, for instance, the route from one place to another. Here, the teacher is usually required to indicate the sequence of moves by plotting the route on a street-plan. At much more advanced level, an example would be a text describing some kinds of process, where sequence is also important.

##### 4) Inferring from the text.

Together with identifying the main idea, the ability to infer ('reading between lines') is sometimes called a manipulative thinking skill. Unlike reading for literal meaning which focuses on what is explicitly stated, we often go beyond what is explicitly stated. We want to make conjectures, to work out what is implied in the text. In short, we think when we read. Of course, inferring presupposes literal understanding of the text. It is not an alternative, but the higher level of comprehension.

5) Recognizing the writer's purpose and attitude

This can be difficult even for the native reader, since a good writer will often prefer being subtle and indirect in his intention and attitudes. Therefore, we are here concerned with reading by the advanced learners. The concept of this point is: (1) the writer's purpose: it could be any of the following or a mixture of them: to ridicule, to amuse, to protest, to accuse, to teach, etc; (2) The writer's attitude: it would be determined by his purpose. It could be serious, superficial, sympathetic, angry, etc.

6) Recognizing discourse features

A text will consist of discourse, a combination of interrelated sentences. The combination is formed in various ways. For instance, the words will belong together as members of the same lexical field. We can identify discourse feature as: (1) *this, that, she, he, I, you, we, they, it* as substitutes referring back to previous statements; (2) *first, secondly, thirdly, and so forth* signaling a list of some sort; (3) *but* indicating a change or contrast relative to some previous statement; and (4) *so* introducing a consequence or result of previous event.

7) The teacher's role

While the learners are busy with their silent reading, the teacher will be very active. Not only has the teacher provided the texts and suggested ways of treating them, but also be there in the class, ready to help both individual learner with particular difficulties and the whole group if general difficulties arise. The teacher will very likely be asked the meaning of an unknown word in the text and he may be tempted to give an instant translation.

### c. After-Reading Activities

While the learners are reading purposely, the teacher can gain a good idea of how they are coping with their reading because the teacher will be able to circulate round the classroom, seeing how well the reading tasks are being done. However, some kind of follow-up should be valuable. While the learners are still interested in their reading, the teacher can check the result of the reading tasks. Checking on the reading activity is only the first step. The teacher can exploit the learners' experience in reading by means of further activities. For example, we may consider it valuable language work to deal with some of the unknown words which had deliberately chosen not to consider at the pre-reading stage. We may now want to go from the receptive stage to the productive stage of learning certain words. We must not forget that reading is often a preliminary to some other language work like writing. What the learners have been reading can sometimes be used as a model for their own writing. So, this stage is very valuable for teacher and students, in that it can be the starting point to work on writing activity.

In conducting teaching learning process, teacher usually gets many problems. In order to get success, teaching reading needs plan for solving problems. Richards (2002: 288) says that transactional approach which is used in learning instruction has several characteristic, there are:

1. It is embedded in a content area so that students are learning strategies while they are engaged in their regular reading for a variety of purposes.
2. Strategies are taught through direct explanation, teacher modeling, and feedback. The teacher gives models by reading and thinking aloud. The students also read and think aloud in class, and their strategy use is supported by teacher feedback.
3. Strategies are constantly recycled over new texts and task. The students encounter individual strategies and group of strategies time and time again.
4. Strategy use develops over the long term.

In short, strategies are really needed in teaching reading. Effective instruction in strategic reading entails a number of classroom process or moves, these are:

1. General strategy discussion

In general strategy discussion, reading strategies and strategic reading are defined. The teacher explains and the class discusses why learning and practicing strategies are important.

2. Teacher modeling

A second important feature of strategy instruction is regular teacher modeling of expert behavior. In doing this, teacher reads aloud a short portion of the text, and does thinking aloud. Then, he can be observed using several strategies, which include asking questions, making predictions, checking those predictions, and summarizing or paraphrasing.

3. Student reading

Students are also encouraged to read an think aloud from the very beginning. Reading and thinking aloud present a very high cognitive load for readers.

4. Analysis of strategies used by the teacher or by students when thinking aloud. After students or teacher read a portion of the text, the strategy used can be analyzed by the reader through full class discussion.

5. Explanation / discussion of strategies on a regular basis.

The process of strategy identification and feedback entails the naming of strategies and repeated explanations on the student's or teacher's part as to how to use the strategies.

## **B. Authentic Material**

### **1. The Nature of Teaching Materials**

Teaching materials are the key component in most language programs. It can be in the form of textbook, institutionally prepared materials, teacher-made instructional materials, or authentic materials. Instructional materials generally serve as the basis for much of the

language practice that occurs in the classroom. Cunningsworth in Richards (2001: 251) summarizes the role of instructional materials in language teaching as follows:

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learners practice and communicative interaction
- c. A reference source for learners on real example of reading texts.
- d. A source of stimulation and ideas for classroom activities.
- e. A syllabus (where they reflect learning objectives that have already been determined)
- f. A support for less experienced teachers who have yet to gain in confidence

Dudlay-Evans and John in Richards (2001: 252) suggest that the functions of teaching materials are: (1) as source of language; (2) as learning support, (3) for stimulation and motivation; and (4) for reference.

## **2. The Nature of Authentic Materials**

Authentic materials refer to the use of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes in teaching. They are often contrasted to the created materials, the textbook, and other specially-developed instructional resources. Some have argued that authentic materials are preferred over created materials, because they contain authentic language and reflect real-world uses of language compared with the contrived content of much created material. English textbook, authored by educators rather than professional writers, tend to carry a preaching and patronizing tone. The authors and their readers are inherently not on the equal footing. The English textbook, written from the perspective of talking to a "foreign" (namely, "outsider") audience, can hardly avoid contrivance. This has been pointed out by Shrum and Glisan in Hwang (1994: 5):

“Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented.”

The problem with English textbook is further stated by Mindt (1992) and Kennedy (1998) in Hwang (1994: 10):

"A comparative study of authentic language data and textbook for teaching English as foreign language has revealed that the use of grammatical structures in textbooks

differs considerably from the use of these structures in authentic English. There is obviously a kind of English school which does not seem to exist outside the foreign language classroom. As a result, learners who leave their school very often find it hard to adapt to the English used by native speakers. Learners who communicate with native speakers constantly have to reshape their linguistic behavior in those areas of the language which were not taught properly".

The advantages of authentic materials are stated by Philips and Shettlesworth 1978;

Clarke 1989; Peacock 1997 in Richards (2001: 252) as follows:

- a. They have a positive effect on learner motivation, because they are intrinsically more interesting and motivating than created materials. There is a huge supply of interesting sources for language learning that relate closely to the interest of many language learners.
- b. They provide authentic cultural information about the target language. Materials can be selected to illustrate many aspects of the target language culture, including culturally based practices and belief and both linguistic and non linguistic behavior.
- c. They provide exposure to real language rather than the artificial texts found in created materials that have been specially written to illustrate particular grammatical rules or discourse types.
- d. They relate closely to the learners needs and hence provide a link between the classroom and students' needs in the real world.
- e. They support a more creative approach to teaching. In using authentic materials as a source for teaching activities, teacher can develop their full potential as teachers, developing activities and tasks that better match their teaching styles and the learning styles of their students.

### 3. Using Authentic Materials in Teaching Reading

Reading by humans is mostly done from paper with ink: a **book**, magazine, newspaper, **leaflet**, or **notebook**. **Handwritten** text may also consist

of **graphite** from a **pencil**. More recently, text is read from **computer displays**, **television**, and other displays, such as **mobile phones**. Short texts may be written or **painted** on an object. The text often relates to the object, such as an address on an envelope, product info on packaging, or text on a **traffic** or street sign. A **slogan** may be painted on a wall. A text may also be produced by arranging stones of a different color in a wall or road. Sometimes text or images are in **relief**, with or without using a color contrast. Words or images can be carved in stone, wood, or metal; instructions can be printed in relief on the plastic housing of a **home appliance**. Short messages can be put on various media. Longer texts such as books, magazines, newspapers, etc are often available on paper (with **printed** text) or in electronic form on a **computer storage device**. In the latter case it may be read from an **electronic screen**; sometimes the user prints it to read.

Taylor and Landerl (in <http://en.wikipedia.org/wiki/rauding>) states that average reading rate depends on age or level. Rates of reading include reading for memorization; reading for learning; reading for comprehension; and **skimming**. Reading for comprehension is the essence of the daily reading of most people. Skimming is for superficially processing large quantities of text at a low level of comprehension.

Advice for choosing the appropriate reading-rate includes reading flexibly, slowing when concepts are closely presented, and when the material is new, and increasing when the material is familiar. **Speed reading** courses and books often encourage the reader to continually accelerate; comprehension tests lead the reader to believe his or her comprehension is continually improving.

In the early stages of language learning, learners are given non-authentic texts to listen to and read because the language is easier to process. Low frequency vocabulary is replaced by high frequency vocabulary. It is important to move learners toward more authentic texts. Most experienced teachers tell that often students will complain that they understand the English in class but cannot understand what people are saying or writing outside of class (Nunan, 2000: 122-124).

Language is context-sensitive. This means that, in absence of context, it is very difficult to recover the intended meaning of a single word or phrase. Some words or sentences are sometimes meaningless out of the context. Taking individual grammar structures out of the context is equally perilous, for example, the meaning of *'He is playing tennis'* is *'He is doing it now, at the moment of speaking'*. But only one of the following examples is consistent with that interpretation:

*'Where's Tony?' 'He's playing tennis'.*

*He never wears his glasses when he's playing tennis.*

*Tomorrow morning he will be in the office but in the afternoon he's playing tennis.*

*He's playing tennis a lot these days. Do you think he's lost his job? There's this friend of mine, Tony. He's playing tennis one day. Suddenly he gets this shooting pain in his chest...*

So, questions of correctness are often irresolvable in the absence of context, and a lot of classroom time can be wasted arguing the toss over disembodied sentences. The confusions that occupy arise when language is like an engine idling, not when it is doing work. In conclusion, a text-based approach involves looking at language when it is 'doing work' (Thornbury, 1999: 72).

There are at least two implications of the text-level view of language. The first is that if learners are going to be able to make sense of grammar, they will need to be exposed to it in its context of use, this means in texts. Secondly, if learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated

sentences but whole texts in that language. The aim of giving that activity is the students finally are capable of producing text. The students' text may be the most effective, since there is evidence to support the view that the topics that the learners raise in the classroom are more likely to be remembered than those introduced by either teachers or course books.

Cunningsworth in Richards (2000: 258) proposes seven criteria for evaluating textbooks:

- a. They should correspond to students' need
- b. They should match the objectives of the language learning program.
- c. They should reflect the uses that students make of the language.
- d. They should take account of students' need as learners.
- e. They should facilitate students' learning processes.
- f. They should have a clear role as a support for learning
- g. They should mediate between the target language and the learners.

#### **4. Procedure of Teaching Reading Using Authentic Materials**

Before coming to the class, teachers must work harder to find the authentic text from their daily life. They can find it from the current newspaper, magazines, manual book of an electronic appliance, public notices, authentic traffic signs, and many other sources.

The procedure of how to teach reading (extracted from Abbott, 1985: 92 – 102) using authentic materials is as follows:

- a. Before – Reading Activities
  - 1) Brainstorming about daily life related to the topic.
  - 2) Answering teacher's questions related to the topic.
  - 3) Identifying the target competency.
  - 4) Identifying the topic to discuss.
- b. While – Reading Activities
  - 1) Understanding the questions related to the topic.

- 2) Reading the authentic text silently (silent reading)
- 3) Finding the meaning of the difficult words found in the text.
- 4) Finding the main idea of the text.
- 5) Finding certain information explicitly stated in the text.
- 6) Finding certain information implicitly stated in the text.
- 7) Finding the reference of certain word found in the text.
- 8) Finding the synonym/antonym of certain word found in the text.
- 9) Discussing the questions and the answers classically.
- 10) Jotting down the right answers as a result of the discussion.
- 11) Practicing to answer questions of the same kind from different text.

c. After – Reading Activities

- 1) Discussing all problems found during teaching and learning process.
- 2) Drawing a conclusion of the discussion.
- 3) Finding the text of the same kind in the daily life.
- 4) Studying the text found in the daily life as homework.

### C. Textbook

Brown (2001: 136) states that techniques consist of the things you “do” in the classroom, but only a few techniques do not involve the use of materials to support and enhance them. What would the language class be without textbooks? Of course, the class can have conversations, role-play, discussions, and chalkboard work, but much of the richness of language instruction is derived from supporting materials. In this case, the existence of textbooks in the teaching and learning process comes into being.

A textbook is a manual of instruction or a standard book in any branch of study. They are produced according to the demand of educational institutions. Although most textbooks are only published in printed format, many are now available as online [electronic books](#) and scanned format in networks.

Nowadays, the commonest forms of teaching materials in language teaching are textbooks together with ancillaries such as workbooks, cassettes, and teachers' guide. Haines in Richards (2001: 254) characterizes differences between past and current trends in English language textbooks.

Table 1 Differences between past and current trends in English textbook

<b>NO</b>	<b>PAST TIME</b>	<b>NOWADAYS</b>
1.	Author and academic centered	Market led
2.	Uncertain global market	Specific fragmented markets
3.	European focus	Pacific Rim/Latin American focus
4.	Sell what is published	International or local culture
5.	Culture and methodology of origin	Indigenous learning situations
6.	English for its own sake	English for specific purposes
7.	UK/US publisher dominance	Rise in local publishing
8.	Native speaker expertise	Non native speaker competence
9.	Culturally insensitive	Culturally sensitive
10.	Low risk competition	High risk competition
11.	Little design	Design rich
12.	Artificial text and task	Authenticity
13.	Single-volume titles	Multicomponent/multimedia

Richards (2003: 254-256) states that the commercial textbooks used in teaching have both advantages and disadvantages, depending on how they are used and the contexts for their use. The advantages are (1) they provide structure and a syllabus for a program; (2) they help standardize instruction; (3) they maintain quality; (4) they provide a variety of learning resources; (5) they are efficient; (6) they can provide effective language models and input; (7) they can train teachers; and (8) they are visually appealing. The disadvantages, however, are (1) they may contain inauthentic language; (2) they may distort content; (3) they may not reflect students' need; (4) they can deskill teachers; and (5) they are expensive.

Teachers and others are responsible for choosing textbooks and other instructional materials. They need to be able to make wise judgments about textbook and teaching materials. Evaluation, however, can be done by considering something in relation to its purpose. Richards (2003: 256) states that a book may be ideal in a certain situation but not in another because it matches the needs of that situation perfectly. The considerations of choosing suitable books for appropriate situation are: (1) it has the right number of materials for the program; (2) it is easy to teach; (3) it can be used with little preparation by inexperienced teachers; and (4) it has an equal coverage of grammar and the four skills. The same book in different situation, however, may turn out to be quite unsuitable because: (1) it contains too little material; (2) it is not sufficiently challenging for teacher and students; and (3) it has elements in it that are not needed in the program.

Therefore, the following information is needed before teachers can evaluate a textbook:

1. The role of the textbook in the program
  - a. Is there a well-developed curriculum that describes the objectives syllabus and content of the program?
  - b. Will the book or textbook series provide the core of the program?
  - c. Will it be used with small classes or large ones?
  - d. Will students be expected to buy a workbook as well?
2. The teachers in the program
  - a. How experienced are the teacher in the program?
  - b. How well do they speak English?
  - c. Do they use the textbook simply as a resource?
  - d. Do they play a part in selecting the book they teach from?
  - e. Are they free to adapt the textbook?
3. The students in the program
  - a. Is each student required to buy a textbook?
  - b. What do students typically expect in a textbook?
  - c. Will they use the textbook in class or at home?
  - d. How will they use the textbook in the class?
  - e. How much money do the need to prepare to buy the textbook?

The teachers and others, who are responsible in deciding the textbook the students use, should realize that no textbook will ever be a perfect fit for a

language program. There are two factors involving in the development of textbook: those representing the interests of the author, and those representing the interest of the publisher (Byrd in Richards, 2001: 257). The author is concerned to produce textbook that teachers will find innovative, creative, and relevant to their students' need. And the publisher is primarily motivated by financial success.

After realizing that commercial textbooks cannot always fit the aims and objectives of language learning, the teachers should be wise in selecting textbook available in the market. They should be creative to find textbook which is the most suitable with their teaching and learning process. Commercial textbook can seldom be used without some forms of adaptation to make them more suitable for the particular context in which they will be used.

The adaptation of the textbooks may take a variety of forms. It can be conducted by:

1. Modifying content
2. Adapting or deleting content
3. Reorganizing content
4. Addressing omission
5. Modifying tasks
6. Extending tasks

From the explanation above it can be summarized that textbook is a manual of instruction or a standard book in any branch of study. They are

produced according to the demand of educational institutions. Commercial textbooks, however, cannot always fit the aims and objectives of language learning. The teachers should be wise in selecting textbook available in the market. Teachers can provide many textbooks for their students. After having some textbooks, they can adapt the textbooks to fit the aims and objectives of the language learning and to meet the students' need.

#### **D. Learning Interest**

##### **1. Interest**

Interest is an important thing in one's activity in the daily life, including in the field of education. People's interest will be shown in their activity to gain their purpose. There is someone who is interested in something, but someone else is not. It also happens in the field of education. Some students have high interest in learning, while the others do not.

Talking about interest, there are some opinions related to the definition of it. According to Witherington, interest is one's consciousness that an object, person, problem or situation has relation to him. James says: "Interest is a form of selective awareness or attention that produces meaning out of the mass of one's experiences".

Interest is a characteristic, disposition organized through experience which impels an individual to seek out particular objects, activities, understanding, skill, or goal for attention or recognition (Smith and Dechant, 1961: 273).

Based on the definition of interest above, it can be stated that some aspects of interest are:

- a. Interest is active psyche intentness.
- b. Interest is always in accordance with consciousness or awareness, willingness, pleasure, and attention.
- c. Consciousness, willingness, pleasure, and attention are potential factors that enable the individual to reach objects from his/her environment.

From the definition above, it is constructed that interest is an active psychological intentness that relates to consciousness, willingness, attention, and pleasure to respond a given object that attracts people.

## **2. Learning**

There are some definitions of learning given by experts. Hilgard as quoted by Sumadi (1993) explains: “learning is a process by which an activity originates or is changed through training procedures (whether in the laboratory or in natural environment) as distinguished from change by factors not attributable from training” (Sumadi, 1993: 248)

Meanwhile, Skinner defines it as a change in performance as a result of practice (Sumadi, 1993: 231). Learning can be defined as an experimental process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies (Klein, 1996: 74). It is supported by Nasution (1992). According to him, learning is a change of behavior as a result of main response forming. The

point is that change of behavior is not caused by maturity or temporary change of one thing. Another expert, Morgan quoted by Ngalim Purwanto gives the definition of learning as a relative stable change of behavior as a result of practice or experience (1990: 85). Similar to them, Snelbecker (1974) states: "Learning is a relatively permanent change in behavioral tendency that occurs as a result of reinforced practice". Garry and Kingsley (1970: 15) state that learning is also the process of changing or originated behavior through practice or training.

From the definition given by some experts, it can be concluded that learning is a process of changing done by individuals in their purpose to get new behavior. There are some important elements, which characterize the meaning of learning. They are:

- a. Learning is a change by practice or experience, meaning that the change caused by the growth or maturity cannot be considered as a result of experience.
- b. To be considered as learning, the change should be relatively stable. It should be an end of a certain period, may be for days, weeks, months, or even years.
- c. The change of behavior as a result of learning involves so many aspects, both physical and psychological aspects.

### **3. Aspects of Learning Interest**

In general, people's interest toward a certain object is based on the four aspects of interest, that is to say: consciousness, willingness, pleasure, and attention. Each aspect will be discussed below:

a. Consciousness

People are said to be interested in something if they have consciousness. The consciousness always exists in every individual because the individual will be interested in something if he/she is conscious that the objects are very interesting to him/her.

b. Willingness

Willingness is a motivational desire directed to the purpose of life controlled by thought. This motivational desire will produce a will and attention to concentrate on a certain object. If it is so, the interest of the individual will appear. For example, a woman who wants to be a doctor will have a strong will and full attention to learn everything dealing with her expected dream to be a doctor and she will try hard to actualize it.

c. Pleasure

Some causes of pleasure have been understood by human being. But here, pleasure is supposed to be derived from simply watching movement of people and objects. At first, this activity is primarily biological, but as perception and concept develop in every human being, the psychological component becomes more important. The children learn to avoid activities that make them unsatisfied and they don't want to do the activities

repeatedly. In other words, there is a correlation between pleasure and the emerging of interest because pleasure will emerge ones' interest to the objects and people that make them satisfied.

d. Attention

It has been proved that attention can be observed in the early behavior of infants. Stimulation produced by a sound or a touch causes awareness. The movement of the baby and the fixation of the eyes are the actualization of the infants' awareness to the stimulus. Infants have a need for sensory stimulation and seek to be stimulated by being alert to its surroundings (Skinner, 1984: 338).

#### **4. Factors Affecting Learning Interest**

Generally, before entering the school, the children have a collection of experiences related to their interest. These experiences are the determinant factors in their learning process later. For example, a child who is forbidden to ask or to see naturally and freely will get difficulties in developing his/her interest. The curiosity that cannot develop freely will obstruct the process of learning.

It is important to know the factors that influence interest, especially the interest to learn, so that the goals of learning can be achieved. There are two factors affecting the interest, internal and external factor.

a. Internal factor

Factors that come from the individual himself are called internal factor. It means that his ability, talent, motivation, and the purpose of life will affect his interest and it is different from one to another. This difference will show the different interest of one to another. According to Kartini Kartono, interest relates tightly to personality and always includes factors of affective, cognitive, and ability (1990: 56). So it is clear that affective, cognitive, and ability affect ones' interest.

b. External factor

Environment also affects ones' interest. The factors that come from outside (environment) the individual himself are called external factors. The external factors can be family, school, or the society. They can be objects, people, or activities dealing with his interaction to one another, for example, a boy who is interested in joining the basketball club will try hard to master basketball game

Finally, from the concept of interest and learning discussed in the previous paragraphs, it can be summarized that learning interest is an active psychological condition that always involve consciousness, willingness, pleasure, and attention in the efforts to get new behavior, that is to say, to achieve the goal of the English learning, especially the learning of reading.

#### **D. Rationale**

When used effectively, authentic materials help bring the real world into the classroom and significantly enliven the ESL class. Exposing the students

with authentic materials generates a deeper understanding of and interest in the topic. Authentic materials also provide exposure to real language and its use in its own community. They meet the requirements of suitable materials in teaching reading. Furthermore, students have to apply what they have learnt (target language) in real world. The authentic materials provide many and various examples of the target language in daily usage. Using authentic materials in the teaching learning process will be more interesting and clearer as the students are given new circumstances and a various number of the examples of reading text. The various numbers of examples give the students opportunity to know many kinds of real example of English text. On the other hand, textbook does not provide students with the example of real use of English language in the daily life. Students study the language which they do not use in their daily activities. They feel that the language they study is useless. If teacher uses textbook as teaching materials, the students will, of course, not interested in the teaching and learning process. Finally, it is assumed that authentic materials can be more effective than textbook to improve the students' reading skill, that is to say, the ability in comprehending English text.

When applied in the teaching and learning process, the authentic material will encourage the students to be more actively involved with the content, or some aspects of the content, of the learning activity. In other words, they will have high English learning interest. Their English learning interest will, of course, influence their achievement, especially in achieving reading skill. The

reading skill of students having high English learning interest is much better than the one of those having low English learning interest. Those who have high English learning interest tend to be more active in teaching and learning process. They have enough bravery to consult their learning problem to their teacher. They are also brave to answer teacher's question whenever they are asked to or not. They have strong intention in learning that makes them understand the lesson more easily. They are also eager to look for other relevant learning sources to improve their understanding about the lesson having been taught in the class. Meanwhile, students with low learning interest are usually reluctant to actively participate in the teaching and learning process. They are lazily involved in the class discussion. They do not have enough intention in learning. That's why they cannot reach their achievement optimally. Therefore, it can be assumed that the achievement of the students with high learning interest is, of course, much better than the one of those having low English learning interest.

To improve learners' ability in understanding English text well, the teachers should prepare not only the teaching and learning process, but also the instructional material well. The teachers sometimes complain about the learners' low English learning interest. To overcome such kind of problem, authentic materials can be brought into the classroom as one of learning sources. The use of authentic material in the teaching and learning process will surely attract the students' attention because they feel that whatever they study in the classroom is actually useful for their daily life. They think that the

classroom situation is similar with the one of their daily life. Consequently, they will be much more interested in the teaching and learning process. Authentic materials have a positive effect in taking the students to the relax and interesting situation in the teaching learning process, because they are intrinsically more interesting and motivating than textbook. In the media, such as newspaper and magazine there are many supplies of interesting sources for the language learning which make the students' learning interest become higher. Students with high learning interest usually have creative thinking and high curiosity in learning. They usually need more than textbook to improve their understanding. The students with low learning interest, however, usually have no curiosity to study more. They only need textbooks as teaching materials. They think that they will know everything only by understanding the textbook. So, it can be assumed that authentic material is more suitable for students having high English learning interest and the textbook is suitable for the ones having low English learning interest.

### **E. Hypotheses**

From the related theory and the rationale, the hypotheses of the research can be formulated as follows:

1. In general, authentic materials are more effective than textbook in teaching reading for the first grade students of SMP Negeri 2 Kunjang Kediri in 2008/2009 academic year.

2. The reading achievement of the students having high English learning interest is better than that of those having low English learning interest.
3. There is an interaction between teaching materials and English learning interest in teaching reading for the seventh grade students of SMP Negeri 2 Kunjang Kediri in 2008/2009 academic year.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of Research

##### 1. Place:

This research was conducted in SMP Negeri 2 Kunjang Kabupaten Kediri. It is located on Jln. Badas-Kunjang, Desa Kuwik Kec. Kunjang Kab. Kediri

##### 2. Time

The schedule of this research is as follows:

- a. Preparing research proposal : February – March 2009
- b. Seminar on Research Proposal : April 2009
- c. Conducting research : April – May 2009
- d. Writing Research Report : June – August 2009

#### B. Research Design

The design of this research is Simple Factorial Design (Sugiyono, 2008: 77-79). It is a kind of Nonequivalent Control Group Design. It is similar with Posttest Only Control Design. It aims to study the independent variable, Authentic Material and observe the effect on dependent variable, reading skill. In this research, there was two groups-experimental group and control group. Every group was given a questionnaire to classify them into two categories-the students with high English learning interest and the ones with low English learning interest. In the teaching and learning process, the topics of the reading text taught to both groups are the same. In the experimental group, the students were taught by using authentic materials, while in the control group, the students were taught by using textbook materials. After the treatment, both groups were given a posttest to measure the improvement of the learners' reading skill. The scores of the posttest were the data to be analyzed.

## **C. Population, Sample, and Sampling**

### **1. Population**

The population of this research is taken from the students of the seventh grade of SMP Negeri 2 Kunjang Kabupaten Kediri in the academic year 2008 / 2009.

### **2. Sample**

The accessible sample of this study was the students of class VII A and VII B of SMP Negeri 2 Kunjang Kediri. The choice of the accessible sample is under the following consideration:

1. The subjects have studied English for more than 6 months.
2. The subjects have already studied the course in English structure and vocabulary, which aims at developing the students' reading skill as one of the four language skills.

Arikunto (2006: 134) states that it is better to take the whole subject as samples if the total of the sample are less than 100. In this research, the total number of sample is 80 students. They are grouped into two classes. One is the experimental class and the other is control class. The experimental class was class 7A which consists of 40 students while the control class was class 7B which also consists of 40 students. Every group is classified by questionnaire into the students with high English learning interest and the ones with low English learning interest.

### **3. Sampling**

This research uses a cluster sampling to choose the sample of the research. Cluster sampling should be used only when it is economically justified - when reduced costs can be used to overcome losses in precision. This is most likely to occur in the following situations:

- a. Constructing a complete list of population elements is difficult, costly, or impossible. For example, it may not be possible to list all of the students of a class of the school. However,

it would be possible to randomly select a subset of classes and then interview a random sample of students who are in the class.

- b. The population is concentrated in "natural" clusters (city blocks, schools, class, hospitals, etc.). For example, to conduct personal interviews of classes, it might make sense to randomly select a sample of schools and then interview all of the classes at that school. Using cluster sampling, the interviewer could conduct many interviews in a single day at a single school. Simple random sampling, in contrast, might require the interviewer to spend all day traveling to conduct a single interview at a single school.

Cluster sampling is a [sampling](#) technique used when "natural" groupings are evident in a [statistical population](#). In this technique, the total population is divided into these groups (or clusters) and a [sample](#) of the groups is selected. Then, the required information is collected from the elements within each selected group. This may be done for every element in these groups or a sub sample of elements may be selected within each of these groups. The technique works best when most of the variation in the population is within the groups, not between them.

#### **D. Technique of Collecting Data**

The data needed in this research are the scores of students' learning interest and the scores of the students reading, so the instruments used in this research are questionnaire and a set of reading test. The questionnaire is used to get scores (data) related to the students' interest in studying English. Based on the data obtained, the students from both experimental and control group are classified into students with high English learning interest and the ones with low English learning interest. The second instrument is a set of reading test. It consists of 50

items test. It is used to collect data related to the students' achievement after the treatment is given to both groups.

Before the instrument is used in the real test, there is a try-out of the instrument. The aim of conducting the try-out test is to get information dealing with the characteristics of the test. A good test must guarantee the validity and reliability of the results because these aspects influence the accuracy and dependability of the instruments. Ary (1976: 60) says that reliability and validity are the most important characteristics of measuring instruments. Reliability is a necessary characteristic of any good test since to be valid the test must be first reliable. Reliability is the degree to which a test consistently measures whatever it measures.

After being tried out, the instrument needs to be analyzed. The scores from the try out are analyzed in term of their validity and reliability. In this research, the kinds of validity and reliability being analyzed are internal validity and internal reliability. The analysis of validity and reliability is as follows:

### 1. Validity of reading test items

Reading Test Items:

$$r_i = \frac{\overline{X}_i - \overline{X}_t}{s_t} \sqrt{\frac{p_i}{q_i}}$$

where

$$1) \overline{X}_t = \frac{\sum X}{n}$$

$$2) s_t = \sqrt{\frac{\sum x^2}{n}}$$

$$3) \sum x^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

The result of the analysis of the reading tryout is as follows: (see appendix 6)

The tryout of reading test which consists of 60 items was held on 28<sup>th</sup> May 2009. After trying the items out, the researcher analyzed the validity and reliability of the reading test

items. The result of the try out showed that there were 32 valid out of 60 items for the reading test

Then, the researcher analyzed again the validity of the reading test items. The result showed that for the items of learning interest there were 27 valid out of 32 items of the test. Finally, the researcher used 25 items for testing students' reading comprehension in post test.

## 2. Reliability of reading test items

There are 27 valid out of 60 items. The analysis result of reliability of the reading test shows that the coefficient of reliability is 0.8197. Because  $r_o$  (0.8197) is higher than  $r_t$  (0.361), the instrument is reliable. (see appendix 6)

## 3. Validity Analysis of Questionnaire Items:

$$r_{it} = \frac{\sum x_i x_t}{\sqrt{(\sum x_i^2)(\sum x_t^2)}}$$

where

$$1) \sum x_i x_t = \sum X_i X_t - \frac{(\sum X_i)(\sum X_t)}{n}$$

$$2) \sum x_i^2 = \sum X_i^2 - \frac{(\sum X_i)^2}{n}$$

$$3) \sum x_t^2 = \sum X_t^2 - \frac{(\sum X_t)^2}{n}$$

The result of the tryout of questionnaire is as follows: (see appendix 5)

The tryout of the questionnaire of students' learning interest consists of 50 items and it was held on 27<sup>th</sup> May 2009. After trying the items out, the researcher analyzed the validity and reliability of the questionnaire. The result of the try out showed that there were 43 valid out of 50 questionnaire items.

Then, the researcher analyzed again the validity of the questionnaire. The result showed that for the items of learning interest there were 43 valid out of 43 items. Finally, the researcher used 40 items for observing the level of the students' learning.

After gaining the students' scores of learning interest questionnaire, the researcher ranks the students' scores from the greatest to the smallest. Then, from the ranking, the researcher takes 27% of the greatest scores as a group of students with high learning interest and 27% of the smallest scores as a group of students with low learning interest. (Rasyid, 2007: 247)

#### 4. Reliability of Questionnaire Items

$$r_{kk} = \frac{k}{k-1} \left( 1 - \frac{\sum s_i^2}{s_i^2} \right)$$

where

1)  $k$  = The number of valid items

$$2) s_i^2 = \frac{\sum x_i^2}{n}$$

$$3) s_i^2 = \frac{\sum x_i^2}{n}$$

There are 43 valid out of 50 items. The analysis result of reliability of the questionnaire shows that the coefficient of reliability is 0.961. Because  $r_o$  (0.961) is higher than  $r_t$  (0.361), the instrument is reliable. (see appendix 5)

#### E. Data Analysis

After the data are collected, the data analysis will be done to determine the effectiveness of the treatment and to test the research hypothesis. Before testing the research hypothesis, the sample must be analyzed first to know whether they are in normal distribution or not, and the data must be analyzed whether they are homogenous or not.

##### 1. Normality of the Sample Distribution:

$$a. \quad s = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}}$$

$$b. \quad z_1 = \frac{X - \bar{X}}{s}$$

$$c. \quad F(z_1) = 0.5 - (\text{Table E})$$

$$d. \quad s(z_1) = \frac{1}{n}$$

$$e. \quad L_o = F(z_i) - s(z_i)$$

If  $L_o$  is lower than  $L_t$ , it can be concluded that the sample is in normal distribution.

## 2. Data Homogeneity:

$$a. \quad s_1^2 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n}}{n-1}$$

$$b. \quad s_2^2 = \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{n}}{n-1}$$

$$c. \quad s_3^2 = \frac{\sum X_3^2 - \frac{(\sum X_3)^2}{n}}{n-1}$$

$$d. \quad s_4^2 = \frac{\sum X_4^2 - \frac{(\sum X_4)^2}{n}}{n-1}$$

$$e. \quad s^2 = \left\{ \frac{\sum (n_i - 1) s_i^2}{\sum (n_i - 1)} \right\}$$

$$f. \quad \log s^2 = \dots$$

$$g. \quad B = (\log s^2) \sum (n_i - 1)$$

Sample	df	1/df	$s_1^2$	$\log s_1^2$	$(df)\log s_1^2$
1					
2					
3					
4					
$\Sigma$					

$$h. \quad x^2 = (In10)\left\{B - \sum (n_i - 1)\log s_i^2\right\}$$

If  $x_o^2$  is lower than  $x_{\tau}^2 .95(5)$ , it can be conclude that the data are homogeneous.

## F. Hypothesis testing

### 1. ANOVA Test

This research uses Factorial ANOVA. The used type of the factorial ANOVA is the 2x2 design, where there are two independent variables, authentic material and textbook material, and each variable has two levels or distinct values, high English learning interest and low English learning interest.

The formula of ANOVA test are as follows:

- a. The total sum of the squares:

$$\sum x_t^2 = \sum X_t^2 - \frac{(\sum X_t)^2}{N}$$

- b. The sum of squares between groups:

$$\sum x_b^2 = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} - \frac{(\sum X_t)^2}{N}$$

- c. The sum of squares within groups:

$$\sum x_w^2 = \sum X_t^2 - \sum X_b^2$$

- d. The between-columns sum of squares:

$$\sum x_{bc}^2 = \frac{(\sum X_{c1})^2}{n_{c1}} + \frac{(\sum X_{c2})^2}{n_{c2}} - \frac{(\sum X_t)^2}{N}$$

- e. The between-rows sum of squares:

$$\sum x_{br}^2 = \frac{(\sum X_{r1})^2}{n_{r1}} + \frac{(\sum X_{r2})^2}{n_{r2}} - \frac{(\sum X_t)^2}{N}$$

- f. The sum-of-squares interaction:

$$\sum x_{int} = \sum x_b^2 - \left( \sum x_{bc}^2 + \sum x_{br}^2 \right)$$

- g. The number of degrees of freedom associated with each source of variation:

$$\text{df for between-columns sum of squares} = C - 1$$

$$\text{df for between-rows sum of squares} = R - 1$$

$$\text{df for interaction} = (C - 1)(R - 1)$$

$$\text{df for between-groups sum of squares} = G - 1$$

$$\text{df for within-groups sum of squares} = \sum (n - 1)$$

$$\text{df for total sum of squares} = N - 1$$

where

C = the number of columns

R = the number of rows

G = the number of groups

$n$  = the number of subjects in one group

$N$  = the number of subjects in all groups

Table of Summary of a 2 X 2 Multifactor Analysis of Variance is as follows:

Source of variance	SS	df	MS	$F_o$	$F_{t(.05)}$	$F_{t(.01)}$
Between columns (Teaching Materials)						
Between rows (Learning Interest)						
Columns by rows (Interaction)						
Between groups						
Within groups						
Total						

After the computation, it can be concluded that:

1. If  $F_o$  between columns is higher than  $F_{t(.05)}$  and  $F_{t(.01)}$ , the difference between columns is significant.
2. If  $F_o$  between rows is higher than  $F_{t(.05)}$  and  $F_{t(.01)}$ , the difference between rows is significant.
3. If  $F_o$  interaction is higher than  $F_{t(.05)}$  and  $F_{t(.01)}$ , there is interaction effect between the two variables.

## 2. TUKEY Test

An ANOVA test is used to find out if there is a significant difference between three or more group means. However, the ANOVA analysis simply indicates there is a difference between two or more group means, but it does not tell what means there is a significant difference between. In order to find

out what means there is a significant difference between, a post hoc test needs to be done. The TUKEY test is a post hoc test designed to perform a pairwise comparison of the means to see where the significant difference is.

TUKEY'S test, named after [John TUKEY](#), is a [statistical test](#) generally used in conjunction with an [ANOVA](#) to find which means are significantly different from one another. It compares all possible pairs of means, and is based on a *studentized range* distribution  $q$  (this distribution is similar to the distribution of  $t$  from the [t-test](#)). It is also known as TUKEY'S HSD (Honestly Significant Difference) test.

TUKEY'S test is based on a formula that is very similar to that of the  $t$ -test. In fact, TUKEY'S test is essentially a  $t$ -test, except that it corrects for experiment-wise error rate (when there are [multiple comparisons](#) being made, the probability of making a [type I error](#) increases - TUKEY'S test corrects for that, and is thus more suitable for multiple comparisons than doing a number of  $t$ -tests would be).

The steps of conducting TUKEY test are:

- a. The first step in doing a TUKEY Test is to arrange the means in ascending order in a comparison table and to calculate the difference between each pair of means.

- b. The next step is to calculate the minimum pair wise difference needed using the following formula.
- c. The final step is to compare the difference between the means in the table you constructed to the minimum pair wise difference. The ones that are larger than the minimum are the means pairs that are significantly different.

The formula for TUKEY'S test is:

- a. Authentic material compared with textbook material

$$q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{\text{ErrorVariance} / n}}$$

- b. Authentic material compared with textbook material for students having high English learning interest

$$q = \frac{\bar{X}_{c1r1} - \bar{X}_{c2r1}}{\sqrt{\text{ErrorVariance} / n}}$$

- c. Textbook material compared with authentic material for students having lo English learning interest

$$q = \frac{\bar{X}_{c1r2} - \bar{X}_{c2r2}}{\sqrt{\text{ErrorVariance} / n}} \quad \text{or} \quad q = \frac{\bar{X}_{c2r2} - \bar{X}_{c1r2}}{\sqrt{\text{ErrorVariance} / n}}$$

The analysis of the result of the computation is (1)  $q_o$  is compared with  $q_t$ , if  $q_o > q_t$ , the difference is significant. (2) to know which one is better, the means are compared.

## CHAPTER IV

### RESEARCH FINDINGS

The first thing to do after treatments had been given to the sample is conducting post test. It is intended to obtain the students' scores as research data. The range of the students' scores is from 0 (as minimum score) up to 25 (as maximum score). The data obtained from the post test are analyzed to get the clear conclusion. The steps of analysis can be classified as follows: (1) Data description; (2) Data analysis; (3) Hypotheses testing; and (4) Discussion of the findings. These four steps can be classified and explained clearly as follows:

#### A. Data Description

The students' scores are distributed into 6 categories: (1) The scores of the students who are taught using authentic materials ( $A_1$ ); (2) the scores of those who are taught using textbook ( $A_2$ ); (3) the scores of those having high learning interest who are taught using authentic materials ( $A_1B_1$ ); (4) the scores of those having low learning interest who are taught using authentic materials ( $A_1B_2$ ); (5) the scores of those having high learning interest who are taught using textbook ( $A_2B_1$ ); and (6) the scores of those having low learning interest who are taught using textbook ( $A_2B_2$ ).

The description of the students' scores in each category is as follows:

1. The scores of the students who are taught using authentic materials ( $A_1$ ). The students' scores are: 21, 19, 19, 18, 17, 18, 17, 16, 17, 15, 16, 15, 14, 18, 20, 15, 18, 15, 17, 16, 16, 19.

The data description shows that the range of the scores is 14 up to 21. The mean is 17.09.

The mode is 17. The median is 17. And the standard deviation is 1.82. (see appendix 11 and 12)

Table 2. The scores of the students taught using authentic materials

<b>CLASS LIMIT</b>	<b>CLASS BOUNDARIES</b>	<b>MIDPOINT</b>	<b>FREQUENCY</b>
13 – 14	12.5 – 14.5	13.5	1
15 – 16	14.5 – 16.5	15.5	8
17 – 18	16.5 – 18.5	17.5	8
19 – 20	18.5 – 20.5	19.5	4
21 – 22	20.5 – 22.5	21.5	1
			22

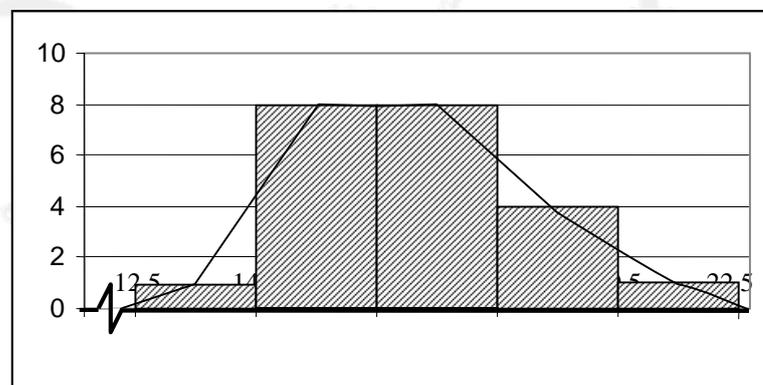


Figure 2. The histogram and polygon of the scores of students taught using authentic materials

2. The scores of the students who are taught using textbook ( $A_2$ )

The students' scores are: 11, 13, 14, 15, 16, 13, 13, 12, 14, 16, 11, 16, 16, 20, 14, 18, 17, 19, 19, 17, 18, 16

The data description shows that the range of the scores is 11 up to 20, the mean is 15.36, the mode is 14, the median is 15, and the standard deviation is 2.59. (see appendix 11 and 12)

Table 3. The scores of the students taught using textbook

<b>CLASS LIMIT</b>	<b>CLASS BOUNDARIES</b>	<b>MIDPOINT</b>	<b>FREQUENCY</b>
--------------------	-------------------------	-----------------	------------------

11 – 12	10.5 – 12.5	11.5	3
13 – 14	12.5 – 14.5	13.5	6
15 – 16	14.5 – 16.5	15.5	6
17 – 18	16.5 – 18.5	17.5	4
19 – 20	18.5 – 20.5	19.5	3
			22

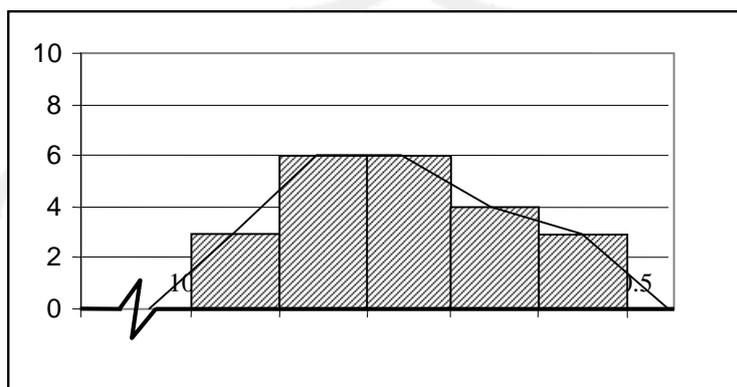


Figure 3. The histogram and polygon of the scores of the students taught using textbook

- The scores of the students having high learning interest who are taught using authentic materials ( $A_1B_1$ )

The students' scores are: 21, 19, 19, 18, 17, 18, 17, 16, 17, 15, 16

The data description shows that the range of the scores is 15 up to 21, the mean is 17.55, the mode is 17, the median is 17, and the standard deviation is 1.69. (see appendix 11 and 12)

Table 4. The scores of the students having high learning interest taught using authentic materials

CLASS LIMIT	CLASS BOUNDARIES	MIDPOINT	FREQUENCY
15 – 16	14.5 – 16.5	15.5	3
17 – 18	16.5 – 18.5	17.5	5
19 – 20	18.5 – 20.5	19.5	2
21 – 22	20.5 – 22.5	21.5	1

			11
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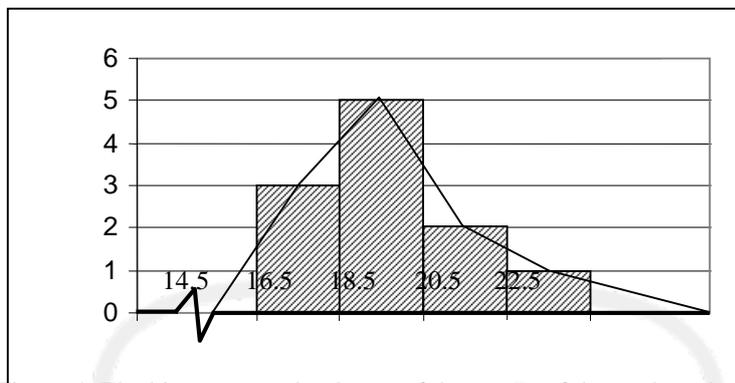


Figure 4. The histogram and polygon of the scores of the students having high learning interest taught using authentic materials

4. The scores of the students having low learning interest who are taught using authentic materials ( $A_1B_2$ )

The students' scores are: 15, 14, 18, 20, 15, 18, 15, 17, 16, 16, 19

The data description shows that the range of the scores is 14 up to 20, the mean is 16.64, the mode is 15, the median is 16, and the standard deviation is 1.91. (see appendix 11 and 12)

Table 5. The scores of the students having low learning interest taught using authentic materials

CLASS LIMIT	CLASS BOUNDARIES	MIDPOINT	FREQUENCY
14 – 15	13.5 – 15.5	14.5	4
16 – 17	15.5 – 17.5	16.5	3
18 – 19	17.5 – 19.5	18.5	3
20 – 21	19.5 – 21.5	20.5	1
			11

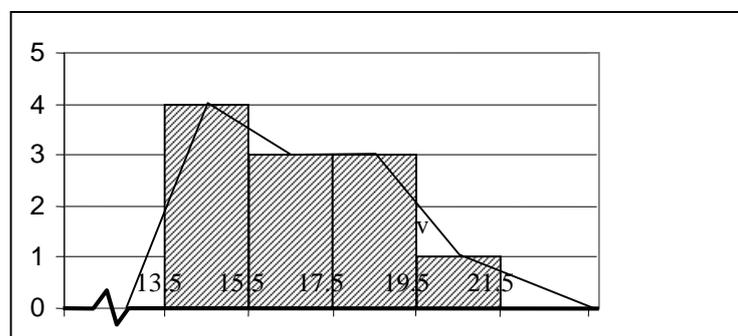


Figure 5. The histogram and polygon of the scores of the students having low learning interest taught using authentic materials

5. The scores of the students having high learning interest who are taught using textbook ( $A_2B_1$ )

The students' scores are: 11, 13, 14, 15, 16, 13, 13, 12, 14, 16, 11

The data description shows that the range of the scores is 11 up to 16, the mean is 13.45, the mode is 13, the median is 13, and the standard deviation is 1.75. (see appendix 11 and 12)

Table 6. The scores of the students having high learning interest taught using textbook

CLASS LIMIT	CLASS BOUNDARIES	MIDPOINT	FREQUENCY
10 – 11	9.5 – 11.5	10.5	2
12 – 13	11.5 – 13.5	12.5	4
14 – 15	13.5 – 15.5	14.5	3
16 – 17	15.5 – 17.5	16.5	2
			11

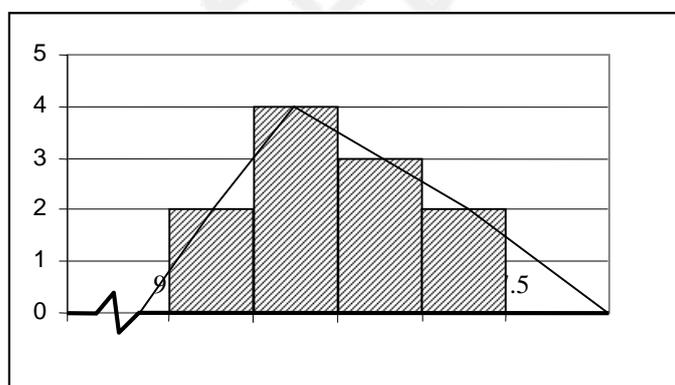


Figure 6. The histogram and polygon of the scores of the students having high learning interest taught using textbook

6. The scores of the students having low learning interest who are taught using textbook ( $A_2B_2$ )

The students' scores are: 16, 16, 20, 14, 18, 17, 19, 19, 17, 18, 16

The data description shows that the range of the scores is 14 up to 20, the mean is 17.27, the mode is 17, the median is 17, and the standard deviation is 1.74. (see appendix 11 and 12)

Table 7. The scores of the students having low learning interest taught using textbook

CLASS LIMIT	CLASS BOUNDARIES	MIDPOINT	FREQUENCY
14 – 15	13.5 – 15.5	14.5	1
16 – 17	15.5 – 17.5	16.5	5
18 – 19	17.5 – 19.5	18.5	4
20 – 21	19.5 – 21.5	20.5	1
			11

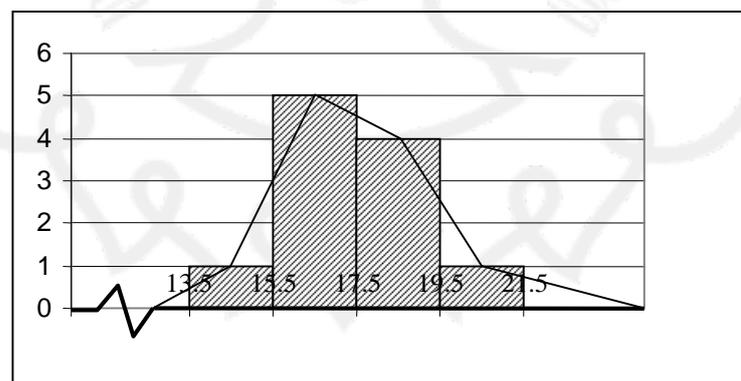


Figure 7. The histogram and polygon of the scores of the students having low learning interest taught using textbook

## B. Data Analysis

### 1. Normality

Before analyzing the data for testing the hypotheses, the researcher analyzes the normality and homogeneity of the data. The following is the summary of normality of the sample distribution. (see appendix 13)

Table 8. The summary of the normality of the sample distribution

DATA	NUMBER OF SAMPLE	$L_o$	$L_t$	ALPHA	DISTRIBUTION OF SAMPLE
A1	22	0.135	0.190	0.05	Normal
A2	22	0.101	0.190	0.05	Normal
A1B1	11	0.171	0.249	0.05	Normal
A1B2	11	0.175	0.249	0.05	Normal
A2B1	11	0.148	0.249	0.05	Normal
A2B2	11	0.131	0.249	0.05	Normal

## 2. Homogeneity

After analyzing the normality of the sample distribution, the researcher analyzes the homogeneity of the data. The following is the analysis of the data homogeneity. (see appendix 14)

Table 9. Data homogeneity

NO	$X_1$	$X_2$	$X_3$	$X_4$	$X_1^2$	$X_2^2$	$X_3^2$	$X_4^2$
1	21	15	11	16	441	225	121	256
2	19	14	13	16	361	196	169	256
3	19	18	14	20	361	324	196	400
4	18	20	15	14	324	400	225	196

5	17	15	16	18	289	225	256	324
6	18	18	13	17	324	324	169	289
7	17	15	13	19	289	225	169	361
8	16	17	12	19	256	289	144	361
9	17	16	14	17	289	256	196	289
10	15	16	16	18	225	256	256	324
11	16	19	11	16	256	361	121	256
$\Sigma$	193	183	148	190	3415	3081	2022	3312

$$x^2 = (In10)\left\{B - \sum (n_i - 1)\log s_i^2\right\} = (2.3026)(19.9575 - 19.8839) = 0.169$$

The analysis shows that  $x^2$  is 0.169. Because  $x_o^2(0.169)$  is lower than  $x_{.95(3)}^2(7.81)$ , it can be concluded that the data are homogeneous

### C. Hypothesis Testing

#### 1. ANOVA Test (Multifactor Analysis of Variance)

The data analysis must be conducted systematically in order that the result of the analysis is scientifically accepted. This analysis is meant to answer the problems as follows: (1) Which one is more effective, teaching reading using authentic materials or using textbook to the seventh grade students at SMP Negeri 2 Kunjang?; (2) Who has better reading skill, students with high learning interest or those having low learning interest?; and (3) Is there any interaction between teaching materials and learning interest?

To answer the above problems, the researcher analyzes the data using multifactor analysis of variance. (see appendix 15)

Table 10. Multifactor analysis of variance

<b>MAIN EFFECT</b>	<b>AUTHENTIC</b>	<b>TEXTBOOK</b>	
<b>SIMPLE EFFECT</b>	<b>MATERIAL</b>		

<b>HIGH - INTEREST</b>	21	<b>CELL 1</b>	16	<b>CELL 3</b>	
	19		16		
	19	$\Sigma X = 193$	15	$\Sigma X = 148$	$\Sigma X_{r1} = 341$
	18	$X = 17,5455$	14	$X = 13,4545$	$X_{r1} = 15,5$
	18		14		
	17		13		
	17		13		
	17		13		
	16		12		
	16		11		
	15		11		
<b>LOW - INTEREST</b>	20	<b>CELL 2</b>	20	<b>CELL 4</b>	
	19		19		
	18	$\Sigma X = 183$	19	$\Sigma X = 190$	$\Sigma X_{r2} = 373$
	18	$X = 16,6364$	18	$X = 17,2727$	$X_{r2} = 16,9545$
	17		18		
	16		17		
	16		17		
	15		16		
	15		16		
	15		16		
	14		14		
<b>TOTAL</b>				$\Sigma X_t = 714$	
				$X_t = 16,2273$	
	$\Sigma X_{c1} = 376$		$\Sigma X_{c2} = 338$	$\Sigma X_t^2 = 11830$	
	$X_{c1} = 17,0909$		$X_{c2} = 15,3636$		

Table 11. The summary of a 2 X 2 multifactor analysis of variance

Source of variance	SS	df	MS	F <sub>o</sub>	F <sub>t(0.05)</sub>	F <sub>t(0.01)</sub>
Between columns (Teaching Materials)	32,81818	1	32,81818	<b>10,40346</b>	4.08	7,31
Between rows (Learning Interest)	23,27273	1	23,27273	<b>7,377522</b>		

Columns by rows (Interaction)	61,45455	1	61,45455	<b>19,48127</b>		
Between groups	117,5455	3	39,18182			
Within groups	126,1818	40	<b>3,154545</b>			
Total	243,7273	43				

From the summary of a 2 x 2 Multifactor Analysis of Variance, it can be concluded that:

1.  $F_0$  between columns (10.40) is higher than  $F_{t(.05)}$  (4.08) and  $F_{t(.01)}$  (7.31), so the difference between columns is significant. It can be concluded that teaching reading using authentic materials to the seventh grade students at SMP Negeri 2 Kunjang is significantly different from the one using textbook. The mean score of the students taught using authentic materials (17.09) is higher than the one of those taught using textbook (15.36). It means that teaching reading using authentic materials to the seventh grade students of SMP Negeri 2 Kunjang is more effective than the one using textbook.
2.  $F_0$  between rows (7.38) is higher than  $F_{t(.05)}$  (4.08) and  $F_{t(.01)}$  (7.31), so the difference between rows is significant. It can be concluded that students having high learning interest taught using authentic materials is significantly different from those having low learning interest. The mean score of the students having high learning interest (17.55) is higher than the one of those having low learning interest (16.64). It means that the reading achievement of the students having high learning interest is better than the one of those having low learning interest.
3.  $F_0$  interactive (19.48) is higher than  $F_{t(.05)}$  (4.08) and  $F_{t(.01)}$  (7.31), so there is interaction effect between the two variables, the teaching materials and learning interest.

## 1. TUKEY Test

After using multifactor analysis of variance, the researcher analyzes the data using tuckey test. The following is the analysis of the data using tuckey test.

The formula for TUKEY'S test is:

- a. Authentic material compared with textbook material

$$q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{\text{ErrorVariance}/n}} = \frac{17.0909 - 15.3636}{\sqrt{3.1545/22}} = \frac{1.7273}{0.3787} = 4.5611$$

From the computation above, it can be concluded that  $q_o(4.56)$  is higher than  $q_t(2.95)$

- d. Authentic material compared with textbook material for students having high English learning interest

$$q = \frac{\bar{X}_{c1r1} - \bar{X}_{c2r1}}{\sqrt{\text{ErrorVariance}/n}} = \frac{17.5455 - 13.4546}{\sqrt{3.1545/11}} = \frac{4.0909}{0.5355} = 7.6394$$

From the computation above, it can be concluded that  $q_o(7.64)$  is higher than  $q_t(3.11)$

- e. Textbook material compared with authentic material for students having low English learning interest

$$q = \frac{\bar{X}_{c2r2} - \bar{X}_{c1r2}}{\sqrt{\text{ErrorVariance}/n}} = \frac{17.2727 - 16.6364}{\sqrt{3.1545/11}} = \frac{0.6363}{0.5355} = 1.1882$$

From the computation above, it can be concluded that  $q_o(1.19)$  is lower than  $q_t(3.11)$

From the summary of Tuckey test, it can be concluded that:

1. Because  $q_o$  between columns (4.56) is higher than  $q_t$  (2.95), the difference between columns is significant. It can be concluded that teaching reading using authentic materials to the seventh grade students at SMP Negeri 2 Kunjang significantly differs from teaching reading using textbook. The mean score of the students taught using authentic materials (17.09) is higher than the one of those taught using textbook (15.36). It means that teaching reading using authentic materials to the seventh grade students of SMP Negeri 2 Kunjang is more effective than the one using textbook.
2. Because  $q_o$  between columns (HI) (7.64) is higher than  $q_t$  (3.11), the difference between the students having high learning interest and those having low learning interest is significant. It can be concluded that the students having high learning interest is significantly different from those having low learning interest. The mean score of the students having high learning interest taught using authentic material (17.55) is higher than the one of those having low learning interest (16.64). It can be concluded that teaching reading using authentic materials to the students having high learning interest is more effective than the one to those having low learning interest.
3. Because  $q_o$  between columns (LI) (1.19) is lower than  $q_t$  (3.11), the difference between using textbook and authentic materials for teaching reading to the students having low learning interest is not significant.

#### **D. The Discussion of the Findings**

This research is done as efforts to find some innovations in teaching reading. One of them is using authentic materials in teaching reading as it has been discussed in the previous discussion. The followings are the discussions of the research finding:

1. There is significant difference between teaching reading using authentic materials and using textbook.

Authentic material is one of teaching material in teaching reading. It can make the students much more interested in the teaching and learning process. Another teaching material used for teaching reading is textbook. Using authentic materials in teaching reading is more effective than using textbook for the seventh grade students. Richards (2003: 252) states that authentic materials are preferred over created materials, because they contain authentic language and reflect real-world uses of language compared with the contrived content of much created materials. When the teacher uses authentic materials in teaching reading, the class atmosphere changes into a better one and the students are much more interested in the teaching and learning process. The students get a real example of language use from authentic materials which are taken from the real world. They feel whatever they study in the class is very useful for their daily life. They can find teaching materials from their surroundings by themselves. Bringing authentic materials into the classroom activities can fulfill the students' need in their daily communication.

2. The reading achievement of the students with high learning interest is better than the one of those with low learning interest.

Harmer (1998: 8) states that one of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. Students' interest toward learning English is very important. Their learning interest influences their achievement in learning English. The students with high learning interest are always active, creative, curious, having good participation in the teaching and learning process. They have their own spirit to study for getting their best competency and skill. Because of their curiosity, they like to have a challenging activity in learning reading. Gardner and Lambert in Harmer (1998: 8) states that students who felt mostly warmly about a language and who wanted to integrate into the culture of its speakers learnt more successfully than those who were only learning language as a means to an end (e.g. getting a better job).

When teachers apply authentic materials in the reading class, the students can easily understand the material given by the teacher and they are much more interested in learning. As a result, their reading achievement can surely be improved optimally.

3. There is an interaction between teaching materials and learning interest.

Teaching materials play a very important role in the success of teaching and learning process. Before coming to the class, teacher should be wise in deciding what materials to bring into the class as teaching materials. Authentic materials, such as advertisement taken from newspaper or television, manual book of an electric appliance, etc, are teaching materials to take into consideration. The authentic materials contain a real example of the language use in the daily life. When they are applied in the classroom activities as teaching materials, the students will certainly be much more interested in the learning process. They feel that what they study in the class is actually useful for their daily life. Elliot and friends (2000: 349) state that interest occurs when a student's needs, capacities, and skills are good match for the demands offered by a particular activity. The application of authentic materials in the class can actually meet student's need in their daily communication. Because authentic materials are taken from student environment, they can arouse the students' learning interest. When the students' learning interest is high, it is expected that they can improve their competence and skill optimally. The teachers, however, should consider carefully the students condition like their age and level. For the beginner, the teachers can use authentic materials in the low level of difficulty. Teachers should not use teaching materials which are too difficult for students. When the teaching materials are too difficult, students will be reluctant to study and feel bored. Therefore, it is better for teacher to choose teaching materials which is suitable for students because teaching materials are closely related to the level of students learning interest.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

As the closing part of this research report, this chapter discusses the conclusion and implication of the research and suggestion for teachers, students, and other researchers based on the finding of the research discussed on the previous chapter.

#### **A. Conclusion**

The research findings are as follows:

1. Authentic materials are more effective than textbook to teach reading for the seventh grade students of SMP Negeri 2 Kunjang Kediri in 2008/2009 academic year.
2. The reading achievement of the seventh grade students of SMP Negeri 2 Kunjang Kediri in 2008/2009 academic Year having high learning interest is better than the one of those having low learning interest.
3. There is an interaction between teaching materials and learning interest in teaching reading for the seventh grade students of SMP Negeri 2 Kunjang Kediri in academic year.

Based on the research findings, the conclusion is that the authentic material is an effective teaching materials for teaching reading to the seventh grade students of SMP Negeri 2 Kunjang. Since the authentic materials are taken from the real world around students' daily life, they are able to attract the students to be more active in the teaching and learning process. When the students are active in the teaching and learning process, their achievement can surely be improved optimally.

#### **B. Implication**

The result of the research implies that authentic material is a very effective teaching material for teaching reading to the seventh grade students. Therefore, it is recommended that (1) it is better for teachers to apply authentic materials in the teaching and learning process; (2)

to improve the students' learning interest; authentic materials need to be applied in the classroom activities; and (3) future researchers can conduct research of the same kind with different sample and different students' condition.

### **C. Suggestion**

Based on the result of the research, some suggestions are given to teachers, students, and future researchers as follows:

#### **1. For the teachers**

To improve the atmosphere of the teaching and learning process, the teacher can apply authentic materials in teaching reading so that the students will be much more interested in learning English and they will enjoy learning English. The more the students enjoy learning English, the more they easily understand the teaching materials. When the authentic materials are brought into the class as teaching materials, the class atmosphere will look like the atmosphere of the real world because whatever is studied in the classroom is the same as the one in the real life. In such kind of class atmosphere, the teachers can easily conduct teaching and learning activities. Therefore, it is better for teachers to apply authentic materials in the teaching and learning process.

#### **2. For the students**

Authentic materials are taken from the daily life. The students will certainly be more interested in teaching and learning process because they feel that whatever they study is not different from the one they find in their surrounding. They can easily understand teaching materials discussed in the class because they have known the materials from their daily life. Besides, they can improve their own understanding during teaching and learning process by looking for more teaching materials from their own surrounding.

#### **3. For the future researcher**

The benefits of this research for other researchers are as follows:

- a. A replication of this research design can be used by future researchers as references.
- b. A similar research with different population and characteristics can be conducted in the future.
- c. The result of the research maybe useful for other researchers to have research with different student's condition like students' motivation or habit.



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