

The Use of Authentic Materials in Students' Reading Comprehension of Low and High Proficiency Levels

Maratul Azizah¹

maratulazizah211@gmail.com¹

Institut Agama Islam Nusantara Ashidiqiyah Lempuing
Jaya OKI¹

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Abstract

The aim of this study was to find out whether there was significant difference of students who were taught through authentic material and to see students' perception through authentic material. This research was used authentic material in reading comprehension of students' of low and high proficiency levels. This research was quantitative research which consists of one group pre-test and post-test design. Hopefully, the writer hope the result of the research got the best result through authentic material. While the result of the data analysis was conclude as follows : (1) there was a significant difference of student' high proficiency level in reading comprehension achievement through authentic material, (2) authentic material influenced the aspect of reading in high and low proficiency students. In high proficiency level, authentic material increase students' knowledge in finding supporting details. (3) students' perception by the implementing authentic material are positives.

The result of T-test Sig. (2 tailed) showed that there was significant difference between high and low proficiency level students. Then finding of inference aspect of the reading that almost influenced reading comprehension in high proficiency level. Moreover, the high proficiency level and low proficiency level students have a positive perception in teaching and learning through authentic material.

Key word: *Authentic Material, High and Low Proficiency, Reading Comprehension*

A. Introduction

Reading is the activity or the process of constructing meaning from the written text. ¹While reading, the reader makes their own interpretation between the

¹Berardo, 2006. *The Use Of Authentic Materials In The Teaching Of Reading*. The Reading Matrix No.2 Vol. 6, (September 2006)

symbol of the language and the meaning of the symbol, it is considered to be an interactive process (a conventional between writer/reader, even though the writer is not present). As we know the success of students learning depends on the greater part their ability to read so student have to be mastered.

Reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation². In addition reading is composed of two main process: decoding ad comprehension. ³These two processes are independent of one another, but both are necessary for literacy. Another opinion that reading is the most important activity in any language class. ⁴Reading is not only a source information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. ⁵Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

Reading is not only can improve students' reading ability but also can increase their knowledge when they having reading. Reading is a meaning getting activity in which reader and writer interact. ⁶It will be facilitated by strategy designed to reduce the gap and the goal between written and oral language model. Moreover, Burns also explain that reading is comprehended written discourse. It means that reading is interactive process, a process which means involve in an exchange idea with the writer via text. The exchange sometimes based on the purpose and takes a place within a specific context or setting. There are five aspect to measured reading comprehension (1) main idea, (2) supporting details, (3) vocabulary, (4) finding reference and (5) making inference⁷. The readers' schemata or proficiency level is basic important in reading comprehension. Schemata is an abstract structure or concept stored in memory based on the people experience and

² David Nunan. *Language teaching Methodology*, (Sidne : Prince Hall International : 1991)

³ Patricia Wolfe & Nevills Pamela. *On the nature of reading*. (2004). Available at: http://www.sagepub.com/upmdata/7086_wolfe_ch_1.pdf [accessed from internet 13 April 2014]

⁴ Patel Jain & Praven M. jain. *English Language Teaching Methods and tools & Technique*. (Jaipur: Sunrise Publisher : 2008)

⁶ Burnes & Page,G. *Insight Strategies for Teaching Reading*.(New York: Harcourt Brace Jovanich Group 1991) Pty Limited.

⁷ Davenport. *Mastering the Critical Reading Test*. (Canada : Wiley, 2007.) Hoboken, NJ.

knowledge.⁸ It meant that a person who has more background knowledge is able to comprehend better than those who have less background knowledge.

Based on this research found that learning without motivation and interesting in understanding and comprehending the text, students think that reading English text is difficult to them, then the last they don't have capability in linguistic and basic of structure in language.

Teaching them the culture of the target by using textbook is not the best choice in teaching English. The content is written by the publisher in home of the textbook. Because of the reason, teachers need to use a kind of material which can renew their effort to have the students attain the highest achievements and bring positive effort to the learners. We as a teacher has obligation as much as possible to be able to comprehend reading the text to prepare the student have ability. To start it we can analyze the students' abilities in reading or we call it as a student language proficiency level. Reading proficiency requires three sets of interrelated skill that develop overtime: language and communication, mechanics of reading and content of knowledge.

⁹ Language proficiency means the ability to master a target language and it deals with all of language components and skills. Language proficiency level will determine students output. In fact, every student has different proficiency level. Student with high proficiency level of language is easier to acquire a new language than the students in low proficiency level. In preparing the material and before starting the lesson, the teachers have to know first about the proficiency of students. It is important for the teacher in order to achieve the goal of the teaching and learning. Since the successful of the students' learning is depend on the material so prepare a good material is needed. Authentic material is chosen to solve the students' reading problems. Authentic text have

⁸ Cucu Sutarsyah. "Improving Stuent's achievement in Reading Comprehension through Jigsaw Strategy at SMAN 1 Abung Selatan." Bandar Lampung: Lembaga Penelitian Universitas Lampung. 2013. <https://media.neliti.com/media/publications/192456-EN-improving-students-achievement-in-readin.pdf>

⁹ Tadros. Definition and Approaches to Measuring Reading Proficiency. *Cello Fact Fact Journal*, Vol.2. Acitya: Journal of Teaching & Education, Vol. 3 No. 1 2021 (2014) cation Website: <http://journals.umkt.ac.id/index.php/acitya>

been defined as real life texts, not written for pedagogic purpose, it is written by native speaker and contain “real” language. ¹⁰Authentic materials refers to the use in teaching of the text, photograph, video selection, newspaper, magazine, short stories, novel and other teaching resources that were not specifically prepared for pedagogical purposes. Authentic material can gives positive effect on learners motivation¹¹. To increase students’ linguistic competence the teacher can use authentic material especially in vocabulary and structure and make the students more challenge in reading skills. From real life we can use in using authentic material to teach the language. Actually authentic material can make the teacher more creative in preparing the materials which can attract the students attention, so the students are nit bored while learning process. Some researchers have been conducted authentic material on their some studies.

There are some research did by the researcher the, first about using authentic material for extensive reading to promote Englis proficiency. ¹²Second, has investigated quantitave research entitled the Impact of authentic listening materials on elementary EFL learners’ listening skills. ¹³The third has conducted a qualitative research entitle Investigating EFL college teachers’ and learners’ attitude toward using authentic material in Misan of the academic year 2012 -2013.

Based on the previous studies above they have not discussed yet the effect of using authentic material in reading comprehending in students’ different proficiency level. However, this study attempted to find the difference of students’ achievement between students in low proficiency and students in high

¹⁰ Wallace Catherine. *Language Teaching Reading*.(New York: Oxford University Press, 1992.)

¹¹ Muhammad Sukirlan .. *Modul Belajar Mata Kuliah Lesson Planning and Material Development*. (Bandar Lampung: University of Lampung, 2012)

¹² Guo. 2012.Using Authentic Materials for Extensive Reading to Promote English Proficiency.*English Language Teaching; Vol. 5, No. 8; 2012 ISSN 1916-4742 E-ISSN 1916-4750* Published by Canadian Center of Science and Education.

¹³ Fatimah Rahim Abdul Hussein. “*Investigating EFL College Teachers' and Learners' Attitudes toward Using Authentic Reading Materials in Misan,Iraq.*” *Procedia - Social and Behavioral Sciences 136 (2014)* p. 330– 343.

proficiency level. The writer also liked to know the difference perceptions about authentic material between low proficiency students' and high students proficiency.

B. Discussion

1) Literature Review

Reading comprehension is defined as the ability to read text for understanding purpose. Then, reading comprehension is a complex process in which the reader constructs meaning by interacting with the text using his previous knowledge and experience and information that can be found in the text. ¹⁴The more background information related to the text the reader process, the easier it is for him to understand the text. He asserts that when reading the text, someone activities their previous knowledge about the topic. The acquisition of reading comprehension is learning to understand writing as well as one understands spoken language has empirical justification. Comprehension occurs as the reader builds a mental representation of a text message. The comprehension process that bring about this representation occur at multiple levels across units of language : word level (lexical process), sentence level (syntactic process), and text level. Across these levels, processes of world identification, parsing, referential mapping, and a variety of inference process all contribute, interacting with reader's conceptual knowledge, to produce a mental model of the text.

In addition, reading comprehension is the process in getting meaning of the text¹⁵. It is an active process in which readers try to interpret the meaning of the texts. Without any effort to interpret the text is not something which is instantly offered. It requires the readers to do reading comprehension process. To comprehend the texts, the readers have to do interaction and engagement with the text. Based on all definitions, it can be concluded that reading comprehension as

¹⁴ Merisou . *Primary School Students' Reading Comprehension Skills*.Scandinavian Journal of Educational Research. Available website: <http://www.scandinavian.com/journal>. P.1di akses Agustus 2023.

¹⁵ Mark Sadoski. *Conceptual Foundation of Teaching Reading*. (New York: Guilford Publication. 2004) P.67.

the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is that understanding all information delivered by the writer. It also refers to the ability to connect between ideas conveyed in a text. While, authentic materials are natural, practical, useful, interesting and appropriate materials that already exist in real life and those are not made to be used in language classes but those can be used for language teaching purpose.

Authentic materials are the language where no concessions are made to a foreign speaker¹⁶. It contains the authentic language and reflects real world uses of language compared with the contrived content. It means that the authentic material are very interesting in the teaching and learning process especially reading. Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. In this section, the advantages of the using authentic material in language teaching will be explored, and also the drawback of using them will be discussed. Peacock authentic materials is the materials that have been produced to fulfill some social purpose in the language community.

Morro in Gilmore an authentic text is a stretch of real language, produced by a real speaker or writer for real audience and designed to convey a real message of sort. Charlene Polio was referring to materials that were not created for language learning purposes. Instead, they were created with some real life goal for, generally, native speakers. They include both spoken and written language samples. Some obvious examples include magazine ads, television shows, movie reviews, conversation between native speakers, train schedules, nutrition labels, and others, most of which can be found on the internet, brochures movie, CD, songs, TV programs, magazine, comics, literature (novels, poem, poetry and short story). Based on all definitions above, it can be concluded that authentic material is the text that designed for native speakers and not for language teaching purpose.

¹⁶ Jeremy Harmer Harmer, J. *The Practice of English Language Teaching*, (England: Pearson Education Limited. 2001). p.205

2) Research Method

In this research quantitative with one group pre-test and post-test design was used. The populations were all students of SMK Negeri 3 Kayuagung. In taking this sample, purposive sampling was used. The sample was divided into two groups in high and low proficiency level. The writer used English proficiency test by using final examination test to determine student proficiency level. Then to account the score the writer used proficiency test level on them. The sample on this research consist of twelve high proficiency level students and twelve low proficiency level students. They were taught in the same similarity class in sixty minutes in each treatment. The sources of the data was taken from a set of reading comprehension test and questionnaire. While, the reading comprehension test were used to know students' reading achievement. There were 50 items multiple choice in form with five choices A, B, C, D and E. second instruments was questionnaire. In order to know students' perception, a set of questionnaire which was adapted and taken for the instruments. There were 25 questions on this questionnaire with five likert scales, 5 are *strongly agree*, 4 are *agree*, 3 are *neutral*, 2 are *disagree* and 1 are *strongly disagree*. All the data was analyzed by using SPSS (T-test)

3) Research Result

The writer conducted pre-test, treatment and post-test of the reading after the writer determining the sample. In order to know and see how far the students' reading skills before and after the treatment pre-test and post-test were used. The treatment was conducted in three times, where in each meeting was sixty minutes. The writer taught both of high and low proficiency level by using authentic level material. After giving the treatment, questionnaire also used to give distribution in this research in order to know students' perception toward authentic material. In order to answer the questions was there were any significant difference between students reading achievements who were taught by using authentic material between students in low proficiency and high proficiency. The research computed the result of pre-test and post-test to analyzed it by using independent t-test formula as this bellow:

Table 1. The Analysis of Hypothesis Test of Posttest

		Score of the test	
		Equal Variances assumed	Equal Variances not assumed
Levene's Test	F	.396	
Equal Variances	Sig.	.536	
t-test for equality of Means	t	9.130	9.130
	df.	22	20
	Sig. (2-tailed)	.000	.000
	Mean diff.	17.83	17.83
	Std. error diff.	1.95	1.95
95% confidence interval of the difference	Lower	2.18	2.18
	Upper	13.7	13.7

The result shows that Sig. (2-tailed) of post-test in both high and low proficiency students were 0.000. it meant that $p > 0.05$, $p = 0.000$, $0.000 < 0.05$. it meant that there was significant difference between the students' high proficiency level and students' low proficiency level that were taught through authentic material on the students' reading comprehension. While, to answer the second research question what aspects of reading skills mostly influenced by the implementation of authentic material in both students high and low proficiency level, then the research analyzed the gain of each aspect in identified how the gain of the aspects as follows :

Table 2. Increases of high proficiency level students from pretest to posttest for each aspect of reading

No	Aspects of Reading Comprehension	Total Answer		Percentage			
		Pre-Test	Post-Test	Increase	%	Increase	
1.	Identifying main idea	77	89	12	64.1	74.1	10%
	Finding supporting		93				
2.	Details	76		17	63.3	77.5	14.1%
3.	Understanding	75	95	20	62.5	79.1	16.6%

Vocabulary							
4.	Finding References	80	99	19	66.6	82.5	15.8%
5.	Finding Inference	75	97	22	62.5	80.8	18.3%

Based on the table above, it can be stated that authentic material increase the students reading comprehension in low proficiency students in all elements of reading comprehension, such as the main idea (10%) was increased, the supporting details (14.1%), vocabulary (16.6%), Reference (15.8) and finding inference (18.3%) and all elements was increased. In order to answer the research question, the writer distributed questionnaire which consists of 25 statements by using five likert scales. Then, the writer computed the result of questionnaire as follows:

Table 3. Increase of low proficiency level students from pre-test and post-test for each aspects of reading

No	Aspects of Reading Comprehension	Total Answer		Increase	Percentage		Increase
		Pre-Test	Post-Test		Pre-test	Post-test	
	Identifying						
1.	main idea	52	70	18	43.3	58.3	15%
	Finding						
	supporting		79				
2.	Details	54		25	45	65.8	20.8%
	Understanding		73				
3.	Vocabulary	53		20	44.1	60.8	16.6%
	Finding		75				
4.	References	56		19	46.6	62.5	15.8%
	Finding		70				
5.	Inference	58		12	48.3	58.3	10%

Based on the table above, it can be stated that authentic material increase the students reading comprehension in low proficiency students in all elements of reading comprehension, such as the main idea (15%), the supporting details (20.8%), vocabulary (16.6%) finding reference (15.8%) and inference (10%).

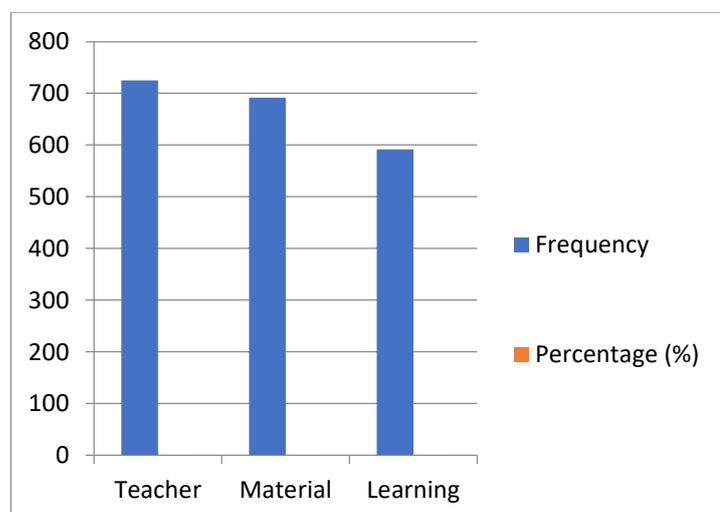
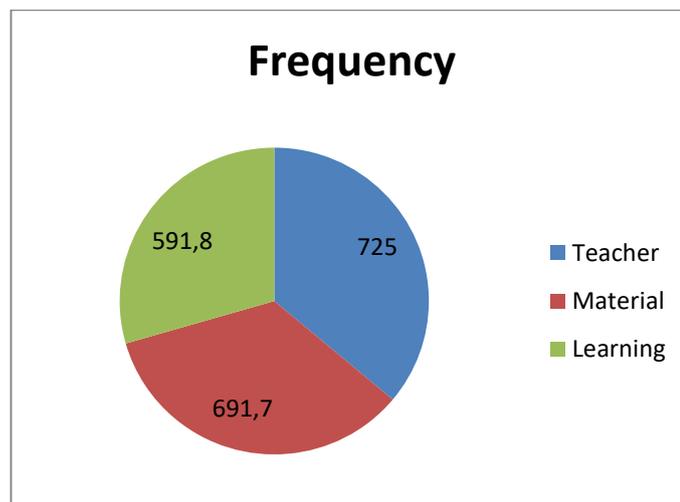
In order to answer the research question, the research distributed

questionnaire which consist of 25 statements by using five likert scales. Then, the writer computed the result of questionnaire as follows:

Table 4. The Percentage of the aspect of the perceptions in evaluating learning teaching by using authentic material in high proficiency level

Category	Frequency	Percentage (%)
Teacher	725	80.56%
Material	691.7	86.4%
Learning	591.8	73.9%

Diagram the aspect of the perceptions in evaluating learning teaching by using authentic material in high proficiency level



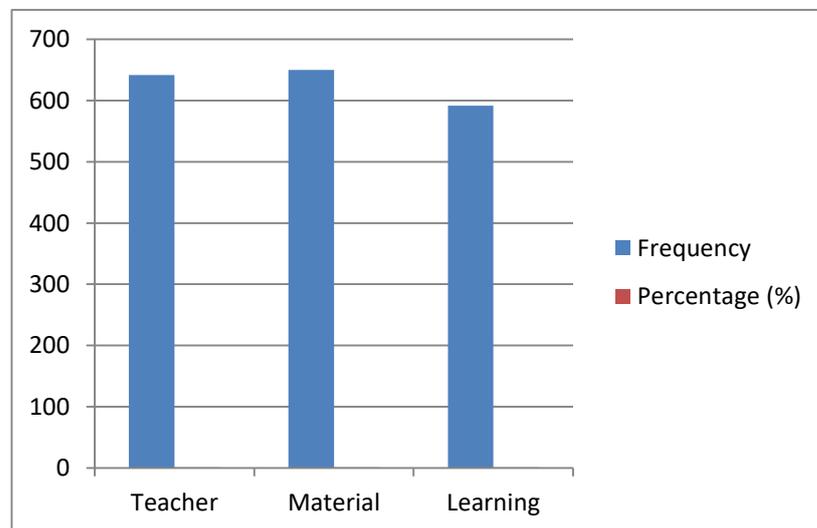
Picture 1. The data perception in evaluating learning teaching by using authentic material in high proficiency level

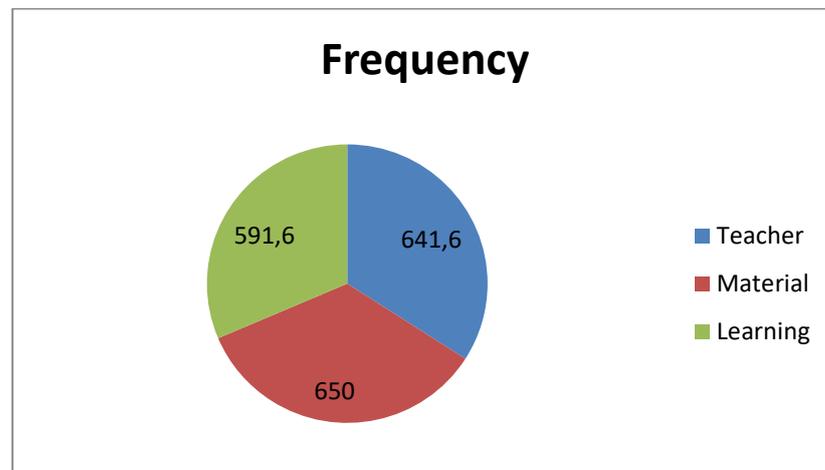
From the table and diagram above, the percentage of students' high proficiency level. Perception in evaluating teaching by using authentic material. Based on the result questionnaire, the percentage of three aspects where teacher aspects was (80.56), material aspects (86.4%) and learning aspects was (73.9%).

Table 5. The Percentage of the aspects in evaluating learning teaching by using authentic material in low proficiency level

Category	Frequency	Percentage (%)
Teacher	641.6	71.28%
Material	650	81.25%
Learning	591.6	73.95%

Diagram the aspect of the perception in evaluating learning teaching by using authentic material in low proficiency level





Pictures 2.Aspect of students' perception in using authentic material in low proficiency

Based on the table and diagram above, it showed that the percentage of students' low proficiency level perception in evaluating learning by using authentic material. The result of questionnaire can be seen from the percentage of three aspects where teacher aspects was (71.28%), material aspect (81.25) and learning aspects was (73.95).

4) Discussion of the Research Result

Based on the result of the research, it can be seen that there was significant difference of the students' achievement between and high level proficiency level students. Based on this research result, it can be seen that there is a significant difference of students' achievements between high and low proficiency level students. It showed as the table 6 follows:

Table 6 about the difference between high and proficiency level

No	Types	Teacher	Material	Learning
1	High Proficiency	725 (80.56%)	691.7 (86.4%)	591.8 (73.9%)
2	Low Proficiency	641.6 (71.28%)	650 (81.25%)	591.6 (73.95%)

High proficiency students are more confident in elaborating idea. It might be because high proficiency students have better knowledge in catching the meaning of the text and they also have more background of the knowledge than the low proficiency level, so it makes high proficiency students easy to share their ideas. Background of knowledge from high and low proficiency

students is different. High proficiency level students have better background knowledge than low proficiency students. A person who has more background knowledge is able to comprehend better than those who have less background knowledge.¹⁷In addition, Scheme refers to the knowledge already stored in someone's memory.¹⁸They also points out that schema activation strategy is a way of reading where the readers are expected to use a strategy to activate his/her own prior knowledge when they read an English text or passage.

Meanwhile, in this research low proficiency level students also have improvisation in reading through authentic material. It can be seen from the gain score in low proficiency students also increase. it may be because of from the beginning of learning where low proficiency students have very lack of knowledge than high proficiency level students. Only few vocabularies they known and their knowledge of grammar is still lack. But, after the research and gave them the authentic text, they learned more from it. Some of low proficiency students stated that after they were introduced authentic material, their vocabulary increased, they began to understand the meaning of word that they did not know before. So, at the end they can fully understand the text above.

Based on the analysis of second research question the researcher found that the aspects of reading skills mostly influenced by the implementation of authentic material in both high and low proficiency level students. The first aspect was identifying main idea. There was a different gain between high proficiency level student and low proficiency students who were taught by using authentic material. The gain main idea in high proficiency wh level was 10% and the gain of main idea in low proficiency level was 15%. Therefore, low proficiency students are higher that high proficiency students. At the first

¹⁷ Sutarsyah. *Reading Theories and Practice*. Bandar Lampung: Lembaga Penelitian Universitas Lampung, 2013.)

¹⁸ Veti Mardiant and , Ohoiwutun & Wahyudin. *Improving Students' Reading Comprehension through Schema Activation Strategy*. e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 1 2014 – ISSN 2331-1841 (2014).

time, the students in low proficiency level felt confused to determine the topic toward the text. They have to read more than once before they could determine the topic of the text. At the same time, high proficiency level students were easier to determine the main idea because they could understand the text well. It can be said that authentic material can increase the students' knowledge especially in identifying main idea.

The second aspect is finding supporting detail. Finding supporting detail was used identify all information details in the text. In contrast to low proficiency level students, the gain of identifying detail was 20.8%. Finding supporting detail was mostly influenced in low proficiency level. It might be because the answer of the question already taken in text.

Scanning is rapid reading for some specific purpose for instance, to find out where, when, or hoe something happened. ¹⁹So, low proficiency students can easily to answer the question information in the text by focusing on the question with the relevant paragraph in the text. Since, high proficiency students and gain of finding supporting details is not higher as low proficiency level students, it can be said that authentic material prepares some benefit for the students, especially in finding supporting details. The third aspect was understanding vocabulary. From the finding above the aspect reading of using context for vocabulary was increased in both of high and low proficiency level students. Although the vocabulary students increased there was same gain between high and low proficiency level students. It can be seen from the gain of understanding vocabulary was 16.6% in high and low proficiency level. Since authentic material contains difficult words, it makes the students more motivate in comprehending the text. In high proficiency level, the students were easier to understand the vocabulary with its synonym or antonym helped the students to get more vocabulary. So, it can be conclude that authentic material is suitable to use in order to increase students' understanding vocabulary. The fourth aspect

¹⁹ Richardson Judy., Raymond., Morgan., & Charlene, Fleener, *Reading to Learn in the Content Areas*. Printed in the United States of America: Wadsworth Cengage Learning (2009).

was finding reference. Finding reference is the ability in choosing the things pointed by certain pronouns. To be able to complete this task, the students should be careful in analyzing the information related to text given. In the process of learning, it has been introduced by the teacher. Hence, they were familiar with this task. Furthermore, the result of post-test showed that the total number of the correct answer was increased. This fact indicates that the ability of students in determining reference was improved positively.

In this case, there was same gain between high proficiency level students and low proficiency level students. It can be seen from the gain of understanding vocabulary was 15.8% in high and low proficiency level. It can be concluded that authentic material can increase the students' knowledge in finding inference in both of high and low proficiency level students.

The last aspect is finding inference. Finding inference is the ability to conclude the text logically. From the finding above the aspect reading of finding inference was increased in both of high and low proficiency level students. It can be seen from the gain of finding inference in high proficiency level students was 18.3% and 10% in low proficiency students. Finding inference is the most influenced aspect in high proficiency students. It was caused reading was an activity that involves students' schemata. Schema is a factor that influences students in comprehending text. Then schema is an abstract structure or concept stored in memory based on the people experience and knowledge.²⁰ He also add this implies that a person who has more background knowledge. That's why the high proficiency level, they get more difficulty in comprehend the text so that less in making the conclusion in logically.

The third research question deals with the students' perception toward the effect of implementation authentic material between high proficiency level students and low proficiency students. A questionnaire was given to support the finding and to see the students' perception in low and high proficiency level

²⁰ Cucu Sutarsyah,. *Reading Theories and Practice*. Bandar Lampung: Lembaga Penelitian Universitas Lampung (2013)

students in high and low proficiency level students. The result showed that all students in high and low proficiency level has positive perceptions about authentic material. The first aspect of evaluating teaching and learning process is teachers' quality. Teacher is a center for the students in transferring knowledge as long as the successful learning is in the teacher attention. Many things can be done to create a context for good teaching, but it is teachers themselves who ultimately determine the success of a program.²¹

High and low proficiency level students have positive perceptions in evaluating the teacher. They agreed that the teacher already prepares the material well. Most of students stated that before starting the class, the teacher already prepared it well at home. So, in the class the teacher already knew what she wanted to explained to the students. Teacher also used strategy which was effective and suitable. In this case teacher used cooperative strategy such as discussion. Discussion is chosen because authentic material contains difficult language. By discussion, the students can share their ideas and help each other to solve the problems in reading authentic material. Teacher can control and organize the situation in the class during learning process. She made conducive situation that made the student focused in doing their task. Students like the teacher in gave their chances to asked a question or giving opinion. In this case, the students can be more understand the task and material that given if they did not understand. If the students can ask the answer clearly, the teacher always appreciates them. The students also agreed that the teacher helps the students the the students get difficulty in understanding material. Teacher will repeat explanation and she used simple language in explaining the material. Teacher is very enthusiasm and interesting in giving the material, she did not make the students became stress in doing the task therefore the students felt comfort the learning process.

The second aspect of evaluating teaching and learning process is the

²¹ Jack Richards. *Curriculum Development in Language Teaching*. (America: Cambridge University Press, 2001)

material. Instructional material generally serve the basis for much of the language input learners receive and the language practice that occurs in the classroom²². In this case, the writer used authentic material in order to increase students' reading comprehension. Students in both high proficiency level and low proficiency level have positive perception in authentic material. Authentic material is a higher aspect that mostly thinking by the students in comprehending the text.

Students agreed that authentic material is suitable with the topic discussion and it is organized well. Whereas in authentic material contains difficult words and it takes much times to the students in low proficiency level in comprehending the text, but at the end, they can understand the text well. Difficult words in authentic material also provide new vocabulary. Students like authentic material because authentic material can bring new atmosphere for the students. It makes the students more active in thinking when they read authentic text. Students like authentic material because by reading authentic material, they can imagine in reading text so, it can crease their creativity. Because authentic bring some benefit for the students, all students agreed that authentic material can increase their students interest in reading and authentic material can be implemented in SMK Negeri 3 kayuagung. It can be seen in questionnaire number 16 where the percentage both low and high proficiency level was 100%.

The third aspect of evaluating teaching and learning process is the learning quality. The extent to which teaching achieves its goals will also depend on how successfully learners have been considered quality in the planning and delivery process,)

So, learning quality comes from students' feel and learning finish. Whether they get progress or not after they learn.

Students agreed that the learning and teaching process finished on time. They also like the facilities in the class support their learning and teaching

²² Jack Richards,. *Curriculum Development in Language Teaching*. America: Cambridge University Press. (2001), p.251.

process. When they do the task through authentic material in teaching learning process, the students feel challenging in solving the problems.

Authentic material often contains difficult language.²³ It makes the students were curious in knowing the meaning of the meaning of the language itself. They feel different achievement when they learn through text book and through authentic material. 100%. Of students in low proficiency level students and 75% students' proficiency students agreed that after learning by using authentic material their knowledge were increased. They get something new after learnt, especially their vocabularies were increased after learning by using authentic material. At the end of learning students' motivation were increased, it was in line Authentic material has positive effect on learner motivation²⁴. Authentic material has a positive effect on learner motivation because they are intrinsically more interesting and motivating than created materials.²⁵ Students also like the conducive situation in the class because they can focus in learning. Overall the most of the students agreed that quality of learning in the class is good. It can be seen from their result of questionnaire number 25 where high proficiency level was 83.4% and low proficiency level was 83.3%.

²³ Jack Richards, C. *Curriculum Development in Language Teaching*. America: Cambridge University Press. (2001), p.253.

²⁴ Muhammad Sukirlan. *Modul Belajar Mata Kuliah Lesson Planning and Material Development*. (Bandar Lampung: University of Lampung 2012 p.6)

²⁵ . Jack Richards, C. *Curriculum Development in Language Teaching*. America: Cambridge University Press. (2001), p.253.

C. Conclusion

Based on the discussion and the result of the data analysis the result is in this research, the writer draws conclusion as follows: (1) there was a significant difference of student' high proficiency level in reading comprehension achievement through authentic material, (2) authentic material influenced the aspect of reading in high and low proficiency students. In high proficiency level, authentic material increase students' knowledge in finding supporting details. (3) the students' perception by the implementing authentic material are positives.

Based on the result of the research and conclusion stated previously, the writer would like to propose some suggestion some suggestions as follows: (1) Select the authentic material which is suitable with the students' level thinking since authentic material comes from real language in the second language which consist of many difficulties, (2) Make an interesting material with authentic material. It was caused that authentic is not for pedagogic purpose, the teacher should make their own material by using authentic material, (3) The further study may apply more participants. The different context and setting may be worth investigation since it may discover new findings and values of authentic material, (4) Employ qualitative design to know what problems that mostly in both high and low proficiency level students which can make the achievement different.

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