APPLYING AUTHENTIC TEXTS TO IMPROVE STUDENTS' READING COMPREHENSION SKILL
(A Study at SMAN 1 Ingin Jaya)
THESIS

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Banda Aceh, 26 January 2016

Ismi Nazifah

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SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:**"Applying Authentic Texts To Improve Students Reading Comprehension Skill (A Study At SMAN 1 Ingin Jaya) "**. adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekurangan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 26Januari 2016

Saya yang membuat pernyataan,

Ismi Nazifah

ABSTRACT

The use of authentic texts is addressed for teaching reading comprehension as well as for creating materials to improve the teaching process of this skill. Many practitioners involved in foreign language teaching and research have argued about the benefits of using authentic texts in teaching Reading Comprehension. Authentic texts are the text which are provided and designed for social life not for instructional purposes. Although authentic texts are not created for instructional purposes but it can be the pedagogical support in teaching Reading Comprehension to reach the goal of instructional aims. In addition, to improve students' reading comprehension skill the writer applied the authentic text in SMAN 1 Ingin Jaya in teaching Reading Comprehension. The kind of authentic texts that writer applied was the authentic texts of job application letter because it accordance with the syllabus of SMAN 1 Ingin Jaya. The aim of this study was to investigate whether the authentic texts can improve students' reading comprehension skill in SMAN 1 Ingin Jaya and to find out the advantages and disadvantages of applying authentic texts in the classroom. Thus, the writer used the quantitative method by applying *pre-experimental design* and pretest-posttest and observation technique in collecting data. The sample in this study was class $IIIA_1$ it was taken from the population of the eight graders of SMAN 1 Ingin Jaya Aceh Besar. Then, pre-test and post-test were analyzed by statistical formula. As presented in the result of test, the mean score of the pre-test was 40,55 and the score of post-test was 56,48. It means that, authentic texts can improve students' comprehension skill in class $IIIA_1$. Furhermore, the writer took the conclusion that authentic texts gave some positive advantages to students during teaching Reading in classroom, although at the same time also found many disadvantages to students from applying authentic texts in classroom.

CHAPTER I

INTRODUCTION

A. Background of Study

In this period, English is not a language which is difficult to find anymore. Almost every country in the world uses English as a tool of communication. English is a tool of communication because its function is to share information and to equalize the different culture among countries. This is used in international conferences, education or in business. This is the international language that everyone in every country has to understand. Therefore learning English become a must to all over the world including Indonesia.

In Indonesia, English subject has been stated in the national curriculum that makes all teachers are required to teach English. Now, English subject is one of the subjects that included in the national final exam (UN). This is used as a benchmark to the students' standard of graduation also to create the competent students in English. Therefore, English is one of the important subject that must be taught in Indonesia.

Creating the competent students in English certainly teachers will link students with four skills. The skills are listening, speaking, reading and writing. Listening and reading are receptive skills, meanwhile, speaking and writing are productive skills. Receptive skills means those skills in which the students receive language, while productive skills is those skills in which the students produce language. Hery Yufrizal in his International Conference on Education and

Language 2013 conveyed '' Receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. Productive skills are speaking and writing. You use the language that you have acquired and produce a message through speech or written text that you want others to understand (Yufrizal,2013,p.376). With the result, these four skills are very significant to allow the students to be the skilled and competent students in English.

In this study the writer is interested in discussing reading skill, because in the writer point of view, reading can be done anytime, anywhere and with any media such as newspapers, magazines, textbooks, brochures and others. In relation with this, Alderson defines reading as an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed. Simanjuntak stated that.'' Reading is a process of putting the reader in contact and communication with ideas'' (Alderson,2000.p.28). Hence, reading is a process of understanding the meaning of the text for the students to get the main ideas and new information.

It is important to realize that to get main ideas and new information in English text the students need mastery the vocabulary to form students' comprehension skill. Comprehension is a valuable aspect of reading. Reading for comprehension is an essence of reading process. Students' success in reading is evaluated by their ability in understanding the content being read. Students can infer information from the text and constitute the integration with the author. Therefore, reading cannot be separated from comprehension because reading

comprehension is a thinking process by which the students selects information and ideas from printed material, decides how they relate to previous knowledge the students acquired, and judges their appropriateness and worth for meeting the students needs and objectives (Alderson,2000,p.28). On the whole, reading comprehension is very crucial in teaching reading.

Additionally, for teaching Reading there are two kinds of text that can be used: authentic text and inauthentic text. Authentic texts are those which are taken from real life communication and not designed for language teaching and learning purposes, for example: newspapers, magazines, advertisements, brochures, product wrappings, menus, etc. The majority of scholars define authentic text as text which are designed for native speakers; they are real texts, designed not for language students, but for the speakers of the language. Widdowson wroted,'' authentic text has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language should be authentic (Berardo,2006,p.60).Inauthentic texts are those which are designed for language teaching and learning purposes. Their main characteristics are topical and/or linguistic simplification, modification, and adjustments according to the level and experience of the target students, (Tomlinson,1998,p.43) such as: text books, students' work sheets, graded materials, and teacher-made texts, etc.

In most English language classrooms students follow some kind of text books. This may be supplemented by handouts or other learning materials specially designed for language learning. There are good reasons for using such

inauthentic texts as they often focus on discrete learning points and have a controlled gradual progression. However, authentic texts may have some advantages over inauthentic ones. For instance, they may be more up to date, more interesting, more alive, factual and relates more closely to the students'needs and hence provide a link between the classroom and the students' needs in the real life. So that, The writer interested to apply authentic text in SMAN 1 Ingin Jaya, because based on writer's observation in that school after interviewed one of English teacher the result show that the English teachers tends to use inauthentic text in teaching reading and truly they never used authentic text in teaching reading. As a result, the students are lack of motivation in learning reading and influence their reading comprehension skill.

In the line of the previous paragraph, the writer intend to conduct a study about authentic text in SMAN 1 Ingin Jaya as an effort to increase students' reading comprehension skill. Thus, the writer attempt to make a thesis entitled with " Applying Authentic Texts to Improve Students' Reading Comprehension (A Study at SMAN 1 Ingin Jaya)''

B. Research Questions

Based on the explanation above, the writer focus on two research question:

1. Do authentic texts help the third grade students of SMAN 1 Ingin Jaya improve their reading comprehension skill?

2. What are the advantages and disadvantages of authentic texts studied in the teaching of Reading Comprehension at SMAN 1 Ingin Jaya?

C. Hypothesis

Hypothesis is a temporary answer to research problem, the truth remains to be tested empirically (Suryabrata,2003,p.21).

So that, the hypothesis of this thesis is authentic texs can help the third grade students of SMAN 1 Ingin Jaya improve their reading comprehension skill.

D. The Aims of Study

In line with research question, the purposes of this study are:

1.To find out if the authentic texts help the third grade students of SMAN 1 Ingin Jaya improve their reading comprehension skill.

2.To find out the advantages and disadvantages of applying authentic texts in the classroom.

E. Terminology

There are some terms used in this thesis which need further description in order to avoid the reader's confusion.

1.Reading Comprehension

Reading is a skill in English as one way to improve the students' knowledge. In reading, they should have an ability to obtain the information presented by the author in reading text item. Reading is interacting with language

that has been coded into print. (Berardo,2006,p.60). In addition, Grellet explains that,'' reading comprehension is understanding the written text by means of extracting of required information of it as effective as possible (Grellet,1996,p.3). The meaning of reading comprehension in this thesis is the students of SMAN 1 Ingin Jaya learn to find the main idea of a text (skimming) and specific information (scanning) by using authentic texts.

2.Authentic Text

Authentic text is the text that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Peacock point out those materials that have been produced to fulfill some social purposes in the language community. (Peacock,1997,p.146). In this study the writer choose the job application letter type of authentic text in teaching reading comprehension, because it accordance with the syllabus of SMAN 1 Ingin Jaya for the first semester with the topic job application letters, so that, the means of authentic text in this study is applying the authentic job application letters in SMAN 1 Ingin Jaya in improving students' reading comprehension skill.

CHAPTER II

LITERATURE REVIEW

A. Definition of Authentic Texts

There are many discussions of the use of authentic texts in teaching reading comprehension in classroom context. Widdowson wrote that authentic material has been traditionally supposed that the language presented to students should be simplified in some way for easy access and acquisition. Nowadays there are recommendation that the language presented should be authentic. (Berardo,2006,p.60) In this case, it is true that modifying the materials in teaching reading comprehension has been recommended for the sake of easiness to reach the purpose of the teaching itself.

In addition, for the purpose of the present study, the term ''authentic texts'' is defined as language samples that are created by native speakers for native speakers of the language.'' (Thanajaro,2000,p.5). It keeps clearly in mind that authentic texts stand for something which made only by the native and provide for the native themself. The examples of authentic texts are advertisements, magazines, newspapers, articles and brochures. Moreover, authentic texts are not designed for pedagogical purposes, authentic materials are "ordinary texts not produced specifically for language teaching purposes." In line with this, Ferit Kilickaya wrote:

> '' The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years. We have heard persuasive voices insisting that the English presented in the classroom should be authentic, not produced for instructional purposes. (Kilickaya, 2013 kilickaya,p.1)

On the other hand, authentic texts are the texts that contain''a stretch of real language produced by a real speaker or writer for a real audience and designed to convey a real message of some sort texts that are written for the purpose of communicating information.'' (Rosnida dkk,p.113). That is why authentic texts cannot be found in textbook and other sources in instructional area, because of the texts have truly simplified in purpose. Then, authentic materials are materials that are not produced for second language learners. (Peacock,1997,p.146). Moreover, authentic materials can provide resources for ESL/EFL teachers and offer them the opportunity to expose students to materials produced for real-life and out of classroom context. (Homolova,2004,p.89.). Jacobson adds, sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life.(Jacobson et al,2003, p.1)

This statements explained that authentic materials are the materials which are directly used by the native speakers and it can addressed for teaching Reading Comprehension as well as for creating materials to improve students' reading comprehension skill also expose them to the real language they will face in the real world.

Based on the statement above, it can be concluded that the authentic texts can be defined as those texts that are naturally prodused by the interaction between native speakers of the target language. Then, they also the texts that not create for teaching and learning process but they can be used in pedagogic aim in order to increase students' mastery in reading comprehension. Furthermore,

authentic materials are among the most important tools a teacher can use in the class in order to make his/her teaching go smoothly and be effective in transmitting the necessary knowledge to students.

B. Advantages and Disadvantages of Authentic Texts

According to Ferit Kilickaya, there are five main of using authentic materials, as follows:

1. The materials contain the positive impact on students' motivation, and the materials will naturally boost students' motivation because normally people will be excited when exposed to something connected to their preference and interest.
2. The materials serve the authentic cultural information, it is beneficial for students, expecially for EFL students to get to know the culture of the target language. However, it could not be denied that language is strongly connected the culture, because language is a part of it.
3. The materials expose the students of real language, it is very important to students to be exposed to real language. Real language will provide tudents the language that is used by the native speaker. In the end, it will meet a demand of good communication to the target language.
4. The materials connect to more likely to students' needs. In the era of globalization, English is not only used for pedagogical purposes but also for bussiness, medical, and other aims in particular. Therefore, because of authentic materials exposed to the real language, it is closely related to everyday life activity. Hence, the students will find the materials useful since it can be applied in their social life and importantly improve their communication skills to the target language.
5. The materials help to approach of teaching method creatively, the teacher will have much more variety of materials in teaching and automatically pushes the teacher to be more creative in deciding wisely how to present the authentic materials for her/his students. (Kilickaya, 2013,p.1)

Besides, there some other advantages of using authentic materials:

1. The exposure of ''Real'' language is reflected along with the language change/ variation, the students will reflect themselves of what they have in their community and put as an evidence that language is not only studied in the classroom but beyond what students have learned so far. They will compare and understand more between their society and the native country bluntly.

2. The materials provide the actual information of current event around the world, mostly authentic materials provide the students with update issue of what event happen in the present day.
3. The complex and improper English are often being found in the authentic texts and turn into something outdate rapidly, it is because the textbooks are used continously over some periods so that the students will study the same issue of certain text.
4. The materials which is exactly the same piece can be reused in using, the authentic materials are very flexible. The materials can be used not only in one skill but also other skills in using one particular material.
5. The materials are compatible in developing skimming/scanning reading skill, authentic materials usually provide much particular information in single text.
6. They provides a lot of kinds of texts type; in term of reading, authentic materials provide a lot of type of text. For example, newspaper article, brochure, greeting card, song lyrics and many more.
7. The language styles are not easy to acquire in traditional/conventional teaching materials, it is very ''authentic'' so that the language is very pure and unchange . it is very different compare to the non-authentic one which is modified and using very familiar and formal word choice.
8. The materials are believed to be encouraging since the serve the interesting topics; the authentic materials often make the reader feel comfortable and happy because it contain the very new event and hobby connected to reader's interest such as football review, nature documenter, photohgraphy, greenish movement, etc. (Berardo,2006,p.65)

Nevertheless, authentic materials have the disadvantages as well. There are:

1. Often too culturally biased, difficult to understand outside the language community.
2. Vocabulary might not be relevant to the students' immediate needs.
3. Too many structures are mixed so lower level have problem decoding the texts.
4. Special preparation is necessary, can be time consuming.
5. Can become outdate easily; e.g. news stories, articles.(Berardo,p.65)

C. The Purpose of Authentic Texts

SaschaBerardo writes some purposes of applying authentic materials in the classroom, there are:

1. The chance in receiving the real information and to find out what happened in the society of the world; in this situation, the students have an opportunity to explore and get the news of what happened of current issue

in so many part of the world. It is believed to be very motivating because the information that is served in authentic materials is truly pure made by the native speaker, then the students will try to give their best by being intense and focus in comprehending the material.

2. The students will earn the real language materials as much as possible; even if the classroom is not a ''real-life'' situation; authentic material plays the role in replacing the absence of the '' real world'' by giving the students the materials which are using and available in native speaker's country only.

3. The materials give a sense of achievement to the learner; at first, the students may notice that the materials is different compare to the usual material that is used in the classroom every day. They probably do not realize that the usual materials is design just for pedagogical purpose. However, eventually students will acquire the feel of satisfactory and passion in learning the authentic materials because of they will be assured about the point that they are able to understand not only the easy/simplified English material but also the real one as well.(Berardo,p.64)

Overall, applying authentic texts in the classroom has many purposes. The students can be always up to date with the current issue in the world. And this is will increse students' motivation in learning Reading Comprehension. Besides, authentic texts also bring students in real situation although classroom is not the real situation but authentic text can represent the absence of the real world, moreover authentic texts will help students in producing the achievement in classroom.

D. Definition of Reading Comprehension

Simanjuntak quoted from mark A. Clark and Sandra Silberstein defines reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simultaneous associatetion of these symbols with existing knowlegde, and comprehension of the information and ideas

communicated. (Simanjuntak, p.15). It means that when the reader interacts with print, his proir knowledge combined with and the visual (written) information results in his comprehending the messege.

An ability to read is an important goal of language learning. Students discover new words and information while reading. However, reading comprehension without comprehension is nothing. Comprehension while reading is required as a way to gain the information beyond the text, either it is stated or implied. (Brown,1981,p.61). Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on students' experiences and prior knowledge. Comprehension involves understanding vocabulary, seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgment, and evaluating.(Kustaryo,1988,p.12). It is showed that students who are able to read and comprehend the text will not only get the meaningful information, but also the brilliant knowledge achieved by them.

Furthermore, Comprehension involves prior knowledge, knowledge of text structure, and an active search for information. (Gillet and temple,1994,p.40). Comprehension and prior knowledge means the simplest definition of comprehesion which understand the new information in light of what we already know. It means that readers have in their mind frameworks that organize their knowledge of the world. Knowledge of text structure means becoming a good reader. With guided on experts definition and research, overall, comprehension is

a unity process of the readers' activity to finish their understanding of reading text succesfully. Such Cowell opinion in his research affirms:

'' Comprehension in reading is a process in which the reader construct meaning while, or after, interacting with a text through the combination of prior knowledge and prior experience, information in text, the stance he or she takes in relationships to the text, and immediate, remembered, or anticipated social interaction and communications.'' (Cowell,2012,p.21)

It is true that researchers have defined reading comprehension as "…a critical part of the multifarious interplay of mechanisms involved in L2 reading." (Brantmeier,2004,p.52). Related to this statement, that processing the texts similarly or differently, students may have non-identical interpretation of the texts. It shows that, language learners may process the text in similar ways but comprehend differently, or process the texts in a different way but comprehend similarly. (Brantmeier,p.53). In this point of view, students' comprehension in getting the essence of information in the passage is depend on how they interpret the content of the texts.

E. The Purpose of Reading

The activity of reading has many purposes. It depends on what people need. However, the main purpose of reading is to acquire the information. Cited from Nunan, Abbas Pourhousein Gilakjani and Sayedeh Masoumeh Ahmadi state that there are seven main purposes of reading:

1. To obtain information for some purposes or because we are curious about some topics.

2. To obtain instruction on how to perform some task for our work or daily life (e.g, knowing how an appliance works);
3. To act in a play, play a game, do a puzzle;
4. To keep in touch with freinds by correspondence or to understand business letters;
5. To know when or where something will take place or what is available;
6. To know what is happening or has happened (as reported in newspaper, magazines, reports); For enjoyment of excitement. (Nunan,1999, p.251)

However, in this study the writer's main aim in the reading is the effort of a teacher to teach a certain text to get certain information in order to catch the precise knowledge of the application letter comprehenssively. Then, it also to develop a broad background for the students. Broaden students' background knowledge by reading the authentic text of application letter become interested in the world events.

F. The Use of Authentic Texts in Teaching Reading Comprehension

During the past decades, teaching Reading Comprehension has gained much more attention in most countries around the world. As a result, searching for appropriate and effective teaching materials occupies a great space of instructors' thinking. Rashid and Majid in their journal state that the purpose of teaching Reading Comprehension is to be able to benefit from using it in the real world, in real situations. Therefore, most of the teachers think whether it is enough to teach Reading using the textbook, which are regarded artificial because they are designed for teaching purposes only, or if they should adopt using authentic materials to scaffold students' learning process in developing their reading comprehension skills. (Al-Azri dkk, 2014, p.249)

Textbook requires the consideration of many aspects, such as layout, organization of the text, the level for which it is intended and usefulness, but there is one aspect that the writer would like to give special attention to : the use of authentic texts in teaching Reading Comprehension. This writer's interest derives from the belief that students should be taught to understand readings like the ones they may eventually need or prefer to read in their own context. In other words, students able to understand the reading not only in classroom but also outside classroom.

Several authors have approached this topic, the writer will refer to the opinion of some of the authors who favor using authentic texts. According to Grellet and Swaffar. " Authentic texts are vital ; they motivate students, offer a real context. transmit the target language culture, and prepare students to read outside the classroom''. (Barnett,1989, p.145)

Brown has also stated that " Simplifying. or 'doctoring up ' an existing short story or description is therefore not only unnecessary but also is a disservice to students who are thereby deprived of original material with its natural redundancy, humor, wit , and other captivating features''.(Brown,1994, p.299)

These authors have strong beliefs and defend the use of authentic texts in classroom. The writer must say that the writer agree with the authors when they refer to literary texts that were adapted. If vocabulary is changed to make it simpler, then the effect of what is being transmitted in the text changes. A number of studies show that using authentic text in classroom has the advantages . One study carried out by Vigil is described below.

''In reading , there was found significant differences in comprehension with beginning language students who read unedited authentic texts. Not only did their comprehension skills increase, but there were also improvements in oral and written language performance . The results of these and other studies indicate that we may be underestimating the positive effects of authentic texts on both listening and reading comprehension.'' (Shrum and Glisan, 1994, p.117)

Furthermore, other main idea of using authentic materials in the classroom is to *"expose"* the students to as much real language as possible. Even if the classroom is not a *"real-life"* situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses it authenticity, (Berardo,2006.p.64). Wallace wrote that "As soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity." (Wallace,1992, p.79). Even if it is true, the learner is still exposed to real discourse and not the artificial language of course textbooks, which tend not to contain any incidental or improper examples. They also tend to reflect the current teaching trend. Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. (Berardo,2006,p.64). From the opinion of some authors, the writer take the point that authentic texts are suggested by some authors in teaching Reading Comprehension, because authentic texts increasing students'

international knowledge, where it is needed to develop students' Comprehension skill.

BAB III

RESEARCH METHODOLOGY

A. **Research Design**

In this chapter the writer explained the research design applied in this study to get the accurate data. Thus, the writer used the type of quantitative method by applying *pre-experimental design* in collecting data. Quantitative method is the method used in the particular population and sample, by using research instrument in collecting data and analyzing by statistical analysis which aimed to examine the hypothesis that has been set. The definition of quantitative method according to John W.Cresswell is quantitative research is a type of educational research in which the researcher decides what to study; reviews these numbers analyzes using statistics; and conduct the inquiry in an unbiased, objective manner. (Creswell,2007,p. 60)

In addition, to determine whether authentic text can improve students' reading comprehension skills, the writer applied the *pre-experimental* design to find out the improvement or development of applying authentic texts in teaching

Reading Comprehension in the classroom. Moreover, in this study, the writer used *one group pretest-posttest design* and choose one class to be the sample to establish the possible advantages and disadvantages of applying authentic texts in the classroom besides examining the students' reading comprehension skill. *One group pretest-posttest* was not allowed to use control class. That was why the writer only took class $IIIA_1$ as the sample. Pre-experimental design was one of the approach used by the writer to get the data. It was held five meetings to teach the students how to improve and develop their comprehension skill in reading classroom. In the first 30 minutes of the first meeting and the last meeting were for conducting test, while in another meeting the writer gave some treatment to the students. This techniques was essential in this study to give the treatment as it was expected to increase students' reading comprehension skill.

B. Population and Sample

Population refers to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. (Polit and Hungler,1999,p.37). In consenquence, the population in this study are all the third grade students of SMAN 1 InginJaya of Aceh Besar (213 students consisting of eight classes). Five classes for science (IPA), divided into class $IIIA_1$, $IIIA_2$, $IIIA_3$, $IIIA_4$, $IIIA_5$and three classes for social (IPS), divided into class $IIIS_1$, $IIIS_2$, $IIIS_3$. Furthermore, theplacement of students in each class is not based on the same level of students' cognitive abilities,it means each class has different level of cognitive ability. This is conducted in order to the students can help each other in learning

process and able to solve the problem together in classroom (Interview with Ms. Henny S.Pd, as the homeroom of class $IIIA_1$). Therefore,the writer took class $IIIA_1$ of SMAN 1 Ingin jaya consisting 29 students as the respondents for this study.

C. Technique of Data Collection

To obtain the data or information required and fixed to type of quantitative research, the techniques of data collection used in this research are observation, pretest and posttest.

a. Observation

To reach the goal of the research, the writer used the structural observation, because the writer has known the aspects and activities that will be observed. The writer used this technique to find out the possible advantages and disadvantages of applying authentic texts in classroom also to obtain the data which related to English language learning that carried out by the teacher in the classroom, from planning, curriculum, instructional media, and the method used. It is to know the condition and the geographical location of SMAN 1 Ingin Jaya.

b.   Pretest

The pretest provides a measure on some attribute or characteristic that teacher asses for participants in an experiment before they receive a treatment. (Creswell,2007,p.301). The writer gave the pretest to students in the first meeting. It is used to know students' reading comprehension skill before they get any

treatment of authentic text from the writer. After that, the writer continued the class by introducing authentic text, definning authentic text by providing some examples of authentic text.

c. Posttest

The posttest is a measure on some attribute or characteristic that is assesed for participant in an experiment after a treatment. (Creswell,2007,p.301). After the students got the pretest in the first meeting, the writer continued by giving any stimulus of authentic text in the second meeting. In the second meeting the writer asked the students to create a group. Each group consisted of 5 students. After that, the writer distributed the handout of authentic text of job application letter and they were required to read and analyze the authentic text of application letter in their group and discussed it in their own groups. Next, the writer tried to help them to analyze, evaluate, solve the problem and discuss it together. Then, in the third meeting the writer followed by giving any stimulus for students also in group but in different method. For the third and four meeting the writer use demonstration and jigsaw method in teaching Reading Comprehension for students. Next, in five meeting the writer gave the posttest to the students. It is used to know students' reading comprehension skill of authentic text of job application letter after they got the treatment from the writer during in the first until in the four meeting

D. Validity and Reliability

Instrument is a tool which is used to measure a measuring object or collecting data from a variable. The writer applied the test as the instruments in collecting data in class $IIIA_1$ of SMAN 1 Ingin jaya, namely pretest and posttest. Essentially the writer must ensure that the instrument chosen is valid and reliable. The validity and reliability of any research project depends to a large extent on the appropriateness of the instrument, in order to check the extent to which it is likely to give the expected results.

The validity ofthe test is the degree to which evidence and theory support the interpretation of test scores entailed proposed uses of tests. (Springer,2010,p.9). For achieving the validity of the test, the writer applied the *Face Validity* technique. The face validity occurs if the questions or statements on the instrument appear to be related to the phenomenon of interest. (Schreiber,2011,p.114). Besides, face validity simply make an informal judgment or the extent to which a test seems to measure what it intends to measure. (Springer,p.154).

Furthermore, reliability is the consistency or stability of the values, test scores, or weight measurement. (Kimberly,2011,p.110). According to Sumadi Suryabrata reliability is indicating how far the measurement results with the tool of test can be trusted. The measurement results must be reliable. It means the tool of the test must have a level of consistency and stability. (Suryabrata,2000,p.28).

Moreover, the test can be reliable if it always gives the same result or relative same score when it used in the same group but in different time. Therefore, to get the reliability of score, the writer applying the *Alternative-Form* technique. The reliability of alternative-form tecnique refers to consistency over time. This technique is measured by administering a test to a particular group, retesting the same group with the different test at a later point in time, and then determining the correlation between the two sets of test results. (Siregar,2013,p.56).

In order to measure the test-retest reliability, the writer have given the same test to the same respondents on two separate occasions. It refered to the first time the test is given as X and the second time that the test is given as Y. The scores on the two occasions are then correlated by the *Pearson Product Moment Correlation (r),* below are the steps in determining the reliability of the test:

a. Determining the hypothesis:

H_o= if the first measurement and the second measurement are unconsistent (unreliable)

H = if the first measurement and the second measurement are consistent (reliable)

b. The rules of testing

If, *r-score   r-table,* so, H_o is consistent

If, *r-score   r-table*, so, H_o is unconsistent

c. Calculating *r-score* and *r-table* with the formula:

$$r = \frac{n(\ XY) - (\ X)(\ Y)}{\sqrt{[n(\Sigma X^2) - (\ X)^2][n(\ Y^2) - (\ Y)^2]}}$$

Where:

X= Score of the first measurement

Y= Score of the second measurement

N= Number of respondent

d. Comparing *r-score* and *r-table*

The aim of this comparison is to know which hypothesis that will be received and rejected based on the rules of testing.

e. Determining the conclusion. (Siregar,2013,p.61)

E. Data Analysis

1. Test

In analyzing the score of pre-test and post-test, the writer used formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{F}{15} \times 100\%$$

Note:

P= pre-test result or post-test result (percentage)

F= number of correct answer

N= maximum correct answer (N=15)

The writer calculated the mean of students score by using statistical formula (Sudjana,2005,p.67)

$$X \frac{\sum fixi}{\sum fi}$$

X= Mean

fi= Frequency

xi = Middle score of frequency

before calculating *mean*, the data should be distributed in frequency distribution list. The following steps are used in creating frequency distribution list.(Sudjana,2005,p.47)

    a. The range of data

Range of data is the lowest score subtracted by the highest score. The formula is:

$$R = H - L$$

Where:

R= Range

H= The highest score

L= The lowest score

    b. Number of interval class

In determining the number of interval, the following formula is used:

$$I = 1 + 3.3 \log n$$

Where:

I= The amount of interval class

n = The amount of sample

    c. The lenght of interval

In determining the lenght of interval, the writer used the formula:

$$P = \frac{R}{I}$$

Where:

P= Lenght of interval

R= The range of score

I= Interval

    d. Table distribution of test

       After finding the range of data, number interval classes, lenght of interval, the data is served in distribution table as follows:

Interval Class	F	X	Fx
Total			

Distribution Table (Sudijono,2006, p.53)

Where;

F= frequency

X= the middle score of interval class

Fx= the amount of multiplacation of frequency and deviation range

       The purpose of mean calculation is to know the average score of students and compare avarage score of pre-test and post-test

    e. Hypothesis

In analyzing hypothesis, the writer used T-test in order to know the difference between mean of pre-test and post-test (Kartwohl,1998,p.478). The following formula is used in calculating T-test:

$$t = \frac{M_D}{SE_{MD}}$$

M_D = Mean from the differences between pre-test and post-test

SE_{MD} = Standard error from mean of the differences

After getting t-score, the writer compared it with t-table, if t-score is higgher than t-table, it means hypothesis was accepted.

F. Brief Description about SMAN I Ingin Jaya

a. School Profile

SMA Negeri 1 Ingin Jaya was established in 1976 with a land area of 9778 M² and 4340 M² of building area. The address of this school is in Jl.Tgk.Cot Malem Aceh Besar. The number and the nationalization date of this school 0190/1976 April 1,1976. Then, the school statistics number is 301060106003. Currently the head master of this school is Drs. Ridwan Razali, MM, M Ed.

To create the achievement of the school have to be stated strong vision and mission, SMAN 1 Ingin Jaya has a vision:"Excellence, talented, based on IMTAQ and IPTEK.

Its missions are:

- Increasing the quality of teacher's and staff's professionalism
- Equiping the infrastructure to support the teaching and learning process

- Increasing the quality of the instructional and guidance effectively, upgrade discipline and developing all the schools' potential

- Developing students' interest and talent through extracurricular activities and positive competation.

- Facilitating students' interest and talent in developing business circumtance that suitable with students' situation and environment.

- Debriefing of religious knowledge and culture through curricular and extracurricular activities as a basis for forming personal faith, devoted, noble character, wise and prudent in behaving .

- Implementing participative management with the whole school community.

- Cultivating *ukhwah islamiyah* with the whole school community and society.

c. The Teacher

Teacher is one of the crucial factors to transfer knowledge in an institution. Teacher is also the most important component that plays role in improving the achievement of students. A teacher's success in teaching is strongly supported by the serious experiences and exercises done continuously. Therefore, to create the active and effective instructional process, the school of SMAN 1 Ingin Jaya has 62 professional teachers, which consists of 35 permanent teachers, 20 non-permanent teachers, 5 permanent employees and 2 non-permanent employees.

Generally they was graduated from FKIP Unsyiah, Tarbiyah UIN-Ar-raniry and FKIP Serambi Mekkah.

c. The students

The success of teaching and learning activities can not be separated from the role of the teacher and the student. Without a teacher it is impossible that teaching and learning process will be succes and vice versa. Intelligibility, students help determine the success of educational programs which implemented in school. The ability of teachers without the active support from students in following the lesson it will be meaningless. Therefore, these two factors are very important for the implementation of teaching in SMAN 1 Ingin Jaya and in other educational institutions.

The students in SMAN 1 Ingin Jaya are sufficient for ongoing instructional process. The whole students are 545 students with the number of third-grade students are 213 people, divided into 8 classes. 5 for IPA class which is abbreviated with class IIIA and 3 for IPS class abbreviated with IIIS. Besides, the total of class $IIIA_1$ are 27 students, $IIIA_2$ are 30 students, $IIIA_3$ are 30 students, $IIIA_4$ are 26 students, and $IIIA_5$ are 27 students. Furthermore, the total of class $IIIS_1$ are 27 students, $IIIS_2$ are 25 students, and $IIIS_3$ are 17 students. In addition, based on writer's observation, for the effective and efficient of instructional process, the students studied English by using curriculum 13. (interview with Mr.Marwan, the Head of Administration of SMAN 1 Ingin Jaya)

BAB IV

DATA ANALYSIS

A. **The Process of Applying Authentic Texts in Teaching Reading Comprehension**

The process of applying authentic text in teaching reading comprehension in SMAN 1 Ingin Jaya was held five meetings. In the first 30 minutes of the first meeting and the last meeting were for conducting test that are *pre-test* and *post-test*, while in another meeting the writer gave some treatment to the students to develop and to improve their reading comprehension skill. This process was essential in this study to give the treatment as it was expected to increase students' reading comprehension skill.

a. The First Meeting (conducted on November 24th, 2015)

In the first meeting, firstly the writer said greeting to students and prepared students psychologically and physically to follow the process of research for 5 minutes. Then, continued with giving the pre-test of authentic text of application letter to the students for 30 minutes and followed by giving any explanation about the authentic text and providing some examples of authentic text also explaining what kind of authentic text that applied in classroom for 20 minutes and closing with said salam to students.

b. The Second Meeting (conducted on November 25th, 2015)

Before starting the process of research, the writer firstly said basmallah and greeting to students and asked them some question about what is the

30

definition of authentic text and what kind of authentic text that applied in classroom, it conducted for 10 minutes. Then,discussion is the method that used by the writer in this meesting. So that, students divided into five groups by the writer.Each group consisted of five until six students. Then, the writer gave the handout of personal fact sheet to each group and they should discuss the handout with their own group. In this section, the writer traied to help students solve the problem that they got in their group for 25 minutes. Finally the writer gave them the worksheet that they must answer for 20 minutes. Next, the class closed by took the conclusion and pray together for 5 minutes.

c. The Third Meeting (conducted on November26th, 2015)

The writer started the research process by saying basmallah and greeting and prepared them psychologically and physically to follow the next research process, it conducted for 5 minutes. In this meeting demonstration is the method that applied in the classroom. Therefore, the writer asked the students to sit in their own group that have divided in the second meeting. Then, the writer gave the handout of application letter of resume to students and they must discuss it in their own group for 20 minutes. After that, the worksheet of resumedistributed by the writer to the students and after they answered the worksheet the writer asked them to demonstrate their answer to their freinds in the other group in front of the class, this activity conducted for 25 minutes. Next, the class closed by took the conclusion and pray together for 5 minutes.

d. The Fourth Meeting (conducted on November 27th, 2015)

The research started by he writer process by saying basmallah and greeting to students and prepared them psychologically and physically to follow the research process, it conducted for 5 minutes.For thisfourth meeting, the writer used the jigsaw method in giving the treatmnet. Therefore, the students must sit in their own group that have divided in the before meeting. Then, the handout of application letter distributed by the writer for each group and they must read, analyze and discuss it together in their group, it conducted for 15 minutes. After that, the writer gave the students the worksheet of application letter and they must fill it in their group for 10 minutes. Next, the writer asked one delegation in each group to present their answer to the other group and each delegation have 5 minutes to explain their work. This activity conducted for 25 minutes. And in the last five minutes, the class closed by took the conclusion and pray together.

e.   The Fifth Meeting (conducted on November 28th, 2015)

The class started by saying basmallah and greeting. continued by prepared students psychologically and physically to follow the next process of research, it conducted for 5 minutes. Then, In the fifth meeting, the writer gave the post-test to the students for 40 minutes, in order to measure how far students'comprenhension of authentic text of application letter since the process of giving the treatment in the classroom. After that, the class closed by expressing writer's gratitude to the students on their help and participation in finishing the research process in SMAN 1 Ingin Jaya and followed by took pictures together with the students. It conducted for 15 minutes.Last, the writer said salam and left the class.

B. The Result of Test

a. Analysis of The Result of The Test

The test was given to the students in order to measure the students' reading comprehension skill after the treatment given. There were two tets in which the students participated; the pre-test and post-test. The writer took class IIIA₄ as a sample of this research because it was the recommendation of the English teacher in SMAN 1 Ingin Jaya, Mrs. Henny S.Pd, by the reason the students in class IIIA₄ more anthusiastic in English than other class. The pre-test was conducted on November 24, 2015 while post-test conducted on November 28, 2015. The analysis of test was used in order to find out if there is difference between the pre-test and the post-test result that was conducted after some treatment were given. To analyze the result of pre-test and post-test , the writer used the percentage system with the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F= Number of correct answer

N= Maximum corret answer

100 % = Constant value

The following table showed the range of score of students' reading comprehension skill for pretest and posttest.

First step of calculating data is ranging score from the Pre-test and Post-test. The score of both tests as well as the difference could be seen in the following table.

Table 1.1 The students' scores of reading comprehension skill pre-test and post-test

No	Initial Name	Pre-test	Post-test
1	LY	30	50
2	CH	40	55
2	AV	50	70
4	SR	35	50
5	JN	45	60
6	CAP	30	55
7	RA	50	65
8	OA	50	70
9	MF	35	50
10	SM	60	80
11	SYR	45	55
12	TM	40	60
13	MAM	50	70
14	MS	50	60
15	RR	45	65
16	YB	25	40

17	FR	50	60
18	SA	35	50
19	FA	30	45
20	FH	40	55
21	MY	25	40
22	HA	20	40
23	RM	35	50
24	MN	50	70
25	MQ	35	60
26	MI	35	60
27	IS	20	40

Based on the table above, the highest score for the pre-test was 60 and the lowest score was 20. Whereas, the highest score for post-test was 80 and the lowest score was 40. The increasement in students' score and standard occured in post-test result after the writer gave them some treatment while teaching Reading comprehension by applying authentic text of application letter.

The table below showed the result of the students' reading comprehension pre-test score. The writer firstly arranged the score from the lowest to the highest score as follow:

20   20   25   25   30   30   30   35   35   35

35   35   35   40   40   40   45   45   45   50

| 50 | 50 | 50 | 50 | 50 | 50 | 60 |

In order to find out the Mean score of the pre-test, the data could be calculated through the following steps; Range (R), The Amount of Interval Class (I), and the Lenght of Interval Class (P).

a. Range

R= H-L

=60-20

=40

b. Interval Class

I= 1 + (3,3) log n

=1 + 3,3 log 27

=1 + 3,3 (1,431)

=1 +4.7223

=5.7223

=6

c. Interval Class Length

$$P = \frac{R}{I}$$

$$P = \frac{60}{6}$$

$$P = 6,6$$

$$P = 7$$

Based on the calculation above, the frequency distribution table is the following:

Table 1.2 The Frequency Distribution table of Students' pre-test score in Reading Comprehension skill

No	Interval Class	Fi	xi	Fixi
1	20-26	2	23	69
2	27-33	1	30	30
3	34-40	7	37	259
4	41-47	5	44	220
5	48-54	9	51	459
6	55-61	2	58	58
		27		**1.095**

Thus, the mean of the students' pre-test score is

$$x = \frac{\sum fix}{\sum fi}$$

$$x = \frac{1.095}{27}$$

$$x = 40,55$$

Then the table below showed the result of the post test. The writer firstly arranged the score from the lowest to the highest score as follow:

40   40   40   40   45   50   50   50   50   50

55   55   55   55   60   60   60   60   60   60

65	65	70	70	70	70	80

After finishing calculatiing students' pre-test score, the writer continued to analyze the students' post-tet score by using the same formula as it was used in calculating students' pre-test score.

a. Range

R=H-L

=80-40

=40

b. Interval Class

=1 + (3,3) log n

=1 + 3,3 log 27

=1 + 3,3 (1,431)

=1 + 4,7223

=5,7223

=6

c. Interval Class length

$P = \dfrac{R}{I}$

$P = \dfrac{40}{6}$

P= 6,6

P=7

Then, the score was tabulated into the frequency distribution table below:

Table 1.3 The Frequency Distribution Table Students' Post-test Score

No	Interval Class	Fi	xi	Fixi
1	40-46	5	43	215
2	47-53	5	50	250
3	54-60	10	57	570
4	61-67	2	64	128
5	68-74	4	71	284
6	75-81	1	78	78
		27		**1.525**

Therefore, the mean of the students' post-test score is:

$$x = \frac{\sum fix}{\sum fi}$$

$$x = \frac{2.219}{27}$$

$$x = 56,48$$

As presented above, the mean score of the pre-test was 40,55 and the score of pos-test was 56,48. From the result of pre-test and post-test the writer conclude that the students' reading comprehension skill has developed and improved after being trained by applying authentic texts of application letter in their class.

b. The Analysis of Research Question

1. Research Question 1

Alternative hypothesis (H_a) and null hypothesis (H_o) was determined as follow:

H_a : The use of authentic text can improve students' reading comprehension skill in SMAN 1 Ingin Jaya.

H_o: The use of authentic text can not improve students' reading comprehension skill in SMAN 1 Ingin Jaya.

The following formula is used in calculating *t-test* to examine hypothesis.

$$t_o = \frac{M_D}{SE_{MD}}$$

Which:

M_D = Mean from the differences between pre-test and post-test. It can be calculated by formula below:

$$MD = \frac{\Sigma D}{N}$$

D = Amount of differences between pre-test and post-test (Y) and post-test (X), it can be calculated by: D=X-Y

N = Number of sample

SE_{MD} = Standard Error from Mean of Differences, it can be calculated by following formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

SD_D = Standard Deviation of difference between pre-test and post-test, it can be calculated by:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - [\frac{\Sigma D}{N}]^2}$$

N= Number of Sample

The following steps of calculating *t-score:*

1. Determining D and M_D

Table 1.4 the students' reading comprehension score for post-test and pre-test

No	Initial Name	Post-test (X)	Pre-test (Y)	D=X-Y	D²=(X-Y)²
1	LY	50	30	20	400
2	CH	55	40	15	225
3	AV	70	50	20	400
4	SR	50	35	15	225
5	JN	60	45	15	225
6	CAP	55	30	25	625
7	RA	65	50	15	225
8	OA	70	50	20	400
9	MF	50	35	15	225
10	SM	80	60	20	400
11	SYR	55	45	10	100
12	TM	60	40	20	400
13	MAM	70	50	20	400

14	MS	60	50	10	100
15	RR	65	45	20	400
16	YB	40	25	15	225
17	FR	60	50	10	100
18	SA	50	35	15	225
19	FA	45	30	15	225
20	FH	55	40	15	225
21	MY	40	25	15	225
22	HA	40	20	20	400
23	RM	50	35	15	225
24	MN	70	50	20	400
25	MQ	60	35	25	625
26	MI	60	35	25	625
27	IS	40	20	20	400
N=27				$D = 470$	$D^2 = 8.625$

$MD= \dfrac{D}{N}$

$= \dfrac{470}{27}$

$=17,40$

2.Calculating SD_D

$$\text{SD}_D = \sqrt{\frac{\Sigma D^2}{N} - \left[\frac{\Sigma D}{N}\right]^2}$$

$$= \sqrt{\frac{8.650}{27} - \left[\frac{470}{27}\right]^2}$$

$$= \sqrt{320{,}37 - [17{,}40]^2}$$

$$= \sqrt{320{,}37 - 302{,}76}$$

$$= \sqrt{17{,}61} = 4{,}19$$

1. Calculating SE$_{MD}$

$$\text{SE}_{MD} = \frac{\text{SD}_D}{\sqrt{27-1}}$$

$$= \frac{4{,}19}{\sqrt{26}}$$

$$= \frac{4{,}19}{5{,}09}$$

$$= 0{,}82$$

2. Calculating t$_o$

$$t_o = \frac{MD}{SE_{MD}}$$

$$= \frac{17{,}40}{0{,}82}$$

$$= 21{,}21$$

3. Calculating degree of freedom

   Interpreting the *t-score* by determining degree of freedom by using the following formula:

   df= N-1

   = 27-1

   =26

4. Determing *t-score* through *t-table*

Examining *t-score* by referring to the *t-table* examine in the significant level of 0,5% (=0,05). The table showed that the critical score for differentiation score 26 in the level of 5% was 2,06.

After comparing the amount of *t-score* obtained from the calculation (*t-score*= 21,21) with the *t-table* with the significant table (*t-score*=2,06) it can be found that the score of *t-score* higher than *t-table* in level of 5% where 21,21 2,06. If *t-score* higher than *t-table,* it indicates that there was a significant score difference between pre-test and post-test score. The post-test gained higher than the pre-test. In line with this, the alternative hypothesis (H$_a$) was accepted and implementation of authentic texts can improve students' reading comprehension skill in SMAN 1 Ingin jaya.

2. Research Question 2

As mentioned in the previous chapter, to find out the advantages and disadvantages of appying authentic texts in the school of SMAN 1 Ingin Jaya the writer using observation technique to gain some advantages and disadvantages in the class during giving many treatments to the students of SMAN 1 Ingin Jaya. This observation conducted from November 24th,2015 to November 28th,2015 in SMAN 1 Ingin Jaya class IIIA$_1$. Therefore, the advantages from appying authentic texts in class IIIA$_1$ are: teaching Reading using authentic text helped students easier to understand the subject matter, students are active in expressing ideas in discussion, students will be participate in the teaching of English in the classroom by applying authentic texts because it is very important to implement in daily life

especially to do with looking for a job in the future. Then, students will take the test with their own abilities, because authentic text presented based on students' experience and knowledge and students are enthusiastic to learn Reading by applying authentic text in classroom because it is always up to date with students' period. Moreover,by applying authentic texts in classroom the students will study harder if they got the difficulty in answering the question from Reading test and motivated to relearn the material that has been taught in school because they are really excited with the new information in the texts.

In addition, the writer also found some disadvantages from applying authentic texts in classroom, there are: students often struggle with the unusual vocabulary and structure in authentic text so some of them got easily demotivated and frustrated. Sometimes teachers have to translate almost the entire meaning of the vocabulary to students and sometimes students complained with the new information contained in the texts, because they really never heard that information before. So, it make students difficult to analyze the purpose of the texts. Then, some students also denied to learn Reading using authentic texts if the writer do not decide them in group by the reason study individually make them difficult to share new information to each other. Furthermore, the writer feel difficulty in selecting the interesting topic of authentic text based on student ability in order to avoid students from less participating during the instructional process. Next, there might be language and cultural references that even native speakers from other countries, areas or age groups would not understand by students.

3. The Analysis of Validity and Reliabilty of The Test

Face validity is indicating whether the validity of research instrument in terms of face or appearance seems to measure what it intends to measure. *Face validity* is more propose on the shape and appearance of the instrument. According DjamaluddinAncok, *face validity* is very important in measuring the individuals' ability such as measurement of integrity, intelligence, talent and skill. By this reason the writer choose this validity, because in this research the writer intend to examine the students' ability or skill in comprehending a reading through authentic texts.

In addition, below are the steps of how answering the reliability of the test in this research:

a. Determining the hypothesis:

H$_o$= if the first measurement and the second measurement are unconsistent (unreliable)

H = if the first measurement and the second measurement are consistent (reliable)

b. The rules of testing

If, *r-score*   *r-table,* so, H$_o$ is consistent

If, *r-score*   *r-table*, so, H$_o$ is unconsistent

c. Calculating *r-score* and *r-table* with the formula

➤ $r-score = \dfrac{n(\Sigma XY)-(\Sigma X)(\Sigma Y)}{\sqrt{[n(\Sigma X^2)-(\Sigma X)^2][n(\Sigma Y^2)-(\Sigma Y)^2]}}$

where:

X= Score of the first measurement

Y= Score of the second measurement

N= Number of respondent

➤ *r-table*= n-2 = 5%

In calculating *r-score* firstly the writer make the table of students' first and second score of measurement

Table 1.5 The students' first and second score of measurement

No	Initial Name	X	Y	XY	X²	Y²
1	LY	30	50	1500	900	2500
2	CH	40	55	2200	1600	3025
3	AV	50	70	3500	2500	4900
4	SR	35	50	1750	1225	2500
5	JN	45	60	2700	2025	3600
6	CAP	30	55	1650	900	2200
7	RA	50	65	3250	2500	4225
8	OA	50	70	3500	2500	4900
9	MF	35	50	1750	1225	2500
10	SM	60	80	4800	3600	6400
11	SYR	45	55	2475	2025	3025

12	TM	40	60	2400	1600	3600
13	MAM	50	70	3500	2500	4900
14	MS	50	60	3000	2500	3600
15	RR	45	65	2925	2025	4225
16	YB	25	40	1000	625	1600
17	FR	50	60	3000	2500	3600
18	SA	35	50	1750	1225	2500
19	FA	30	45	1350	900	2025
20	FH	40	55	2200	1600	3025
21	MY	25	40	1000	625	1600
22	HA	20	40	800	400	1600
23	RM	35	50	1750	1225	2500
24	MN	50	70	3500	2500	4900
25	MQ	35	60	2100	1225	3600
26	MI	35	60	2100	1225	3600
27	IS	20	40	800	400	1600
N=27		1055	1525	62.250	44.075	88.250

$$r = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[n(\Sigma X^2) - (\Sigma X)^2][n(\Sigma Y^2) - (\Sigma Y)^2]}}$$

$$r = \frac{27(62.250) - (1055)(1525)}{\sqrt{[27(44.075) - (1055)^2][27(88.250) - (1525)^2]}}$$

$$r = \frac{61.875}{\sqrt{(77.000)-(57.125)}}$$

$$r = \frac{61.875}{(277,4)(239,0)}$$

$$r = \frac{61.875}{66.298,6} = 0,932$$

r-score = 0,932

➤ r = 0,932

r-table= n-2   = 5%

r-table= 27-2= 25   = 5%

r-table= 0,396

d.   comparing *r-score* and *r-table*

r-score= 0,932, *r-table*= 0,396

Apparently, *r-score*= 0,932   *r-table*= 0,396, so that, H$_o$ is rejected and H

is received.

e.   Determining the conclusion

Because the score of *r-score*   *r-table* so, the conclusion is the first

measurement and the second measurement are consistent or the research

instrument is reliable.

C. Discussion

As presented above, the mean score of the pre-test was 40,55 and the score

of pos-test was 56,48. From the result of pre-test and post-test the writer

concluded that the students' reading comprehension skill has developed and

improved after being trained by applying authentic texts of application letter in their class.

After comparing the amount of *t-score* obtained from the calculation (*t-score*= 21,21) with the *t-table* with the significant table (*t-score*=2,06) it can be found that the score of *t-score* higher than *t-table* in level of 5% where 21,21 2,06. If *t-score* higher than *t-table,* it indicates that there was a significant score difference between pre-test and post-test score. The post-test gained higher than the pre-test. In line with this, the alternative hypothesis (H_a) was accepted and implementation of authentic texts can improve students' reading comprehension skill in SMAN 1 Ingin jaya.

Moreover, hypothesis is a temporary answer to research question problem, the truth remains to be tested empirically, so that, after the writer tested the research question problem about applying authentic text in teaching Reading to improve students' comprehension skill in class $IIIA_1$, the writer concluded that the truth of hypothesis of this thesis is authentic texts can help the third grade students of SMAN 1 Ingin Jaya improve their reading comprehension skill.

Then, there are some advantages and disadvantages of applying authentic texts in the classroom during giving many treatments to the students of SMAN 1 Ingin Jaya. the advantages from appying authentic texts in class $IIIA_1$ are: teaching Reading using authentic text helped students easier to understand the subject matter, students are active in expressing ideas in discussion, students will be participate in the teaching of English in the classroom by applying authentic

texts because it is very important to implement in daily life especially to do with looking for a job in the future. Then, students will take the test with their own abilities, because authentic text presented based on students' experience and knowledge and students are enthusiastic to learn Reading by applying authentic text in classroom because it is always up to date with students' period. Moreover,by applying authentic texts in classroom the students will study harder if they got the difficulty in answering the question from Reading test and motivated to relearn the material that has been taught in school because they are really excited with the new information in the texts.

In addition, the disadvantages of applying authentic texts in class $IIIA_1$ are: students often struggle with the unusual vocabulary and structure in authentic text so some of them got easily demotivated and frustrated. Sometimes teachers have to translate almost the entire meaning of the vocabulary to students and sometimes students complained with the new information contained in the texts, because they really never heard that information before. So, it make students difficult to analyze the purpose of the texts. Then, some students also denied to learn Reading using authentic texts if the writer do not decide them in group by the reason study individually make them difficult to share new information to each other. Furthermore, the writer feel difficulty in selecting the interesting topic of authentic text based on student ability in order to avoid students from less participating during the instructional process. Next, there might be language and cultural references that even native speakers from other countries, areas or age groups would not understand by students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Applying authentic texts in reading comprehension classroom provides many advantages for students and also affects students' reading comprehension skill since the students are exposed to the real language which is used in a real context. Additionally, the students are very exciting while the writer teaching Reading Comprehension through authentic texts and encouraging them for the next reading text. However, some students are still found hard texts to understand when delivering the authentic text in classroom.

Here are several conclusion about the applying authentic texts in improving students' reading comprehension skill:

1. Teaching reading comprehension by applying authentic texts could improve students' reading comprehension skill, because authentic texts provide the development of students' understanding about reading context. It was proved from applying the application letter while in the process of delivering authentic texts in classroom. The result showed that the mean score of the pre-test was 40,55 and the score of pos-test was 56,48. Therefore, the writer concluded that authentic texts can improve students' comprehension skill in class IIIA$_1$. Furthermore, deep inside the process in delivering the materials to the class where those materials essentially have

an enormous impact in how the students studied to the materials which rarely or even never been exposed to them before.

2. Most of students were excited and have strong will in learning reading comprehension through authentic text of application letter. However, there are some students faced difficulties when the writer applying authentic text of application letter in reading comprehension classroom. The fact is that authentic texts were the new teaching materials for students in SMAN 1 Ingin Jaya and most of them admitted it that they never study English by using authentic text with the result that they did not pay great attention about English particularly in Reading Comprehension. Hereafter, the writer explained the authentic texts to the class and its role to achive a greater understanding about English.

3. There are many advantages and disadvantages from applying authentic texts in classroom. Overall, the advantages are students easier to understand the subject matter, and students are more active, anthusiastic, motivated and participated while learning Reading Comprehension. Besides, the disadvantages are students often struggle with unusual vocabulary and new information contained in authentic texts, therefore, students denied to learn Reading individually but they tend to learn in group, by the reason students difficult to analyze the purpose of the texts individually. In addition, authentic texts contained language and cultural references that even native speakers from other countries, areas or age groups would not understand by students.

B. Suggestion

According to the results of the study, the writer humbly suggets some suggestion for the sake of imrpoving the pedagogical process in teaching reading comprehension by applying authentic texts.

1. The writer suggets that teacher can apply the authentic texts as alternative way in teaching reading comprehension since its advantages in motivating, providing the most updated information, and importantly the expose of the real language which are very substantial in upgrading the students' sense of the language.

2. The writer had observed that students becomes very enthusiastic while asking about their preference and the expose of event that never seen or heard before. In this case, the teacher should consider carefully in selecting the right authentic texts in order to anticipate the students from boring and can absorb the lesson quicker.

3. For the further research, the writer suggested that to investigate whether applying authentic texts in classroom are related to students' Reading scores.

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This is all about my autobiography, may it is useable to whom it may concern.

Banda Aceh, January 26th, 2016
The Writer

Ismi Nazifah

It has been defended inSidangMunaqasyah in front of
the council of Examiners for Working Paper and
has been accepted in Partial Fulfillment of
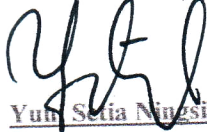the Requirements for Sarjana Degree S-1
on Teacher Education

on:

Wednesday, $\frac{\text{January5}^{th}, \ 2016 \ M}{\text{Rabiul Akhir 26}^{th}, \ 1437 \ H}$

at
Darussalam – Banda Aceh

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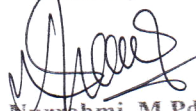
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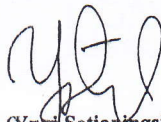of the Requirements for Sarjana Degree (S-1)

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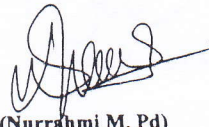

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