



# The Effect of Using Contextual Authentic Materials for Teaching Reading Comprehension to Junior High School Students

*Pengaruh Penggunaan Materi Kontekstual Otentik dalam Pengajaran Membaca pada Siswa Sekolah Menengah Pertama*

**Emelia Fitri Limchio\*, Baso Jabu, Kisman Salija**

Department of English Department, Faculty of English Education, Universitas Negeri Makassar, Makassar, Indonesia

\*Penulis Koresponden: [limchio84@gmail.com](mailto:limchio84@gmail.com)

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan apakah materi kontekstual otentik efektif dalam pengajaran membaca. Penelitian ini adalah penelitian eksperimental semu dengan desain nonequivalent pretest dan posttest dan menggunakan teknik cluster random sampling. Penelitian secara acak memilih 2 kelas pada semester pertama dari kelas 9 SMP Negeri 2 Makassar. 36 peserta didik dari setiap kelas adalah kelompok eksperimental dan kelompok control. Data dikumpulkan dengan menggunakan tes. Data hasil pembelajaran peserta didik pada membaca Bahasa Inggris dikumpulkan dengan menggunakan tes membaca Bahasa Inggris. Data tersebut kemudian dianalisis secara deskriptif dan inferensial. Hasil analisis data menunjukkan bahwa: hasil belajar peserta didik dalam membaca Bahasa Inggris kelas 9 SMP Negeri 2 Makassar meningkat secara signifikan, setelah perlakuan Contextual Authentic Materials efektif dalam meningkatkan prestasi membaca bahasa Inggris siswa lebih baik daripada kegiatan konvensional seperti yang ditunjukkan oleh nilai t-test 3,064 dan p-value (2 tailed) 0,003 yang tidak lebih besar dari 0,05 tingkat signifikansi. Dapat disimpulkan bahwa pengaruh penggunaan materi otentik kontekstual untuk pengajaran pemahaman membaca adalah efektif.

**Kata Kunci:** Materi kontekstual otentik, pemahaman membaca

## ABSTRACT

The objectives of this research are to describe: whether the use of contextual authentic materials is effective for teaching reading. This research is a quasi-experimental research with non-equivalent pretest and posttest design and it employed cluster random sampling technique. The researcher randomly selected two classes of the ninth grade of the first semester of 2021/2022 academic year of Junior High School Makassar. The 36 students from each class were as experimental group and control group. The data were collected by using reading test. The data of the students' learning achievement on English reading were collected by using English reading test. Those data were then analyzed descriptively and inferentially. The results of data analysis indicate that: the learning achievement on English reading of the ninth-grade year students of Junior High School Makassar taught by using Contextual Authentic Materials significantly increased, after the treatment Contextual Authentic Materials is effective in improving English reading achievement of the students better than conventional activity as indicated by the t-test value 3.064 and the p-value (2 tailed) .003 which is not greater than .05 level of significance. It can be concluded that the effect of using contextual authentic materials for teaching reading comprehension is effective

**Keywords:** Contextual authentic materials, reading comprehension.

## 1. INTRODUCTION

The purpose of teaching English is to enable the students to use English for communication, also to read books and references written in English. Even though most of Indonesian students are not able to comprehend the English reading though they have learnt English for many years.

The objective of teaching reading at secondary school is to enable students to read and comprehend English texts. One possible way to stabilize the purpose of reading is by focusing the learners' attention on a particular cognitive skill. Abbot et al. (1985:89) state that the lists of cognitive skills include most of the abilities, as follow: (1) to anticipate the form and the content; (2) to identify the main idea (s); (3) to recognize and recall specific details; (4) to recognize the relationship between the main idea (s) and their expansion (example, etc.); (5) to follow sequences, such as events, instructions, and stages of an argument; (6) to infer from the text (read between the lines); (7) to draw conclusions; (8) to recognize the writer's purposes and attitudes. Therefore, it can be stated that in teaching English one can ask students to read the t or to list the sequences of events, etc. to state main idea (s).

In relation to the above concepts, it is mentioned in the school level curriculum that the language activities should be designed in such a way that students will have to read, listen, speak, and write in the activities. Therefore, we should keep in mind that it is necessary to integrated with writing, listening, or speaking. In this case, we can say that a course that deals with reading skills, then will also deal with related listening, speaking, and writing skill.

To make students understand more of the material the teacher should be creative and critical. In this case, teachers need to develop the material that will be taught. The teacher must be able to develop instructional materials themselves, not entirely depend on the available textbooks. They must select materials different from the textbook or from other sources (i.g commercial materials) as far as the materials are still under the same theme.

Reading materials can be based on many sources. One of them is authentic materials. Authentic material can be obtained from newspaper, articles, songs, novels, radio, interviews, and traditional fairy stories.

Tomlinson (1998) says a story written to exemplify the use of reported speech, a dialogue scripted to exemplify ways of inviting and linguistically simplify version of a novel would not be authentic texts. The important issue of self-developing material is authentic Wello and Dollah (2008).

The use of simplified language for instructional purposes must be minimized since authentic language can be motivating for students. Further, in the next page they explain that (1) authentic text will include the type of language that the learner may need to be exposed to, to develop skills for understanding, and possible even to produce; (2) the material may provide information about real life situation. Therefore, the information conveyed is likely to be more accurate and to have credibility, and will probably be more up-to-date than the materials.

The use of authentic material as the instructional material is very essential to increase the students' achievement and motivation. Peacock (1997) in his article "The Effect of Authentic Materials in the Motivation of EFL Learners" explains that students' motivation increased significantly when authentic materials were used.

Besides, as a teaching aid, peacock (2003) stated that authentic materials can increase the students' motivation in learning English with the new condition in teaching process. By using authentic materials in teaching process, the students feel that they are in real situation and they also feel that their language have been applied.

To develop the authentic materials as teaching materials, it needs teachers' creativity. A creative person can produce and use new and effective ideas results and very imaginative. So, a creative teacher is the one who can use the new approaches, methods, and materials to reach the aims of teaching and motivate the learners. In other words, a non-creative teacher can never be developed creativity in his/her learners. Luckily, it is possible to train, to develop and to increase skills and creative thinking. Tomlinson (2004) stated that the most teachers think of themselves as being dependent on materials writers and they often do not believe that they can write good materials developers in that they are involved every day in matching materials to the needs and wants of their learners. Further, Tomlinson explains that in order to

develop the materials the teacher select, adapt, and supplement materials when preparing their lessons and they make decisions about their materials throughout their lessons in response to their learners' reactions. They add, they delete, they shorten, and they modify the materials for the students.

Creativity can add joy and increase motivation to our teaching and offer learners with new experience in the classroom and the experience to be remembered. One happy fact about creativity is that, because it is a matter of the heart and spirit, its cots across all boundaries. It is available to everyone (Homolova, 2005).

The writer believes that all teachers have their own intuitive theories of language learning and it helps them to develop and use effective language learning materials. Based on the explanation above, the writer will conduct a research to find out how the use of contextual authentic materials affects the reading comprehension of the students of Junior High School Makassar.

Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (KEMDIKBUD RI, 2020) at the PRESISI Program (Strengthening the Character of Independent Students Through Art Creation) state that cultural arts as a learning method is considered capable of solving educational problems. The purpose of using cultural arts (authentic materials) is to form the character of independent students, as well as a method to bring students closer to the environment they are in or their school with contextual learning objectives.

The researcher assumes that it is very essential to use authentic materials because it plays a very important role in increasing students' interest and their skill in English especially in reading comprehension and from those previous finding above show that authentic materials does have a place in the classroom and that its implementation can be beneficial for students to improve their learning outcomes on English reading. Since, the researcher supposes that the use of authentic materials in teaching reading is one alternative media to improve the students' ability in reading comprehension.

## 2. REVIEW OF RELATED LITERATURE

### 2.1. Some Pertinent Ideas

Reading is one of aspects of the language skills which is very useful activity for everyone, especially for students, because by reading students can extend the concept of knowledge, improve their language skill, and enlarge their insight from the information they get from reading materials. In this way, the students do not only read but they also able to comprehend the written text or reading material that they read, that is reading comprehension.

Reading comprehension is a reader's activities which interact with writer through written text which involve a simultaneous process of comprehending, understanding, and getting information. Reading comprehension entails three elements. They are the reader (considering with capacities, abilities, knowledge, and experiences that person brings to the act of reading), the text (all written text including printed text and electronic text) and the activity (considering the purposes, process and consequences associated with the act of reading).

By looking at those definitions above, it can be concluded that reading comprehension is an active process where the readers try to gain the information given by the author and understand what the purpose of the author is in the written text.

Contextual is the meaningful use of language for communicative purposes. It helps students understand how language users construct language in each context. Context refers to circumstances or setting in which a person uses a language. Contextualization is to ensure relevancy and interest. to accommodate the issues, students should be provided with subject-specific process.

The reasons for using contextualization language are language is constructed through a blend of purpose, situation, and social needs. A contextual approach to instruction also supports the use of integrated skills and pair and group work. And, it can foster a deeper level of use of the language especially when the themes and topics are high-interest and motivate students.

Related to the above, it can be said that authentic materials are not produced or written for language teaching purposes and would not be read for pleasure. To make them as the materials for the teaching purposes, teacher needs the changing to improve the suitability for types of learners.

Based on the authentic resources, materials could be cassettes, videos, CD-ROMs, dictionaries, You tube, Facebook, Instagram and Tik-Tok. They could also be newspapers, food packages, photographs, story, comic online and live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything that deliberately used to increase the learners' knowledge and/or experience of the language.

## **2.2. Literature Review Function**

Snow (2002:35) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. It is important to notice in this concept how the role of the readers' background contributes to their participation in other's writing to achieve a real understanding

Cook (1981) proposed some criterion in selecting authentic materials in the classroom. The first criterion is that they are motivating or that the exercises that can be done with them are motivating. Road sign such as 'End of urban clearway' may say nothing to non-drivers and even to drivers may yield little that can be done in the classroom. The same with petrol pump signs or the notices in railway trains. But something like the train timetable or the ticket presents things that are relevant to the students' knowledge of the foreign culture or to their functional needs when visiting it; they may also be used for various types of simulation activities and information processing activities in the classroom. Newspaper headlines and the article beneath them, also may give more general interest; graffiti may give an insight into a more popular side of life.

## **3. RESEARCH METHODS**

### **3.1. Research Approach**

Quasi experimental design was used when there was not possible to randomly assign individual participants to group, because sometimes to receive permission to use school children in a study, a researcher often must agree to keep existing classroom intact. For this design, there are three kinds of quasi experimental design namely; the nonequivalent

control group design, the time series design, and counterbalanced designs. In this research, used the nonequivalent control group design where it involves random assignment of intact groups to treatments, not random assignment of individuals. The experiment involved two groups with different treatment namely experimental group and control group in which the experimental group was received a treatment by using real life material while the control group treated as usual or conventional way. The control group is needed as a comparison to see whether the treatment is more effective than other or not (Gay et.al., 2006).

### **3.2. Research Design**

The research method was applied in this research was quasi experimental that was involved two groups, one was received treatment (learning using contextualized authentic materials) and the other group was received conventional teaching (learning using text book). Both groups were given pre-test and post-test. The pretest was given to find out the prior knowledge and capability of students while posttest was done to find out the improvement of students' reading comprehension achievement on English reading by applying teaching using contextualized authentic materials.

### **3.3. Instruments of the Research**

This test consists of 20 numbers. The test aimed to measure the students' achievement language skill, particularly reading skill. The questions included main idea, supporting details, to infer from the text, and to interpret the reference. The form of questions was multiple choices.

### **3.4. Analysis Data**

This study used descriptive statistic in analyzing the data. Descriptive Statistics was used to analyze the data by describing without any generalization (Sugiyono, 2007). The data was analyzed into descriptive statistic to measure the frequency, percentage, means, and standard deviation.

## **4. RESULT AND DISCUSSION**

### **4.1. Findings of Research**

The findings of this research deal with the analysis of the data collected through reading test, that is to know the students' scores of pretest and posttest on

experimental and control group, scoring classification of the students' scores.

**Table 1.** The Students' Gain Score

Group	Pre-Test	Post-Test	Gain Score
Experimental	73.89	84.86	10.97
Control	70.83	70.56	-0.27

The data in the table 1 above shows that the gain score obtained of the students' in experimental group (10.97) was higher than the gain score of control group (-0.27). This means that the difference was statistically significant. The gain score of the experimental group was significantly higher than the control group.

**Table 2.** The Standard of Minimum Completeness Criteria (KKM) of Pretest and Posttest of Experimental/Control Group

No	Classification	Score Range	Pretest				Posttest				Note
			Experimental Group		Control Group		Experimental Group		Control Group		
			(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)	
1	Very Good	93-100	3	8.3	5	13.9	16	44.4	7	19.4	Complete
2	Good	83-91	11	30.6	8	22.2	8	22.2	8	22.2	Complete
3	Fair	75-81	7	19.4	8	22.2	5	13.9	4	11.1	Complete
4	Poor	< 75	15	41.7	15	41.7	7	19.4	17	47.2	Uncomplete
Total			36	100	36	100	36	100	36	100	

The data in the table 2 above shows that the Standard of Minimum Completeness Criteria (KKM) of Pretest and Posttest of Experimental/Control Group had increased in Experimental Group at posttest. It can be shown from the result of Reading Test of the students in Pretest consist of 21(58.5 %) of the students passed the standard of minimum completeness criteria (KKM), and in the Posttest, there are 29 (80.5 %) of the students passed the standard of minimum completeness criteria (KKM). It means that using contextual authentic materials effective for teaching reading comprehension.

**4.2. Discussion of Research**

The use of contextual authentic materials in learning English reading at the ninth year's student's of 2021/2022 academic year of Junior High School Makassar Makassar was able to improve the students learning outcomes and their ability to understand the English reading.

The classification of the students' score on reading English before they are given the treatment range from poor to good classification and the mean score of the pretest is 70.83 for control group, and 73.89 for experimental group while the students' score after the treatment given range from poor to good classification and the mean score of the posttest is 70.56 for control group and 84.86 for experimental group. It indicates that the students' learning outcomes on English reading contextual authentic materials is relatively high. This finding is proved by the result of the test which indicates that most of them got very good score. The use of contextual authentic materials activity in teaching English reading can improve the students learning outcomes.

Based on the discussion above, it can be concluded that even though the students have already made significance progress in English reading after they have been given treatments of how to understand the reading text by contextual authentic materials. In addition, it also based on the result of the research, the students' learning outcomes on English reading taught by using contextual authentic materials is more effective in improving English learners English reading than

**5. CONCLUSION**

Based on the findings both from test and questionnaire, some points can be concluded related to this research. First, there is, that there were significant differences between the result of the experimental group and the control group so it can be concluded that: The use of the reading comprehension achievement for overall comprehension of the ninth-grade of Junior High School Makassar Makassar significantly developed after learning reading by applying contextual authentic materials. This finding indicates that the application of contextual authentic materials was effective to evolve reading comprehension achievement of the students.

**REFERENCES**

Abbot, G., J. Greenwood, D. McKeating and P. Wingard. 1985. *The Teaching of English as an International Language: A Practical Guide*. Great Britain: Biddles Ltd, Guilford, Surrey.

Cook, Vivian. 1981. *Using Authentic Materials in the Classroom*. (<http://homepage.ntlworld.com/Vivian.c/papers/authMat81.htm>.) Accessed 14 November 2021

- Gay, L. R. & Mills, G.E. and Airasian, P. 2006. *Educational Research. Competencies for Analysis and Application*. Singapore: Pearson Merrill Prentice Ltd
- Homolova, Eva. 2004. Creative Approach to Authentic Materials in ESL-Introduction (<http://www.eslteachersboard.com/s/AuthenticIntro.htm>). Accessed 14 November 2021
- Kemendikbud RI. 2021. *Workshop Penguatan Karakter Siswa Mandiri Melalui Seni (PRESISI)*. (<https://sites.google.com/dikbud.belajar.id/makassar-lms-presisi-2021/home?authuser=0>).
- Peacock, Matthew. 2003. *The Effect of Authentic Materials on the Motivation of EFL Learners*. (<http://eltj.oxfordjournals.org/content/51/2/144.abstract>). Accessed on 14 November 2021
- Snow, C. (2002) *Reading for understanding: Toward an R&D program in reading comprehension*. Rand Corporation.
- Sugiyono, M.P . P . (2007) *Pendekatan Kuantitatif. Kalitatif, dan R&D*, Bandung: Alfabeta.
- Tompkins, G.E. 2006. *Language Arts Essentials*. Pearson Allyn Bacon Pretince Hall.