



Authentic Material Media to Enhance Students' Reading Descriptive Text

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Abstract This research was aimed to find out the effect of using authentic material media on descriptive text reading comprehension at the XI grade MAS Baharuddin Tapanuli Selatan. Research methodology that used in this research was quantitative method. Types of the research was experimental research. The population of the research was the students at XI grade of MAS Baharuddin Tapanuli Selatan. Further, the sample of the research included 44 students. They were experimental class consist of 25 students and control class consist of 19 students. In collecting the data, the researcher used test to know students' descriptive text reading comprehension by learning using authentic material media. To analyze the data, the researcher used t-test formula. After using Authentic Material media the result of T-test t_{count} was bigger than t_{table} ($2.78 > 1.67$). It means that hypothesis alternative (H_a) was accepted. It was concluded that there was significant effect of using Authentic Material Media.

Keywords: Reading Comprehension; Descriptive Text; Authentic Material; Pre-test; Post-Test.

Abstrak Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan media materi otentik dalam pemahaman bacaan teks deskriptif pada siswa kelas XI MAS Baharuddin Tapanuli Selatan. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Jenis penelitian adalah penelitian eksperimental. Populasi dalam penelitian ini adalah siswa kelas XI MAS Baharuddin Tapanuli Selatan. Sampel penelitian berjumlah 44 siswa. Mereka adalah kelas eksperimen yang terdiri dari 25 siswa dan kelas kontrol yang terdiri dari 19 siswa. Dalam pengumpulan data, peneliti menggunakan tes untuk mengetahui pemahaman bacaan teks deskriptif siswa dengan pembelajaran menggunakan media materi otentik. Untuk menganalisis data, peneliti menggunakan rumus uji-t. Setelah menggunakan Media Bahan Otentik hasil dari T-test t_{count} lebih besar dari t_{table} ($2.78 > 1.67$). Artinya, hipotesis alternatif (H_a) diterima. Disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan Media Bahan Otentik.

Kata Kunci: Pemahaman Membaca; Teks Deskriptif; Autentik Material; Pre-Test; Post-Test.

INTRODUCTION

Reading as one of the skill in English is very important. It is a process of getting the information from written language. The students will be able to speak, listen and write, they should be good in reading skill first. The students get a lot of vocabularies from reading, it becomes foundation to acquire and improve the other skills; speaking, listening, and writing. Reading also enables students to gain information and get a new language. Based on these reasons, reading has an important role in English teaching learning process.

Reading comprehension is receptive skills in which the readers try to understand the written texts (Harida, 2016b, 199) The writer and the reader can communicate throughout a text. An interactive process will happen while the readers try to understand the text. While the readers understanding the text, the readers will get the idea from the writers by the text.

Reading is not just saying the words, but also to understand what we read or getting the idea and information. It is related to comprehension. Hornby in Harida (Harida 2016a, 104) stated that comprehension is the power of understanding. It is the ability to understand the meaning from written text.

From the explanation above, the researcher can conclude that reading is one of the language skills that very important. It is a process in getting information from written language. In reading, we not just say the words, but also understand what we read. So while the readers understanding the text, the readers will get the idea from what the readers read.

In teaching learning process, teachers usually use material in teaching. Material in teaching learning process is media. There are many kinds of media that usually used by teachers such as authentic audio visual materials, authentic visual materials, and authentic written materials. The source of authentic materials that can be used in the classroom can come from anywhere.

In other hand, Gebhard in Boyaci and Guner (2018, P. 353) grouped authentic materials under three categories, (1) authentic audio/visual materials include TV commercials, quiz shows, video clips, cartoons, movies, soap operas, radio dramas and radio commercials; (2) authentic visual materials include slides, pictures, photographs, children's drawings, non-verbal street signs, skylines, magazines pictures, postcards, non-verbal picture books, and stamps; (3) authentic written materials are newspaper

articles, astrology columns, sports news reports, obituaries, recommendation columns, lyrics, restaurant menus, street sign.

Gebhard believed that authentic materials “contextualize” the language learning. Al-Rashdi and Hilal (2014, P. 251) added that authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world. So this material is helpful for students.

The researcher chose authentic material in reading descriptive text. The researcher uses authentic material because authentic material is related to the students' real life and prepares them to face and deal with real world. Thus, it can be implied that the use of authentic materials affect the students' reading comprehension.

Reading is a fluent process of readers in combining information from what readers read in the text and their own background to build meaning. (Nunan, 2003, P. 68) It means, while the readers read the text, they understand what they read. The readers get meaning with their own background. Reading is the process of involving word recognition, comprehension, fluency, and motivation. According to Janette (2007, P. 92), reading is a complex process to learn and complex to teach. Reading is a form of communication, using written language or symbols (text). It means that from reading we can communicate with other and also by reading we get written language from the other.

“Reading is an essential skill for learners of English as a second language.” (McWhorter, 1992, P. 69). For most of these learners, it is the important skill to master in order to ensure success not only in learning English, but also in learning any context class where reading in English is required. With reading skills, learners will make greater progress and development in all other areas of learning.

From the explanation above, the researcher concludes that reading is the process between the readers and the writers and getting meaning from what they read. Reading is not just read a book, but also read any written text that the readers can understand what they read. By reading a book or any text, a reader can get many informations, knowledge, emotions, ideas and enrich vocabularies.

The main idea of reading is to get and to find the information include the content and meaning of the text based on purpose. Here, some purposes of reading: a) Teacher and learners catch the material in the process of direct communication, b) Reader and writer are effective, so that there is close relationship between them, then there will be

settlement on relative implication, c) Learner rarely have to use the information what they get, whichever within an interaction process to accommodate entrance to the most salient directions towards meaning or to follow these directions into their own abstract worlds. (Sangia, 2014, P. 8). So, the researcher makes an inference that the purposes of reading is to make the point of understanding and comprehending the text.

Furthermore, authentic material is as a way to contextualize language learning. It means that authentic materials are also effective in providing the students with the context of every text. Authentic material refers to those taken from real life sources and they are designed for teaching and learning process. So, it helps people in social purposes. Besides that, it is used in language community. In addition, Ferit Kilickaya in Huda (2017, P. 2017) explained that the common definition of authentic text is "exposure" to real language and its use in its own community. He explained that many teachers have discussed that English presented in the classroom should be authentic. Generally, it means that materials involve language naturally occurring as communication.

In other hand, Tomlinson and Wallace in Kristanti (2017, P. 4) stated that authentic materials are materials written by native speakers to other native speakers with their own purposes such as persuading, giving information, and entertaining. Seen from the perspective of the native speakers, they do not make authentic materials to be only used in a language classroom or make it especially just for language learning purposes. It can be used in the language learning process just like materials in the textbook. It is because authentic materials represent how language is used in the real situation.

From the explanation above, the researcher concludes that authentic material is a way to contextualize language learning. It refers to those taken from real life sources and they are designed for teaching and learning process. It is because authentic materials represent how language is used in the real situation.

One of the main ideas of using authentic materials in the classroom is to expose the learner to as much real language as possible (Berardo, 2006, P. 64). Even if the classroom is not a real-life situation, authentic materials have a very important place within. It has been argued that by taking the text out of its original context, it loses its authenticity.

Thomlinson and Wallace in Kristanti (2017, P. 4) said that the purposes of authentic materials are such as persuading, giving information, or to entertain. Beside that, Peacock in Kristanti also stated that authentic materials are more active, creative, interesting, and stimulating compared to the text book. So, by using authentic materials, the students will be more motivated to learn their text book.

We can claim that the learners are being exposed to real language and they feel that they are learning the real language. The main advantages of using authentic materials in the classroom therefore include a) Having a positive effect on student motivation, b) Giving authentic cultural information, c) Exposing students to real language, d) Relating more closely to students' needs, e) Supporting a more creative approach to teaching (Berardo 2006, P. 64).

Gebhard in S. Dilek and Mediha grouped authentic materials under three categories: a) Authentic audio/visual materials include TV commercials, quiz shows, video clips, cartoon, movies, soap operas, radio dramas, and radio commercials, b) Authentic visual materials include slides, pictures, photographs, children's drawings, non-verbal street signs, skylines, magazine pictures, postcards, non-verbal picture books, and stamps, c) Authentic printed materials include newspaper articles, movie commercials, astrology columns, sports news reports, obituaries, recommendation columns, lyrics, restaurant menus, street signs (Belet Boyacı and Güner, 2018, P. 353).

Furthermore, Oguz and Bahar (2008, P. 330) grouped authentic materials into four categories: a) Authentic listening-viewing materials include songs, documentaries, radio and TV advertisement, or broadcasts, quiz shows, cartoon, movies, soap operas, professionally audio-taped short stories, b) Authentic visual materials include photographs, paintings, postcards, pictures, stamps, stick-figure drawings, wordless street signs, wordless picture books, posters, c) Authentic printed materials include newspaper article, song lyrics, restaurant menus, tourist information brochures, receipts, d) Realia (real object) used in EFL-ESL classrooms, include masks, dolls, puppets, etc.

In procedure of teaching reading comprehension in descriptive text, there are some ways to conduct the authentic material. These following ways are the procedures of teaching reading comprehension by using authentic material which is modified from Larimer and Schleicher in Qomariah (2016, P. 30) as follow: a) teacher finds an interesting text, b) the teacher prepares a vocabulary list and a worksheet with a

question, c) students read the content, d) students do the worksheet, e) students compose a summary or synopses, f) students discuss worksheets and summaries, g) students discuss the ideas in the text, h) teacher review the thoughts on the board.

Besides that, there are steps in teaching by using authentic material that have been modified and applied by Erdawaty (2008, P. 20) in her research, they are: a) teacher greets the students, b) teacher asks some questions about their feelings, c) teacher asks questions related to the material that will be discussed, d) teacher asks about their favorite pet, favorite actor/actress, and great destination to visit, e) teacher shows a picture of a well-known person and their opinion about it, f) teacher asks students to mention some characteristics of the person, g) teacher gives a text that describes something to the students, h) students make a summary, i) students discuss the idea of the text, j) teacher explains what they have learned today.

The researcher used Erdawaty's procedures in teaching reading comprehension by using authentic material. The researcher chooses it because the procedure is suitable with the authentic material that researcher uses in teaching reading comprehension in descriptive text. The researcher uses picture as authentic material media and Erdawaty's procedures in teaching descriptive text.

Descriptive text is a text which lists the characteristics of something (Erwinandari, 2013, P. 1) In other hand, Gerot in Andriyani (2017, P. 8) stated that descriptive text is a kind of text with a purpose to give information. The information is about a particular person, place, or thing.

According to Mukarto in Andriani (2017, P. 25), descriptive text is used to describe a particular person, place, or thing.(Andriani 2017, P. 25) It is explanation of something that what we have seen, sense, heard, smelt, felt, and test. It focuses on specific rather than generic participants.

From the explanation above, the researcher concludes that descriptive text is a text that is describing something. The text always needs an object that want to be describes. The text explains about something what we have seen, sense, heard, smelt, felt, and test. In addition, a descriptive text has a generic structure. A generic structure can be said as rules in order to meaning. Like other language both English and Indonesian have their rules. In other words, a generic structure is structure in text which usually used by learners in target language. The following is the generic structure of descriptive text: a) identification; describes parts quantities characteristics,

b) Description; describe parts quantities characteristics. (Erwinandari, 2013, P. 4). The language features of descriptive text use the following: a) focus on specific participants, b) use of attributive and identifying, c) frequent use classifiers in nominal group, d) use of simple present tense (Erwinandari, 2013, P. 5).

METHOD

This research is quantitative with experimental research. In this research, the researcher used two classes, experimental class and control class. The experimental class is the class that thought with authentic material. Meanwhile, the control class is the class that taught by using textbook or without treatment. The researcher did it by giving multiple choice tests. In this research, the test consists of 40 questions, where 20 for pre-test and 20 for post-test. The data has been analyzed by using the t-test.

RESULT AND DISCUSSION

After calculating the data of post-test, the researcher found that post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was "there is significant effect of authentic material media towards students' descriptive text reading comprehension at the XI grade MAS Baharuddin Tapanuli Selatan". The result of t-test was as follow:

Table 1
Result of T-test from the both average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-7.26	1.67	2.78	1.67

The hypothesis test has two criteria. They are if $t_{count} < t_{table}$, H_0 is accepted and if $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, the researcher found that t_{count} -7.26 while t_{table} 1.67 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 25 + 29 - 2 = 52$. Cause $t_{count} < t_{table}$ (-7.26 < 1.67), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, the two classes were same. There is no difference in the both of classes. But, in post-test, the researcher found that t_{count} 2.78 while t_{table} 1.67 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 25 + 29 - 2 = 52$. Cause $t_{count} > t_{table}$ (2.78 > 1.67), it means that hypothesis H_a was accepted

and H_0 was rejected. So, there was significant effect of authentic material media in reading descriptive text at XI grade students of MAS Baharuddin Tapanuli Selatan. In this case, the mean score of experimental class by using authentic material media was 97.9 and mean score of control class by using no media was 90.2. The gain score was 30.74. The calculation can be seen in the following table:

Table 2
Gain Score of Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	67	97.9	30.9	30.74
Control	90.04	90.2	0.16	

By seeing the data analysis, the researcher found the use of authentic material media was effective in teaching reading descriptive text. This media gave significant effect for students' reading descriptive text. It was proven from the result of post-test was higher than pre-test. The students' score on post-test was higher after the treatment given. The mean score of experimental class got better result than control class ($97.9 > 90.2$).

Based on the related finding, the researcher discussed the result of this research and compared with finding. It also discussed with theory that has been stated by researcher. In this case, the theory which has been discussed by the researcher was from Peacock stated that one of the advantages using authentic materials is learner would be more creative approach in teaching especially in teaching English by using media.

Another researcher, the first is Mariana (2015) who used authentic material in her research. She concluded that authentic material gives a positive effect in teaching reading descriptive text. She compared the result of pre-test and post-test. It shown that authentic material could improve students' ability in reading descriptive text. The total score of pre-test was 840 and the total score of post-test was 1496. It means that the total score of post-test id higher than pre-test. It had increased 656 points.

The second is Wahyuni (2016) found that there is a significant effect of using authentic materials. In terms of quantitative data, there was an improvement of students' reading comprehension. It could be seen from the result of pre-test and post-test. The mean score of the students' score improved from 72.6 on pre-test to 78.4 on

post-test. It showed that authentic materials were successful in improving the students' reading comprehension.

Seen from the similarities and the differences, there are similarities and differences in teaching authentic material. The first similarity is about the theory from Peacock which is used by several researchers. Peacock defined authentic material as the materials that have been produced to make people easy in communicating in social purposes in the language community. The second, the level that is tested is same. The level was Senior High School. The last is the result which showed there is an increase in the score after using authentic material.

Besides that, the first differences are about the kinds of authentic material which is used by researchers. There were researchers used authentic audio/visual material in the research and there were used authentic printed materials in their research. The second is the way in apply the authentic material to students. The third is the level that is tested. The last is the instrument which is used by the researcher. There is essay, and sometimes the researcher used items in the instrument of the test.

Looking the students' score after using authentic material media in reading descriptive text, this media is good to be used as an innovation for teaching reading. It aims to make the students easy in organizing the idea. Although not all of the aspect in reading can be covered by this media. It can be considerably used in teaching reading. This media makes the students think easier in developing ideas to write the topic given by the teacher. As a conclusion, this media is recommended to be used for teaching reading especially in reading descriptive text.

CONCLUSION

Based on the result of the research, the conclusions of this research are the students' descriptive text reading comprehension before learning using authentic material media at the XI grade MAS Baharuddin Tapanuli Selatan was low, because in pre-test the mean score of experimental class was 67 and the students' descriptive text reading comprehension after learning by using authentic material media at the XI grade MAS Baharuddin Tapanuli Selatan was high. It can be seen from the mean score of post-test in experimental class was 97.9 and the mean score of control class was 90.2. There were increasing in students' score in the both of classes if it was compared with the result of the pre-test. There was significant effect of learning authentic material

media towards students' descriptive text reading comprehension at the XI grade MAS Baharuddin Tapanuli Selatan. The researcher found that the result of T-test where t_0 was higher than t_t ($2.78 > 1.67$). It meant that H_a was accepted and H_0 was rejected.

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