

## Authentic Material Towards Students' Ability in Comprehending Procedure Text For The Efl Leaners

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**Abstract.** *The research objects were: (1) to know the effect of authentic material towards students' ability in comprehending procedure text for the EFL Learners and (2) to know the extent effect of authentic material towards students' ability incomprehending procedure text for the EFL Learners. This research was experimental research, with two groups of sample; those are experimental and control groups. Each group consists of 20 students, 20 students for experimental group and 20 students for control group. To get the data, the research instruments which were developed to collect data were objective test, which consisted 30 items in form of multiple-choice test where each item consists of four items option (a, b, c, and d). After collecting and calculating the data, the researcher found out that the mean scores of experimental group in pre and post-tests were 18.85 and 21.70, while for control group were 17.70 and 19.50. In testing the hypothesis, the researcher used t-test formula. The researcher found out that t-test was 3.63 and t-table in significant rank 0.05 (5%) was 2.00 ( $3.63 > 2.00$ ) so, the alternative hypothesis was accepted. It means that there is a significant effect of authentic material towards students' ability in comprehending procedure text for the EFL Learners.*

**Keywords:** *Authentic Material, Reading, Procedure Text.*

**Abstrak.** Objek penelitian ini adalah: (1) untuk mengetahui pengaruh materi autentik terhadap kemampuan siswa dalam memahami teks prosedur untuk pembelajar EFL dan (2) untuk mengetahui sejauh mana pengaruh materi autentik terhadap kemampuan siswa dalam memahami teks prosedur untuk bahasa Inggris. Peserta didik. Penelitian ini merupakan penelitian eksperimen, dengan dua kelompok sampel; yaitu kelompok eksperimen dan kontrol. Setiap kelompok terdiri dari 20 siswa, 20 siswa untuk kelompok eksperimen dan 20 siswa untuk kelompok kontrol. Untuk mendapatkan data, instrumen penelitian yang dikembangkan untuk mengumpulkan data adalah tes objektif yang terdiri dari 30 butir soal berbentuk tes pilihan ganda dimana setiap butir terdiri dari empat butir pilihan (a, b, c, dan d). Setelah mengumpulkan dan menghitung data, peneliti menemukan bahwa skor rata-rata kelompok eksperimen pada pre dan post-test adalah 18,85 dan 21,70, sedangkan untuk kelompok kontrol adalah 17,70 dan 19,50. Dalam pengujian hipotesis, peneliti menggunakan rumus uji-t. Peneliti menemukan bahwa uji-t adalah 3,63 dan t-tabel pada peringkat signifikan 0,05 (5%) adalah 2,00 ( $3,63 > 2,00$ ) sehingga hipotesis alternatif diterima. Artinya, ada pengaruh yang signifikan

dari materi otentik terhadap kemampuan siswa dalam memahami teks prosedur untuk Pembelajaran EFL.

**Kata kunci:** Materi Otentik, Membaca, Teks Prosedur.

## **LATAR BELAKANG**

English is one of the most urgent languages used by many people in all over the world and social life such as in economy, tourism, technology, and politic fields. It is also usually used when two or more people from different countries are involved in communication, for example in an international meeting, seminar, conference, workshop, etc. That is why English ought to be taught from primary school up to university levels as one of compulsory subject.

In learning English, four skills should be mastered by the students those are listening, reading, speaking, and writing. These four skills must be considered as the dominant language aspects that need serious treatment mainly when they were faced by the reading text especially when they are asked to understand the procedure text.

When the students learn about English text, they were only given the text based on the text provided in the book. Then, they were asked to analyze and comprehend the text itself. However, in the authentic material, the teacher will give the texts without exercise book. It means that when the teacher comes to the classroom, she or he will not only give the material based on the book, but also it was taken from the life situation and it was called the authentic material. As stated by Chavez (1998, p. 277) that authentic materials enable learners to interact with the real thing. Learners feel that they are learning a target language that it was used outside of the classroom.

Furthermore, Chavez (1998, p. 279) notes that authentic materials are often contained of difficult language structure, vocabulary items and complex language structure, which make some problems for the teacher. Authentic materials also contain about the culture. On the other hand, Taylor (1994, p. 12) suggests that practical techniques and a wide range of sources in authentic learning for teaching culture in the EFL classroom use two different parameters, namely information sources, and activity types.

In the teaching and learning process, the teachers as a facilitator have to be able to give the students understanding about authentic materials. For instance, the teacher can divide the students into two groups. The first group will use authentic materials and the second group will not use authentic materials as a source of learning.

To understand the authentic materials, the students can be given a reading text such as procedure text to get some information. Guerinto and Morley (2001, p. 347) state that authentic materials is significant since it increases students' motivation to learn, and makes them be exposed to the real thing. It means that many foreign language students consider that reading texts is one of the most important goals to increase their knowledge. By reading the text, the students got new information, mainly when they are reading the authentic text that was related to the procedure text. They got about how to make and how to do something. That is why they need to be provided the authentic material as resource of learning when the teaching and learning conducted.

Most of the teachers agree that authentic material is useful to the teaching and learning process, but what is less agreed when the authentic materials should be introduced and how they should be used in the classroom. Based on the above phenomena the researcher tried to investigate about authentic material on students' ability in comprehending procedure text for the eighth grade students of EFL Learners.

## **KAJIAN TEORITIS**

### **A. The Concept of Authentic Materials**

Authentic materials are one of the learning sources that are used by the teacher in the classroom in reading class, in which authentic materials mean that studying about the text that has been given to students without course book, but the materials are taken from magazine, articles or newspaper. Then, the students will implement them outside the classroom (Kodotchigova in Chavez, 1998, p. 21).

On the other hand, Hancock (1994, p. 19) states that language program is focused on alternative assessment are likely to instill the students to increase their skills related to critical thinking that build the feature of learning, and enable them to evaluate what they learn outside of the language class. In this case, the teachers will have a larger range of evidence to help the students to determine their knowledge and authentic assessment will involve the students in selecting and reflecting their learning.

Furthermore, the educators use the term of authentic assessment to define the practice of realistic student's involvement in evaluating their achievements. Authentic assessments are performance-based, realistic, and an appropriate instructional (Chavez, 1998, p. 280). Authentic learning needs instruction to develop students' understanding in the classroom, where authentic instruction is incorporated with a classroom-isolated topic from the lessons that are connected to the real world that will be easier for the students

to visualize and understand what they are learning. When authentic instruction is used successfully, students use their discipline of inquiry that is expected to construct and share meaning and produce knowledge. In addition, students work has a value beyond the school setting.

Authentic materials are materials that were taught by the English teacher to the students in which learning experience connected with the real life' experience that is focused on the social and instrumental function of language. The teacher has increasingly recognized about the foreign language learners in English pedagogy.

The use of language is emphasized on communicative and integrative approach. Communicative approach in language teaching is started from a theory of language communication. The target of language teaching is to develop what Hymes (in Yule, 1984, p. 16) referred it as "communicative competence".

Furthermore, Krashen and Terrel (1983, p.17) state the communication as the main function of language, and since their approach focus on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. Communicative approach is an approach that emphasize learner in using language to interact with other people. Hymes (in Yule, 1984, p. 18) states that the purpose of language teaching is to get the communicative competence. In integrative approach, the materials with the other materials are integrated. Then, Weaver(in Yule, 1984, p. 14) states that integrative approach is the processes of learning that emphasizes student's ability to correlate one lesson to the other lessons.

. The integrative approach consists of four skills. They are; listening, reading, speaking, and writing. In integrative approach, the learners are involved in the classroom or outside of classroom activity. Therefore, communicative integrative approach is approach in language teaching that emphasizes communicative integrative aspects.

To create a good communication among teacher and students, it is needed the functional materials. Eskey (1986, p. 12) states that the students who include in the *lower-level cognitive skills* need learning materials that emphasize the forms identification; while the students who are included in the *higher-level cognitive* skills need learning materials that emphasize the interpretation of meaning.

Furthermore, Taylor (1994, p. 3) defines authentic materials as the context, which gives validity of the texts. There are four types of authenticity that should be taken by the teacher in authentic learning that are authenticity of the text, authenticity of the interpretation of the text, authenticity of the objective, and authenticity of the class.

The first and the second part is the text directed given to the students. The texts have any means, which will enable the learner to interpret the texts into good sentences. The third types of authenticity are the authenticity of the objective. It is related to communication task and learning task. Taylor (1994, p. 7) draws a distinction between authentic communication and authentic learning task, where authentic communication task is the form of language that is used by the native speaker and is able to practice in the classroom or outside of the classroom. Moreover, authentic learning task is the activity in the classroom related to the materials that is directed in the classroom. Authenticity of the classroom is manifestation of communication task and learning task. Taylor (1994, p. 4) further concludes that the most authentic activity in the teaching and learning situation is that of meta-communication. Meta-communication is used beyond the context to describe of what is being communicated. This concept will lead us to affirm that authenticity is validated within the teaching and learning situation.

#### 1. Types of Authentic Materials

This part discusses about the types of authentic materials that consist of authentic text and non-authentic text.

##### a. Authentic text

Authentic text is a text learned by the students to get information. Harmer (in Taylor, 1994, p. 6) defines authentic texts as materials that are designed for native speakers; they are real text and they are designed not for language learner, but for the speakers of the language. Meanwhile, Chavez (1998, p. 276) refers authentic texts as texts that are not written for language teaching purposes. The real texts that are learned by the students embrace all real-life in daily life. Authentic texts have been defined as "...real-life texts, not written for pedagogic purpose.

Then, Swaffar (in Chavez, 1998, p. 12) states that the students as a foreign language learners should understand what the native speaker said, because it will influence teaching and learning activity in the classroom. As also stated by Chavez (1998, p. 274) that the texts that are brought into the classroom for pedagogic purposes they have, arguably, loss of their authenticity. It means that although in the form of the texts are authentic materials, but the materials are taken from the course book, it is not called authentic materials. Therefore, authentic texts are materials that are taken out of materials in the course book, such as newspaper, magazine, short story, etc. Authentic text is also taken from magazine articles, newspaper, cooking recipes, etc.

Authentic texts also give the reader's chance to obtain the real information. Extracting real information from a real text in a new or different language can be extremely motivated. Therefore, the students have to be motivated and supported to learn by exposing them to the real language (Guariento & Morley 2001, p. 5). They also reflect the changes in language use, (again something that does not occur in textbooks, which become very dated) as well as give the learners the proof that the language is real and not only studied in the classroom:

“Authentic texts can be used as a tool of motivating the students because they are used to study the real-life purposes by the real people (Taylor, 1994, p. 5). When the teacher gives the real text to the students, they will be more interesting to learn it and by having much interesting, it will lead them to understand the text easier. For instance, a teacher will give the text about the real-life from someone or people's culture. Here, the students will be more motivated in teaching and learning process

b. Non-Authentic text

Non-authentic text is the materials taken from course-book based on the curriculum. In choosing of material or text, it should be based on the students' ability to know what they want.

The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be thought and often contains a series of false-text indicators, which include:

- 1) Perfectly formed sentence.
- 2) A question using a grammatical structure gets a full answer.
- 3) Repetition of structure (Taylor, 1994, p. 6)

2. Important Factors in Choosing Authentic Materials

There are some factors in choosing authentic reading materials. Taylor (1994: 7) gives four main criteria in choosing the texts used in the classroom. They are suitability of content, exploitability, readability, and presentation.

a. Suitability of Content

Here, the texts have been learned by the students must be interesting, because it is very important to improve their knowledge. In choosing of material or texts it should be based on the students' ability to know what they want, in this case is learning the real text. For instance, the students learn about “how to keep the healthy”.

The text above is relevant with the students' need and of course, the students will be easier to know the authenticity of text learned in the classroom activity.

b. Exploitability

Exploitability is how the students increase their competence as readers, how the texts are exploited for teaching purposes, what purpose should the text be exploited, and what skills used the texts or strategies can be developed by exploiting the text itself (Taylor, 1994, p. 8).

c. Readability

In this case, the texts that have been given to the students are categorized easy or difficult; it depends on the students' understanding about the text. In this case, the teacher will choose the easiest materials, so that the students are able to read and understand the text. For example, "how to make a glass of coffee". Then, the teacher gives some kinds of recipes to make it.

Then, the vocabularies used must be relevant with the students' need. Because when they are given the difficult words, so they will have difficulty to understand the text, but if the vocabularies used are easy, so they will understand the text easier and the teaching and learning process will run better.

Readability is used to describe the combination of structural and lexical difficulty of a text, as well as to find a new vocabulary and some new grammatical rules. It is important to increase their knowledge in English language as a foreign language.

d. Presentation

In this case, authentic materials can be presented with variety of the texts, because the students will be bored when they are dealing with only one subject area. The authentic materials can be presented by using pictures, diagrams, photographs, etc. They will help the readers not only to understand the meaning of the texts but also how to use them. Of course, here, an attractive text will attract the readers to learn the text better.

3. The Use of Authentic Materials

Guerinto & Morley (2001, p. 2) states that the use of authentic materials is available used in classroom at post-intermediate level. Students will understand the vocabulary in the target language and all of the structures used. Guerinto & Morley (2001, p. 21) also say that at lower level, the use of authentic materials may be interesting because students feel motivated and less frustrated. Then, they state that the use of authentic materials is a burden of the instructors in teaching the beginners, they have to spend a lot of time to prepare authentic materials. One of the main ideas of using authentic materials in the classroom is to describe the learners as much as possible about the real language.

#### 4. Application of Using Authentic Materials

Genuineness, realness, and truthfulness are just some of the words that are used when we talk about authenticity of the texts. Taylor (1994, p. 14) summarizes some opinions about authentic materials, although his arguments are realized by the reviser, but it is benefit to be presented.

Taylor (1994, p. 2) also states, "In many discussions it is not clear whether we are dealing with authenticity of language, authentic of task, or authenticity of situation. Meanwhile, Chavez (1998, p. 276) deals the authenticity with the authenticity of text, authenticity of learners, authenticity of task and the authenticity of actual social situation.

Based on the above elaboration, it can be drawn a conclusion about how to apply authentic materials in the classroom and outside of the classroom. The teachers can give the materials to the students in the classroom in form of the texts. The texts are taken from the real-life, so that it can be applied outside the classroom. For instance, the teacher will give some texts about "*The Sunshine*" (Sunshine is very important for our body, because it can avoid the cancer of skin). Then, the teachers ask the students outside of the classroom to examine whether it is real or unreal. It means that the students will go outside of the classroom as learning application. Authentic task here is very important to apply the authentic learning.

Taylor (1994, p. 5) states that participants in the classroom will create a new situation outside of the classroom. Language classroom is a place used to learn language and they will get social interaction. Lee (in Taylor, 1994:6) claims that learners' authenticity is only possible if learners feel positive about the materials and react them as what was pedagogically intended.

We need to remember that learners need skill in doing activities. In skill getting activities. The learners will get the language outside the classroom. As an example, the students will get the language from their friends, listen to the radio or TV, and the others. Littlewood (in Taylor, 1994,

p. 10) states that the learners need 'pre-communicative' activities before they can successfully do a communicative activity.

#### **B. Reading as a Language Skill**

Reading is a process done by the readers to get the messages expressed by the writer through the written language (Hogden in Karyani, 2000, p. 20). However, reading is not a simple process as what Harris and Sipay (in Kariani, 2000, p. 21) note that:



“Reading is a very complex process in which the recognition and comprehension written symbols are influenced by the perceptual skills, the decoding skills, the experience, the language background, the mind sets, and the reasoning ability of the readers, and the basis what they read”.

While, Burn et al. (in Karyani, 2000, p. 23) state that reading is thinking process. In this case, the readers must be able to use the information to make reinforcement and read critically and creatively to understand the figurative language, determine the author's purposes, evaluate the idea presented and apply the ideas to the actual situation.

Related to the definitions above, we can get some definitions about reading as language skill, they are;

- a. Reading is responding;
- b. Reading is reaction;
- c. Reading is complex;
- d. Reading is a tool of communication;
- e. Reading is native language process (Logan et al., in Karyani, 2000, p.23).

Furthermore, Logan et al (1973, p. 121) states that reading is substances of phenomenon, in which firstly the experiences already posed by the reader, and he will determine his understanding about the meaning influenced by author. Secondly, reading is a reaction to the graphic presentations.

. Thirdly, in the reading process the teacher begins with the popular materials taught to the students.

On the other hand, Lardo (in Karyani, 2000, p. 21) adds foreign language as the grasping of the full linguistic meaning of what is read in subject within the common expanse of the culture in which language is central parts.

#### 1. Types of reading skill

Before talking about the types of reading skill, let us view at reading from its aspect. Here, we find out two aspects namely mechanical and comprehension skills. In order to achieve those aspect, Tarigan (in Karyani, 2000, p. 29) points out that mechanical skill can be done through oral reading or reading a loud, while comprehension skill can be also achieved through silent reading.

Tarigan (in Karyani, 2000, p. 28) also states that silent reading skill is a key for getting all of science and knowledge. This case will not disturb the teaching and learning process in the classroom. It is one of the manners to organize the classroom when the students do not focus toward what they read.

a. Intensive Reading

The development of reading skill mostly occurs in this stage. To be an effective reader, the students should be able to (1) scan; (2) skim;

(3) read between the lines; (4) read intensively; (5) deduce meaning from the context. Scan means that the students' glance rapidly through the text to get specific information. Skim means that the students' glance to read the text quickly to get the general information. Read between the lines means that the students get the meaning or obtain the information of the text from line to line. Read intensively means that the students play their concentration in reading to get detail information. Deduce meaning from context means that the students take a conclusion or the meaning of the text from the context William (in Karyani, 2000, p. 25).

b. Extensive Reading

Extensive reading means reading widely. This type of reading is usually done out of the class. In this case, the teachers will give assignments to their students as homework, and sometimes the teacher will check whether the students have understood the assignments given or not.

Another reason why this type of reading is conducted out of the class is caused by the limited time provided in the formal school. Then, Nuttal (1996, p. 168) points out that the students who always read a lot will become fluent, especially in their progressing or increasing speed and reading habit. In order to get more information of extensive reading, Brogton (in Karyani, 2000, p. 24) divides it into two categories namely skimming and scanning.

2. Teaching Procedure Text by Using Authentic Materials

Derewianka (in Sabarudin, 2009, p. 14) states that the teaching of procedure text can be taught by using the authentic materials that can be found around us and it can be done through four cycles of teaching such as follow:

1. Building knowledge of the field

Facilitator or teacher who will read the procedural texts should pay attention about the feature of linguistic used in each speech act. Then, pay attention on socio-cultural value of the utterances. How to ask other people to do something. The function of socio-cultural procedural texts is to give instruction, warning, and state the sequence of temporal for instruction and reminding. Meanwhile the feature of grammatical that is often used is imperative verb; the sequences of temporal are used sequencers like first, second, third, next, then, finally. Sometimes procedural text is completed by using diagram; flow chart, or illustration.

## 2. Modeling of the text

After we have known and studied about the sentence pattern and feature of procedural texts, let us observe about the text found in daily activity around social context. It is the samples of procedural text in daily life.

“The tailor bird Indian simply does a bit of sewing to make its nest! Firstly, the bird pokes holes through some leave. Then, using its beak as a sewing needle, it threads vines through holes to sew the leaves together.

## 3. Join construction of the text (and)

After observing various linguistic features and sentence pattern in procedural text, it can be developed alone in a unit of text, in this case, the activity is focused in a group or learning community and give instruction to member of group to do things, for instance.

“To make iced lemon tea, you need a glass of tea, two teaspoonfuls of sugar, ice cubes, and a slice of lemon. Make the tea is ready “squeeze the lemon according to your own taste, add some ice cubes, and you your iced lemon is ready.

“Making pisang goreng or fried banana, is very easy. First, you need some good bananas and some frying oil. You can slice the bananas into thin slices, then, fry them in very hot oil until they turn brown. If you like, you can sprinkle some sugar on top. Then, roll the bananas in flour before you fry them.

Furthermore, in giving instruction, pay attention on the use of proper structure and vocabulary items; besides that endeavor to perform by using language-accompanying action. Then, every group must get turn to give instruction, and other groups do the instruction.

## 4. Independent construction of the text

The last phase of this cycle is independent construction, of which must demonstrate the capability to talk about procedural texts. The aim of this phase is to give opportunity for the learners to apply their knowledge and skill in communicating procedural texts, and to gain input about the learners' capability to understand and comprehend. Thus, the writer concludes that independent construction engages the students to work personally or individually, and produce a product “written text” of a good procedural text. This phase must be committed by consulting with a teacher or facilitator to get a good result (Anugerahwati in Sabarudin, 2009, p. 15-18).

## METODE PENELITIAN

Related to the title above, the researcher examined about the effect of using authentic material on students' ability in comprehending procedure text. This research needed a method to be easier to do investigation. Hornby (1985, p. 780) states that method is the way of doing something. Therefore, in conducting this research, the researcher used experimental research design. For this purpose, the researcher divided the students into two groups. They are experimental and control groups. To be clearer, it is listed in the following table.

**Table 1. Formula of Research Design for Pre and Post Test Design**

| Group | Pre-test       | Independent-Variable | Post-test      |
|-------|----------------|----------------------|----------------|
| E     | Y <sub>1</sub> | X                    | Y <sub>2</sub> |
| C     | Y <sub>1</sub> | -                    | Y <sub>2</sub> |

Note:

E = Experimental group C = Control group

Y<sub>1</sub> = Pre-test Y<sub>2</sub> = Post-test

X = The experimental group treated by using authentic material

- = The control group treated without using authentic material  
(Sukarmadinata, 2005, p. 207).

The subjects of this study were all of the students, which had the same characteristics, and they were investigated through this research. Furthermore, she states that the population is number of people that have at least the same characteristics. Based on the above elaboration the population involved in this research were all of the eight grade students of EFL Learners, which were divided into seven classes and consisted of 254 students.

In taking the sample of this study, the researcher applied random sampling technique by taking the number of students from each class, which consisted of 40 students. Then, the 40 students were divided into two groups, 20 students were taken as an experimental group and 20 students were taken as a control group. The exact number of population and sample of this study can be seen in the following table.

**Table 2. The Number of Population and Sample of the Study.**

| <b>No</b>    | <b>Class</b> | <b>Number of Population</b> | <b>Number of Sample</b> |
|--------------|--------------|-----------------------------|-------------------------|
| <b>1</b>     | VIII-1       | 36                          | 6                       |
| <b>2</b>     | VIII-2       | 36                          | 6                       |
| <b>3</b>     | VIII-3       | 37                          | 6                       |
| <b>4</b>     | VIII-4       | 36                          | 5                       |
| <b>5</b>     | VIII-5       | 37                          | 6                       |
| <b>6</b>     | VIII-6       | 36                          | 5                       |
| <b>7</b>     | VIII-7       | 36                          | 6                       |
| <b>Total</b> |              | <b>254</b>                  | <b>40</b>               |

In scoring the students' work, the writer coded the data from the worksheet provided by giving a new number in order to guarantee the objectivity of the scoring and the researcher referred to the following criteria;

1. The 0 score was assigned if the answer was incorrect.
2. The 1 score was assigned if the answer was correct.
3. The total raw scores were 30, because the numbers of the items were 30.

Before the test is used, the writer firstly tried-out it to the othersample. Try-out was conducted to determine validity and reliability of the test. The test consisted of 30 items and each of the tests was tried out to the thirty students who did not belong to the sample of this study. For this purpose, the writer chose the try-out at the eighth grade students of EFL Learners. Then, the result of the try-out was analyzed to know the qualification.

In collecting the data of this study, the writer took the data from pre- test and post-test. Pre-test was given to the subjects before doing teaching and learning process. Meanwhile, post-test was given after applying teaching and learning process.

In this study, the researcher applied three steps as follow:

a. Pre-test

The test was done before the researcher taught the students by using authentic materials in the classroom. It was aimed at knowing the students' basic ability in understanding procedure text taken from the authentic materials.

b. Treatment

In this step, the researcher taught the students about the procedure text by using authentic materials. The treatment was done twice a week in a month.

c. Post-test

In post-test, the test was given after the treatment. This was aimed at knowing the students' ability in understanding procedure text taught by using the authentic materials.

## **HASIL DAN PEMBAHASAN**

### **A. Description of the Data Analysis**

#### **1. Descriptive Statistics**

Based on the data gained for experimental group in pre-test gained the lowest and the highest score were 9 and 25, while in the post-test obtained the lowest and the highest score were 12 and 29. For the control group in the pre-test gained the lowest and highest score were 8 and 24, while in the post-test the lowest and highest score were 10 and 26.

After gaining the lowest and highest scores of the two groups either in pre and post-test, the researcher then calculated the mean scores of the experimental group, in which the pre and post-test were gained 18.85 and 21.70, while for control group the mean score gained in pre-test was 17.70 and in post-test was 19.50.

Further, it was also found out that the calculation of standard deviation (SD) of each group can be seen on the table bellow:

Table 3: The calculation result of means scores, standard deviation, the lowest and the highest score.

| GROUPS              | Mean     |           | Standard Deviation |           | Low Score |           | High Score |           |
|---------------------|----------|-----------|--------------------|-----------|-----------|-----------|------------|-----------|
|                     | Pre-Test | Post-Test | Pre-Test           | Post-Test | Pre-Test  | Post-Test | Pre-Test   | Post-Test |
| <b>Experimental</b> | 18.85    | 21.70     | 4.96               | 4.85      | 9         | 12        | 25         | 29        |
| <b>Control</b>      | 17.70    | 19.50     | 5.28               | 5.11      | 8         | 10        | 24         | 26        |

In analyzing the result of authentic material towards students' ability in comprehending procedure text, the researcher used the statistic descriptive for the categories in which consisted of the ideal maximum score (SMi) was 30, while the minimum score was 0. So the ideal mean score (Mi) was 15 and ideal standard deviation (SDi) was 5. The categories obtained after calculating the standard categories are:

$$\begin{array}{rclclclcl}
 \text{Mi} & + & 1 \text{ SDi} & \text{to} & \text{Mi} & + & 3 \text{ SDi} & = & \text{High} \\
 15 & + & 1 (5) & & 15 & + & 3 (5) & & \\
 15 & + & 5 & & 15 & + & 15 & & \\
 & & 20 & & & & 30 & & 
 \end{array}$$

$$\begin{array}{rclclclcl}
 \text{Mi} & -1 \text{ SDi} & \text{to} & < & \text{Mi} & + & 1 \text{ SDi} & = & \text{Average} \\
 15 & -1 (5) & & < & 15 & + & 1 (5) & & \\
 15 & -5 & & < & 15 & + & 5 & & \\
 & 10 & & < & & & 20 & & 
 \end{array}$$

|    |        |    |   |    |        |   |            |
|----|--------|----|---|----|--------|---|------------|
| Mi | -3 SDi | to | < | Mi | -1 SDi | = | <b>Low</b> |
| 15 | -3 (5) |    | < | 15 | -1 (5) |   |            |
| 15 | -15    |    | < | 15 | -5     |   |            |
|    | 0      |    | < |    | 10     |   |            |

Furthermore, the average mean score obtained by the experimental group in pre and post-test were 18.85 and 21.70, while for control group inpre and post-test were 17.70 and 19.50. After consulting to the above standard categories, the experimental group in pre-test belonged to the average category rank, while in post-test belonged to the high category rank. But in control group both pre and post-test belonged to the average category rank.

## 2. Authentic Material towards Students' ability in ComprehendingProcedure text

The second research question proposed in the statement of the problem was to what extent is the effect of authentic material towards students' ability in comprehending procedure text for the eighth grade students of EFL Learners? The result of the analysis about students' scoresin post-test after being treated by using authentic material, the lowest scorewas 12 and the highest score was 29. Then the mean score was 21.70 and the standard deviation was 4.85.

Meanwhile, the result of the analysis about students' scores in post- test which were not treated by using authentic material (control group), thelowest score was 10 and highest score was 26. Then the mean score was 19.50 and the standard deviation was 5.11. Based on the result above, it indicates that the students' ability in comprehending procedure text which was taught by using authentic material have greater or higher scores than the control one.

## 3. Hypothesis Testing

Based on the computation of t-test value, the researcher finally found out that the result of t-test value was 3.63. Then, this value was consulted to the t-table at the degree of freedom (df) = 38 (40-2) on the significant level = 0.05. Because the degree of freedom (df) could not be found in the table, so the researcher took the nearest to the certain degree of freedom as Arikunto suggested. After consulting with the t-table, thus the researcher found out that the t-test  $3.63 > t\text{-table } 2.00$ . It means that thet-test value was higher than the t-table value and it indicates that the alternative hypothesis (Ha) stated in Chapter I was accepted, while the null hypothesis (Ho) was rejected.



## **B. Discussion**

### **1. Authentic Material towards Students' Ability in Comprehending Procedure Text**

After collecting and calculating, the obtained data, authentic material was effective towards students' ability in comprehending procedure text. It can be seen from data obtained that the mean scores of experimental group in pre and post-test were 18.85 and 21.70, meanwhile the mean scores of control group in pre and post-test were 17.70 and 19.50. After consulting with the standard categories presented in previous page, the experimental group in pre-test was categorized to the average category rank and in post-test was categorized to the high category rank, but the control group in pre and post-test were categorized to the average category rank.

It clearly indicated that the students' of experimental group did the test much better than the students of control group. Since the materials of the tests have been presented to the two groups by the same researcher and in the same length of time, the instructional activity was only distinguished by the material applied. In this case, the experimental group was treated by using authentic material, while the control group was not treated by using it. Tentatively, it can be said that the treatment given by the researcher to the experimental group was successful.

### **2. The Interpretation of Hypothesis Testing**

The computation between the two mean score of both groups resulted the figure of t-test was 3.63. This value was compared with the t-table value at the degree of freedom (df) = 38, was 2.00. After comparing both t-test and t-table values, the t-test value was greater than t-table, in which their difference was very significant. This means that after experimental group was treated by using authentic material, the researcher found out a positive change on students' ability in comprehending procedure text.

Finally, it can be concluded that the alternative hypothesis was accepted, meanwhile, the null hypothesis was rejected. So, the students in experimental group had better ability than the students in control group. Then, it can be stated that there is a significant effect of authentic material towards students' ability in comprehending procedure text.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **A. Conclusion**

Referring to the result of research it can be drawn some conclusions as follows:

1. The students' ability in comprehending procedure text before being treated by using authentic material are classified into average category.
2. The ability of the eighth grade students of EFL Learners in comprehending of reading after being treated by using authentic material are categorized as high rank category.
3. After calculating and comparing the result between the t-test value (3.63) and t-table (2.00) at the degree of freedom (df) 38, to both confident level of 0.05, it shows that they were different. The effect of authentic material is much better improvement than those are treated without using it. In other words, authentic material plays a significant effect toward the students' ability in comprehending procedure text.

### **B. Suggestion**

Concerning to the conclusions which are stated previously, the researcher would like to offer some suggestions as follows:

1. The teachers of English should pay more attention to the appropriate technique or media will be applied in teaching procedure text especially for the eighth grade students.
2. Finally, for the further researcher, he or she should be more motivated in conducting further investigation to find the main factors which can affect the students' ability, especially in comprehending of reading.

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