

THE EFFECT OF USING AUTHENTIC MATERIALS ON THE STUDENTS' READING COMPREHENSION OF DIFFERENT MOTIVATION

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Abstract

Penelitian ini bertujuan untuk menyelidiki pengaruh pada penggunaan materi otentik pada pemahaman membaca siswa yang memiliki motivasi berbeda. Penelitian ini menggunakan desain eksperimen semu dengan factorial 2 x 2 dan hanya grup control saja. Populasi pada penelitian ini terdiri dari semua anak sekolah menengah ke atas pada kelas sepuluh. Sampel pada penelitian ini adalah kelas X IPA 1 dan X IPA 4 yang diambil dengan menggunakan sampling kelompok tidak random. Instrument yang digunakan adalah tes pemahaman membaca dan kuesioner. Data pada penelitian ini dianalisis menggunakan Two-Way ANOVA dan Post Hock untuk mengetahui perbedaan yang signifikan diantara variabel pada kelas eksperimen dan kelas kontrol. Hasil penelitian menunjukkan tidak ada perbedaan signifikan pada pemahaman membaca antara siswa yang diajar menggunakan materi otentik dan siswa yang diajar menggunakan materi tidak otentik. Selanjutnya, tidak ada perbedaan yang signifikan pada pemahaman membaca siswa antara siswa yang memiliki motivasi intrinsic dan siswa yang memiliki motivasi ekstrinsik. Akan tetapi, ada interaksi antara pemahaman membaca, materi otentik, dan motivasi siswa.

Kata kunci: materi otentik, materi tidak otentik, motivasi siswa, kemampuan membaca siswa

The use of authentic materials in ESL classrooms has been involved in foreign language teaching in recent years (Baghban and Pandian, 2011:1). But nowadays, preparing students for real life situations is more concerned with English language teachers especially in English Foreign Language (EFL) classes. It is supported by Azri and Rashdi (2014:249) that the use of authentic materials in the classroom is not new because it started in the 1970s as a result of Communicative Language Teaching Approach. This notion is insisted in the classroom that English should be presented authentically, not produced only for instructional purposes. If students are willing to use English language sufficiently, they must be exposed to the language (Azri and Rashdi, 2014:249). Baghban and Pandian (2011:1) also add that authentic materials introduce cultural issues, highlight comprehension, presenting real language, enhance motivation, and creating language awareness. Tamo (2009:74) confirms that most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process. According to Martinez (2002), teaching English using authentic materials will make the students feel they are learning a language which is used in a daily life. It is because authentic material is provided for a real-life context and not for

teaching purposes. If we read a text in the newspaper, magazine, movies, comic, novel, internet, it can be said that we read authentic materials because they can be found in our daily life (Tamo, 2009:75).

Authentic texts have been defined as real life texts written for native speakers and contain a language to fulfill social purpose in language community (Berardo, 2006:61). Authentic materials are materials of a real language produced by a native speaker or writer for audiences and designed to convey a real message of some types both written and spoken (Kilickaya, 2004). Harmer (as cited by Tamo 2009:74) adds that authentic text as "materials which are designed for native speakers, they are real texts; designed not for language students, but for the speakers of the language." In addition, Peacock (1997:144) states that learners are motivated by reading the authentic reading materials, which is considered to be more interesting or stimulating than by non-authentic materials that are especially designed for language learning purposes. It means that, by using authentic material the students can develop their motivation and interest about what they learn, because in authentic materials they can find information of the world. However, Swarr (as cited by Chavez, 1998:12) defines that the students as foreign language learners should understand what the native speaker said, because it will influence teaching reading in the classroom. As is also stated by Chavez (1998:274) that the texts that are brought to the classroom for pedagogic purposes they have, arguably, lost their authenticity. Therefore, authentic texts are materials that we can easily find them in our daily life that are not produced for teaching language. That is why authentic materials are called as authentic because they are written by native speakers, thus the language is authentic and they are easily found in our daily life.

In relation with the above statements, the previous studies about the use of authentic materials that had been conducted by previous researchers namely Solichatin (2011), Riniastuti (2012), and Rahayu (2013) revealed the fact that authentic reading materials could increase the students' reading achievement. Although using authentic materials in teaching a foreign language is recommended by many researchers such as Solichatin, Riniastuti, and Rahayu, it should be taken into consideration that we must bear in mind on the students' ability. Azri and Rashdi (2014:252) argue that if the materials are beyond the learners' ability or level of language comprehension, it might lead to de-motivation and discourage them from learning the target language. On the other hand, the classroom action research conducted by Riniastuti (2012) about the use of authentic materials, could improve the students' reading achievement of the tenth graders of senior high school students by using magazines. In addition, Rahayu (2013) also conducted a descriptive study dealing with the authentic materials on reading comprehension achievement on the eleventh graders of senior high school students by using magazines. The result of her research revealed that authentic materials could boost students' reading comprehension. Another experimental research conveyed by Solichatin (2011) showed that the use of authentic materials on the eighth graders of junior high school students taken from The Jakarta Post can increase students' reading comprehension.

In line with the purpose of the use of authentic materials, authentic materials can boost or promote students' interest and intrinsic motivation in the EFL classroom. On the other hand, we have to consider the degree of effort or the degree of motivation that make the students want to learn L2 reading. Motivation is regarded as one of the students' affective that influences this effort in learning L2 reading. The term motivation is usually defined by psychologists as the set of processes which involved the arousal, direction, and sustaining of behavior (Fernandez and Canado, 2001:321). William and Burden (2000:111) also affirm that the concept of motivation is focused on some factors such as interest, curiosity, or a desire to achieve. This means that motivation plays a critical role in learning L2 reading related to the ways students think, feel, and act in learning process. Williams and Burden (2000:123) draw motivation into two kinds; they are intrinsic and extrinsic motivation. When the acts of doing something generate interest and enjoyment, it can be called as intrinsic motivation. While if the only reason for performing an act is to gain something outside the activity itself, such as passing an exam or obtaining financial rewards; it is called as an extrinsic motivation.

According to Sardiman (2011:83), a person who has strong motivation has some characteristics toward learning such as adhering to face many tasks or continuing in the learning process and will not give up before it is completed, encouraging in finishing any work without feeling desperate before getting satisfaction of the target that is achieved. In addition, they usually have an interest toward any problems, feel independent, keep his/her notions, excited and challenged in solving problems, and they have willingness to explore the materials.

The aims of this study were 1) to know the significant difference in students' reading comprehension between group taught by using authentic materials and non-authentic materials, 2) to know the significant difference in students' reading comprehension skill between students with intrinsic motivation and students with extrinsic motivation, and 3) to know the interaction among reading comprehension skill, authentic materials, and students' motivation

This research is attempted to investigate the effectiveness of authentic materials on the students' reading comprehension whether or not it has a significant effect on the students' reading comprehension. A quasi-experimental design was used in this study because the researcher can only assign different treatments to two different groups (Charles, C.M. as cited by Latief, 2013:95). Beside, the study not only employed authentic materials on the students' reading comprehension, but also the interaction between the students' reading comprehension, authentic materials, and students' motivation. Therefore, a 2 x 2 factorial design was chosen to measure the effect of a number of independent variables in the samples toward the dependent variable (Latief, 2013:97). The dependent variable of this research was in the form of students' reading comprehension, while the independent variables were divided into active and attribute, the former was authentic materials and the latter was the students' motivation (intrinsic and extrinsic). Thus, to know the illustration of the design in this study, the design in quasi-experimental research with a 2 x 2 factorial design is illustrated in Table 2.1

Table 2.1 Factorial 2 x 2 Design

Variables	Intrinsic Motivation (A1)	Extrinsic Motivation (A2)
Authentic Materials (<i>Experimental class</i>) (B1)	Cell 1	Cell 2
Non-Authentic Materials (<i>Control class</i>) (B2)	Cell 3	Cell 4

There are two kinds of instruments to gather the data in this research namely reading comprehension test and questionnaire. In this research, there were two kinds of questionnaire, namely questionnaire for distinguishing students' motivation and questionnaire of students' response. There were some stages in analyzing the data. The first step to analyze the data in this research was scoring, that is to score the result of the reading comprehension test. After conducting the post-test, the scoring of the posttest was carried out. The number of the answer sheets was checked; the answers were scored, then, each of the students' answer was tabulated to record the data, and the students' work were scored based on the formula. After having finished all the scores obtained, classifying of both groups was conducted. The scores from the experimental and the control groups were separated.

Meanwhile, for analyzing the students' questionnaire in motivation, the first step to do was collecting the questionnaire sheets from the students. Afterward, the sheets were separated to classify that the students belonged to intrinsic or extrinsic motivation. However, the questionnaire for the students' response after being given treatments was also collected to know their response. After the questionnaire of the students' response was collected and was classified, the tabulation of the percentage of the students' response questionnaire was carried out.

Furthermore, to answer research problems, there were two stages employed by the researcher in the process of data analysis. The first was concerned with the descriptive statistics which purpose was to reveal the characteristics of the data such as maximum score, minimum score, and standard deviation. The analysis consisted of the values of the analysis. The second stage was dealing with the inferential statistics to answer whether or not there is a difference in mean scores between students who were taught by using authentic materials and those who were taught by using non-authentic materials. In this stage, there were two steps to analyze the data, the first was concerned with a test for fulfillment of statistical assumptions consisting of homogeneity, normality and the second was concerned with the hypotheses testing.

Homogeneity test was used to show that both groups come from the subjects who were equal or similar in terms of their reading comprehension ability. The criteria of acceptance or rejection of the assumption is a level of

.05. Then, normality test is based on the assumption that the sampling distributions of the means of the various dependent variables in each group are normally distributed. The researcher used *SPSS* program with a level of significance .05. If all the statistical assumptions were fulfilled, the researcher used parametric statistical analysis to analyze the data.

FINDINGS

There were several findings related to this current study as presented in the following parts.

The Posttest Results of the Experimental and the Control Groups

Table 3.1 The Result of the Posttest of the Experimental and the Control Groups

	N	Minimum	Maximum	Mean	Mode	Median
Experimental	26	55.7	97.8	74.2	87.8	72.9
Control	29	41.4	84.2	66	70	70

To be more clearly understood, the average score of the experimental and control group in the posttest score is illustrated in the form of diagram in Figure 3.1.

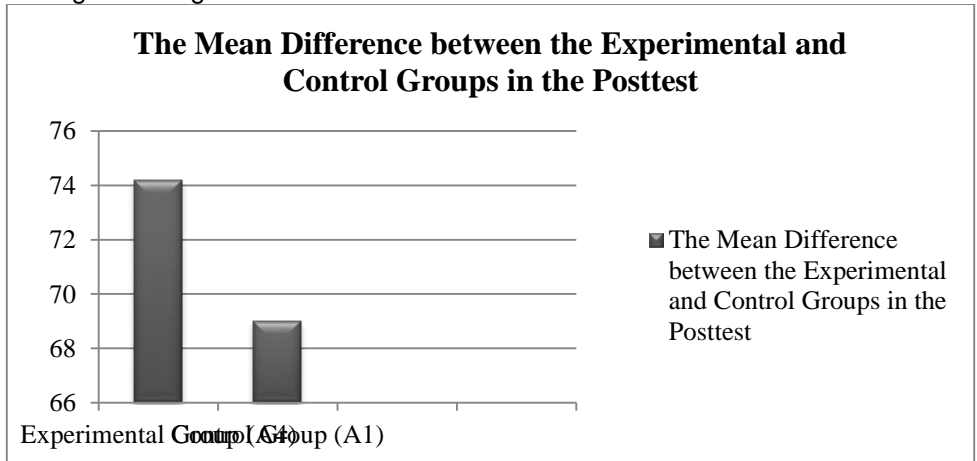


Figure 3.1 The Mean Difference between the Experimental and Control Groups in the Posttest

The Students' Motivation and the Students' Response Results toward the Treatment Process

Table 3.2 The Percentage of the Students' Response

		STS (1)	TS (2)	R (3)	S (4)	SS (5)
Control	Total	1	3	21	26	19
	Percentage	3.44%	10.34%	72.41%	89.65%	65.51%
Experimental	Total	0	3	21	25	18
	Percentage	0%	11.53%	80.76%	96.15%	69.23%

From the Table 3.2, we know that the students' response toward the teaching and learning process gathered by using students' response questionnaire showed that most of the students in experimental class gave their opinion almost on "S" (Setuju/Agree). The percentage of the students' response who rated on "S" is 96.15%. Meanwhile, most of the students in the control class was also rated themselves almost on "S" (Setuju/Agree). The percentage of the students who rated on "S" is 89.65%. The different percentage between the experimental and the control groups is 6.5%. The percentage of the experimental group is higher than the control group.

Result of the Posttest on Reading Comprehension Skill of Students with Different Motivation in the Experimental and the Control Classes

Table 3.3 Description of Data of Intrinsic and Extrinsic Motivation Students in the Experimental and the Control Groups

Group	Students' Motivation	N	Maximum	Minimum	Mean
Experimental	Intrinsic	23	97.8	55.7	75.38
	Extrinsic	3	62	60.1	61.17
Control	Intrinsic	27	84.2	41.4	68.08
	Extrinsic	2	81.4	78.6	80

Based on the Table 3.3, it shows that in the experimental group taught by using Authentic Materials, there were 23 of intrinsic students, who had 97.8 of maximum score, 55.7 of minimum score, and the mean score was 75.38. However, there were 3 students who had extrinsic motivation. Their maximum score was 62, their minimum score was 60.1, and the mean score was 61.17. The data also showed that in the control group taught by using Non-Authentic Materials, there were 27 students who had intrinsic motivation

with 84.2 of the maximum score, 41.4 of the minimum score, and 68.08 of the mean score. In addition, there were only 2 students, who had extrinsic motivation with 81.4 of the maximum score, 78.6 of the minimum score, and 80 of the mean score.

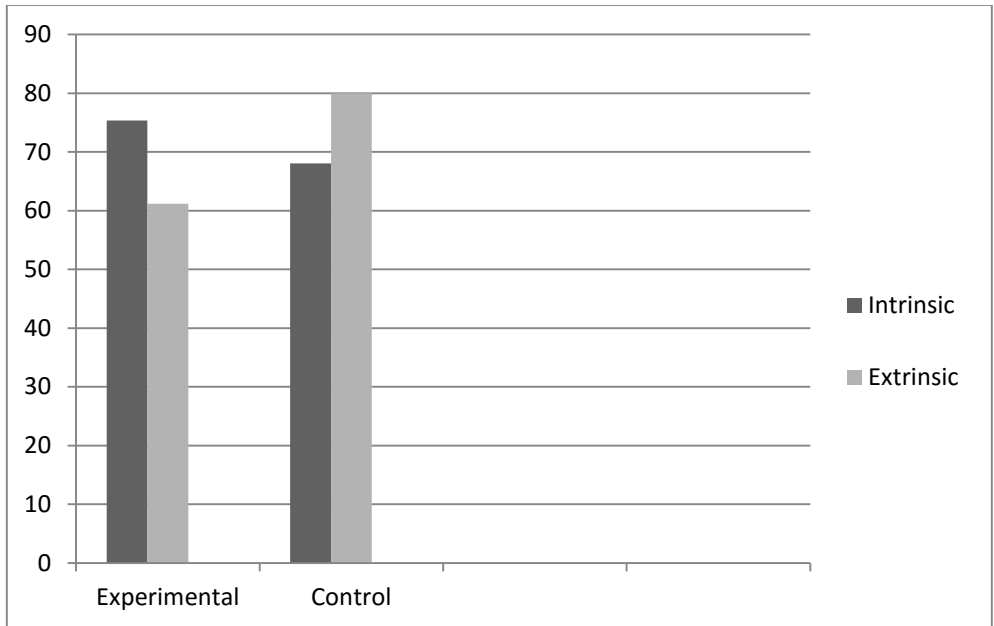


Figure 3.2 Mean Difference of Reading Comprehension based on Students' Motivation in the Experimental and the Control Groups

Fulfillment of Statistical Assumption

Homogeneity Testing

Table 3.4 The Result of the Homogeneity Testing of Variances

Homogeneity Group	df1	df2	Sig.
Intrinsic and extrinsic motivation in both groups	3	47	.265

Based on the Table 3.4, it can be seen that the *p*-value is .265. It means that the *p*-value was higher than the degree of significance (*p*-value \geq sig .05). Thus, the variances were equal to the population and it was homogenous.

Normality Testing

Normality testing is needed to test whether or not the population has normal distribution. If the sample is normal shaped, it is assumed that the population from which it came is normally distributed as well. The statistical test of normality was conducted by using SPSS 16.0 with One Sample of Kolmogorov-Smirnov Test. If the *p*-value obtained from One Sample of Kolmogorov-Smirnov Test shows greater value than significant level .05 (*p*-

value $\geq sig .05$), the data have normal distribution, yet if the p -value is less than the significant level $.05$ ($p \text{ value} \geq sig .05$), the data are normally distributed. Based on the result of One Sample of Kolmogorov-Smirnov Test, the value of the data was $.348$. It means that the value was higher than the significant level (p -value $\geq sig .05$). Beside, the data was also supported by the scatterplot that shows the distribution of the data along the diagonal line. Thus, to sum up, the data were normally distributed.

Hypotheses Testing

The Difference of the Posttest on Students' Reading Comprehension in the Experimental and the Control Groups

Table 3.5 The Tests Result between Subjects Effects

Source	F	Sig.
Corrected Model	26.497	.000
Intercept	2795.010	.000
Classification	2.765	.103
Materials (AM+Non-AM)	.023	.879
Materials + classification	34.849	.000

Based on the Table 3.5, it can be seen that the materials (Authentic Materials) did not have significant difference toward reading comprehension because the significance was higher than $.05$ ($sig .078 \geq sig .05$). Thus, it can be concluded that there was no difference in the students' reading comprehension in the experimental group taught using Authentic Materials and those who were in the control group taught using Non-Authentic Materials.

The Difference of the Posttest on Students' Reading Comprehension with Different Motivation

Based on the result of the Table 3.5, it can be seen that the significance of the classification of the students' motivation toward students' reading comprehension was $.103$. It means that the significance was higher than $.05$ ($sig .078 \geq sig .05$). Therefore, to sum up, there was no difference in the reading comprehension of students with different motivation.

The Interaction among Reading Comprehension Skill, Authentic Materials, and Students' Motivation

3.6 The Result of Interaction among Variables

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3772.931 ^a	3	1257.64	28.49	.000
		4	7		00

Intercept	123348. 773	1	123348. 773	2795. 010	.0 00
Classification	122.011	1	122.011	2.765	.1 03
Teaching materials	1.029	1	1.029	.023	.8 79
Classification*teaching materials	1537.92 9	1 9	1537.92 9	34.84 9	.0 00
Error	2074.19 4	4 7	44.132		
Total	278694. 432	5 1			
Corrected total	5847.12 4	5 0			

^a R Squared = .646 (adjusted R Squared = .623)

Based on the result on the Table 3.6, it is also shown that the significance value of the interaction between reading materials and motivation is .000. This significance level is greater than .05 ($sig\ 000 \geq sig\ .05$) which means that there was an interaction between teaching reading by using Authentic Materials and the students' motivation as shown in Figure 3.3.

Profile Plots

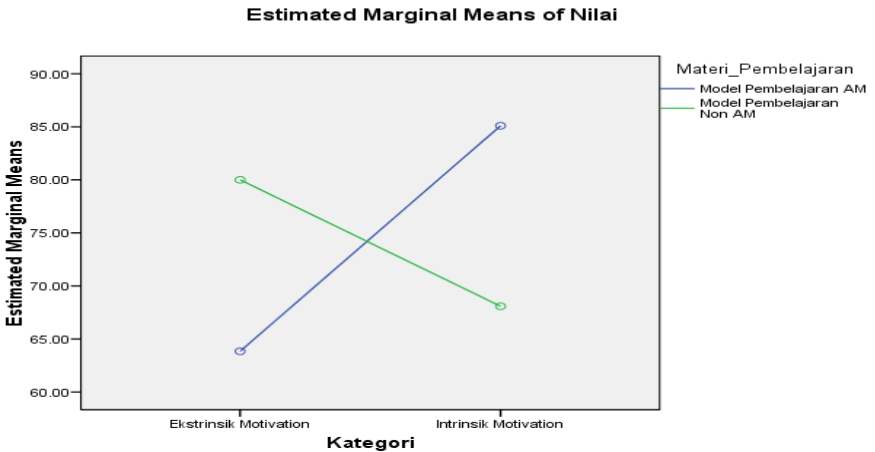


Figure 3.3 The Interaction between Reading Materials and Students' Motivation

Table 3.7 The Result of the Effectiveness of Students' Reading Comprehension

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Intrinsic with Authentic Materials	85.10	1.66	81.75	88.44
Extrinsic with Non-Authentic Materials	80.00	4.69	70.55	89.45
Intrinsic with Non-Authentic Materials	68.08	1.35	65.36	70.81
Extrinsic with Authentic Materials	63.84	2.21	59.39	68.30

Based on the Table 3.7, it can be seen that the mean score of intrinsic motivation students taught by using Authentic Materials was 85.10. This mean score of intrinsic motivation students taught by using Authentic Materials was the greatest than intrinsic and extrinsic motivation students taught by using Non-Authentic Materials and so do extrinsic motivation students taught by using Authentic Materials. It is concluded that the use of Authentic Materials had significant effect on the students with intrinsic motivation.

DISCUSSION

Based on the results of the data of the experimental and the control groups which were objected to reveal the effectiveness of authentic materials, it was figure out that the findings showed the significant difference and there was an interaction among the variables. The first facet of Authentic Materials which is purpose of reading enable students to use different sources of reading with regard to the texts and tasks given. Authentic Materials also help students to link what they are reading to their prior knowledge, reduce the boredom during teaching and learning activities, brought various topics in reading passages, can make the students aware of the daily life sources that can be used as a reading material. Solichatin (2011) showed that the use of authentic materials on the eighth graders of junior high school students taken from The Jakarta Post can increase students' reading comprehension. This means that authentic materials taken from the printed ones can make the students had more enjoyment in comprehending reading.

The second, regarding the findings of this current study, it was empirically proven that the degree of motivation of the students should be emphasized. This motivation could affect the students desire to learn L2 reading. Therefore, it is needed alternatives materials to provide and to interest them to learn L2 reading. Regarding these two factors, then, the

teachers need to create learning materials which likely facilitate both parties to reach the success in learning the target language.

CONCLUSION

The result of the findings showed that there was an interaction between reading comprehension skill, authentic materials, and students' motivation. It means that the presence of authentic materials of students with different motivation on reading comprehension is believed to have contribution in reading. Furthermore, authentic materials can be considered as alternative reading materials with its own strength in improving students' L2 reading, for instance to help students to link what they are reading to their prior knowledge, reduce the boredom during teaching and learning activities, brought various topics in reading passages, can make the students aware of the daily life sources that can be used as a reading material.

SUGGESTION

Referring to the results of this research, there are some suggestions for English teachers. First, the English teacher is suggested to utilize authentic materials dealing with the students who have different degree of motivation to decide appropriate materials, activities, as well as assessment to make the students being autonomous in learning L2 reading so that their self-regulation can be increased without any pressure. Due to the scope of the study, the researcher sets some recommendation for future researchers who want to conduct a research dealing with authentic materials. A research of authentic materials in higher level with diverse (wide ranging) topics is recommended. Since for those of higher level students are having much more linguistic knowledge and much wider world knowledge than students of senior high school, suitable and challenging authentic materials with miscellaneous topics is much easier to find.

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