USING AUTHENTIC MATERIALS TO IMPROVE THE STUDENTS' READING COMPREHENSION

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Abstract

This action research is carried out to improve the students’ reading comprehension using authentic materials and to know what happens when authentic materials are used in reading class. The procedure of the research consists of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. In collecting the data the researcher uses observation notes, questionnaire, interview, diaries, audio recording, and test. The tests are in the form of pre-test and post-test to answer research questions. In this research, the researcher is the teacher who conducts the action in the classroom and he is assisted by two collaborators. Two kinds of data that are got that are in the form of qualitative and quantitative data.

The result of the research shows that using authentic material can improve students’ reading comprehension and classroom situation. The improvement of the classroom situation was supported by data which cover the students’ participation, attendance and enthusiasm during the teaching learning process. The quantitative data are taken from the result of pre-test and post-test of cycle 1 and 2 and analyzed the data find out the mean of Pre-test is 63.01, the mean of Post-test 1 is 71.78 and the mean of Post-test 2 is 75.01. The improvement on the students’ reading comprehension reflected from the mean progress of pre-test and post-test.

Base on the results of the research, it is concluded that students’ reading comprehension can be improve by using authentic materials. It is suggested that the teacher should use other materials beside the text book in teaching language skills, the teacher should be more careful in selecting the material. The students are encouraged to read more to improve their ability in comprehending the text. Other researcher is encouraged to do research in using authentic materials in other area of language skills.

Keyword: authentic materials, reading comprehension.

Introduction

Reading means different things to different people, for some it is recognizing written words. While for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is part of our daily lives and generally assumed that everybody can do it. The reason for reading depends very much on the purpose for reading. Reading can have three main purposes, for survival, for learning or for pleasure. Reading for survival is considered to in response to our environment, to find out information and can include traffic signs, advertising, and timetables. It depends on day-to-day needs of the reader and often involves an immediate response to a situation. In contrast reading for learning is considered to be the type of reading done in the classroom and is goal oriented. While reading for pleasure is something that does not have to be done. For Nuttal (1996: 168-169) the central ideas behind reading are: the idea of meaning, the transfer of meaning from one to another, the transfer of message from writer to reader, how we get meaning by reading and how the reader, the writer and the text all contribute to the
process. We can conclude that reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers usually make use of background knowledge, vocabulary, grammatical knowledge, and experience with text.

The problems above may be caused by several reasons; could be the teacher, could be the techniques or the materials. On my informal interview indicated that reading is difficult because the text book is too difficult, the text is too long, the text uses difficult vocabularies and the text has nothing to do with their lives as the result they have difficulties in comprehending the text and lack of attention to the text. Further more the text books are designed for language learning purposes. The language in text books is specific and concentrating on academic aspects containing a series “false-text indicators” that include: perfectly formed sentences; a question using a grammatical structure, gets a full answer; repetition of structures and do not include incidental or improper English. The artificial nature of language and structure used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. Further more the topics in the text books are often out of date where as the authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. To overcome this problem I have tried many ways in improving my students’ reading ability such as; using different text book from different Author and selecting interesting topics from many text books but they are useless. The students’ reading comprehension is still disappointing. I will use different materials in order to solve this problem. For this reason, I would like to teach my reading class using authentic materials. Authentic texts has been defined as “…real-life texts, not written for pedagogic purposes” (Wallace, 1992: 145).

By using authentic materials in my reading class I do hope that students’ comprehension is improving and their attitudes toward reading become positive. As we know that reading is one of important skills for students and their future. I expect a lot in every cycle there are interesting activities which are indicating students’ improvement in reading comprehension.

B. Related Research

This research in line with S. Anthony’s research which is written in her journals the reasons for reading depends very much on the purpose of reading. The use of authentic materials in classroom is discussed, with the students benefitting from the exposure to real language being used in real context. Other aspects which prove positive when using authentic materials are that the students are highly motivating, giving a sense of achievement when understood and encourage further reading.

This research supports Charles and Lawrence Kelly’s journal on using authentic materials in ESL classroom. They said that they have been using authentic materials for over 10 years and have found that they complement English classes by enlivening the class and creating a more positive attitude toward learning. They also mentioned that they have an extensive collection of materials that include menus, maps, newspaper inserts, store advertisements, travel brochures, catalogs, phone books, real estate pamphlets, and various pamphlets of sightseeing and tourist information. They have found that using sets of materials are particularly appealing.
The research by A. G. Martinez ESL Journals, February 2002 writes about the advantages on using authentic materials in ESL classroom. The statement in their research in line with this action research especially about the advantages of using authentic materials such as: Students are exposed to real discourse; authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials. They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class. The problems of the research are formulated as follows: 1) Can and to what extent authentic materials improve students’ reading comprehension? 2) How is the process of teaching and learning situation when using authentic materials are used in reading class?. The Purpose of the Study are as follows: 1. To identify whether and to what extent authentic materials can improve Students’ reading comprehension. 2. To describe the process of teaching and learning using authentic materials in reading comprehension.

C. Review of the related literature

For many years, three basic definitions of reading have driven literacy programs in education field. Foertsch (1998: 7-8) stated that the first definition, learning to read means learning to pronounce the words. The second definition learning to read means learning to identify words and get their meaning and the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it. Although these definitions reflect long standing views of reading, current literacy research supports a more comprehensive definition of reading. This new definition includes all of the above definitions and places learning skills in context. Alderson defines reading as “...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed (2000: 28).

Schema operates actively and constructively, with our knowledge of the world being a continuous process that upon receiving new information interprets it on the basis what is already known. Good readers have a good idea what is normal (linguistically and conceptually) and of how the world works, therefore when reading they make use of existing schemata and then modify them with any new information. They also have expectations or make predictions before reading that are either reinforced, challenge or modified after reading. Schemata has also described as “…cognitive constructs which allow for the organization of information in the long term memory…” (Widdowson, 1983: 34). Irwin in Schumm (2006: 223-224) adds that “Comprehension can be seen as the process of using prior experiences and the writer’s cues to construct a set of meaning that are useful to the individual reader reading in a specific context” This process can involve understanding and selectively recalling ideas in individual sentences (micro processors), inferring relationship between clauses and sentences (integrative processes) organizing ideas around summarizing ideas (micro processors), and making inferences not necessarily intended by the author (elaborative processes). These processes work together (interactive hypotheses) and can be controlled and adjusted by the reader as required by reader’s goal (metacognitive processes) and the total situation in which comprehension in occurring (situational context). When the reader consciously selects a process for a specific purpose, that process can be called reading strategy.
D. Research method

This classroom action research is carried out in nine months started in May 2008 up to January 2009, preliminary research is done in May, designing research proposal is done in June and July, conducting proposal seminar in August, making research instruments in September, giving treatment and collecting the data in September, October, November and December, analyzing the collected data and discussing the data analysis in December, and the writing the research report in January 2009. Data Collecting Techniques: Test, Interview, Observation Documentation, and Questionnaire.

Data Analysis Techniques:

The techniques that are used to analyze the data are: Qualitative Data, Data reduction: it refers to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appear in written up field notes. Then making summaries, coding, and writing memos. Data display: it is an organized assembly of information that permits conclusion drawing and action taking. Conclusion Drawing/Verification. Quantitative Data, The quantitative data in numbers form are gotten from Checking the students’ answer on the written test that are carried out the implementation of cycles whether they are right or wrong. Computing the students’ correct answers. The students’ reading comprehension is found from the percentage of the correct answer.

E. Research result and discussion

Research Findings

This class action research is the teachers’ way to overcome the students’ problem in reading comprehension. I found some findings to answer the problems which are: a) Can and to what extent authentic materials improve students’ reading comprehension? b) How is the process of teaching and learning situation when using authentic materials are used in the reading class? The data were collected through several sources such as: field notes, interview, questionnaire, photographs, audio recording, lesson plans, and hand outs. This section focusing on answering research questions in chapter 1 as well as describes other findings during the implementation of authentic material in reading class.

The problems can be solved by using authentic materials in teaching reading. The implementation of authentic material in reading class consists of two cycles and each cycle consists of four meetings. In each meeting gradually the students’ reading comprehension increased and their motivation to read is higher. Two major aspects in students’ improvement are: (1) the reading comprehension which is included their capability in answering WH-question and inference question and identifying paragraph topic and main idea. (2) the classroom situation when the authentic material used in reading class. The result of the research can be seen more detail in Table 4.7

<table>
<thead>
<tr>
<th>A. Students reading comprehension</th>
<th>After the implementation of authentic material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the implementation of authentic material</td>
<td>• Sts can answer WH-question well</td>
</tr>
<tr>
<td>1. Students cannot answer WH-question well</td>
<td>• Sts can complete the exercises quicker</td>
</tr>
<tr>
<td>2. Students cannot answer inference question well</td>
<td>• Sts can answer inference question well</td>
</tr>
<tr>
<td>3. Students cannot identify the paragraph topic</td>
<td>• Sts can identify paragraph topic easier</td>
</tr>
</tbody>
</table>

Table 1: Research Finding

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4. Students cannot identify the main idea
• Sts can complete the exercises quicker

5. Students’ mean score was 62.35
• Sts can identify the main idea easier
• Sts can complete the exercises quicker

6. Students needed extra time to complete the task
• Sts’ mean score in Post-test 1: 72.83
• Sts’ mean score in Post-test 2: 78

7. Students hesitated to guess the meaning of new words
• Sts were confidence to guess the new words

8. Students hesitated to share their ideas
• Sts were confidence to share their ideas

B. Classroom situation when teaching using authentic implemented

<table>
<thead>
<tr>
<th>Before the implementation of authentic material</th>
<th>After the implementation of authentic material</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Students has low motivation</td>
<td>• Sts had high motivation</td>
</tr>
<tr>
<td>10. Students don’t like reading</td>
<td>• Sts love reading</td>
</tr>
<tr>
<td>11. Students’ cultural awareness is low</td>
<td>• Sts cultural awareness is high</td>
</tr>
<tr>
<td>12. Students’ interest is low</td>
<td>• Sts’ interest is high</td>
</tr>
<tr>
<td>13. Students come without their reading material</td>
<td>• Sts bring the reading material</td>
</tr>
<tr>
<td>14. Students talk about unrelated topic</td>
<td>• Sts talk about related topic</td>
</tr>
<tr>
<td>15. Students do not ask question.</td>
<td>• Sts ask many questions to the teacher and their peers</td>
</tr>
<tr>
<td>16. Students do not participate in discussion</td>
<td>• Sts participate in discussion eagerly</td>
</tr>
<tr>
<td>17. Students do the exercises reluctantly</td>
<td>• Sts do the exercises without being asked</td>
</tr>
<tr>
<td>18. Teacher dominated in choosing the topic</td>
<td>• Sts chose their reading topic</td>
</tr>
<tr>
<td>19. Teacher did monotonous pre-reading activity</td>
<td>• Teacher did vary pre-reading activity</td>
</tr>
<tr>
<td>20. Teacher always uses the text book</td>
<td>• Teacher uses vary materials</td>
</tr>
<tr>
<td>21. Teacher has no sense in selecting materials</td>
<td>• Teacher improved on selecting reading material</td>
</tr>
</tbody>
</table>

The improvement of students’ reading comprehension and class situation in Table 4.7 because the students paid more attention and interested in reading materials which have connection with their lives so they are familiar with the topics. When the topic about Hanung Bramantyo an Indonesian film director the students felt familiar with the topic. This is the comment of Student DR says “kalau topiknya tentang film saya suka dan saya tahu banyak”. Furthermore during the implementation of authentic materials the students have learnt a lot of vocabulary. By having an adequate vocabulary the students are easier to comprehend the text. Student MB says “kalau textnya dari Koran kata katanya lebih mudah dan jelas”. When authentic materials were implemented the students read a lot of kinds of texts and as a result the students’ vocabulary increased rapidly. The students used many strategies in learning vocabulary during the teaching learning process. Furthermore the students’ motivation was increased amazingly as a result the class situation got much better when the authentic materials were implemented; motivation to read the text, to know what is the text about, to know what does the writer want to say in the text. The motivation here is the key to encourage themselves to participate in reading activities. The improvement of the students after authentic materials implemented also can be seen in the result of post-tests. There were two post-tests; post-test 1 was the post-test after Cycle 1 completed and post-test 2 after Cycle 2 was completed. The result of post-test described in Table 4.8.
Table 2: The Score of Pre-test, Post-test 1 and Post-test 2

<table>
<thead>
<tr>
<th>Grade/Score</th>
<th>Pre-test</th>
<th>Percentage</th>
<th>Post-test 1</th>
<th>Percentage</th>
<th>Post-test 2</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A(80-100)</td>
<td>4 Students</td>
<td>10%</td>
<td>9 Students</td>
<td>22.50%</td>
<td>14 Students</td>
<td>35%</td>
</tr>
<tr>
<td>B(70-79)</td>
<td>6 Students</td>
<td>15%</td>
<td>19 Students</td>
<td>47%</td>
<td>18 Students</td>
<td>45%</td>
</tr>
<tr>
<td>C(60-69)</td>
<td>14 Students</td>
<td>35%</td>
<td>10 Students</td>
<td>25%</td>
<td>6 Students</td>
<td>15%</td>
</tr>
<tr>
<td>D(50-59)</td>
<td>16 Students</td>
<td>40%</td>
<td>2 Students</td>
<td>5%</td>
<td>2 Students</td>
<td>5%</td>
</tr>
<tr>
<td>Mean Score</td>
<td>63.01</td>
<td></td>
<td>71.78</td>
<td></td>
<td>75.01</td>
<td></td>
</tr>
<tr>
<td>Number of Students</td>
<td>40 Students</td>
<td></td>
<td>40 Students</td>
<td></td>
<td>40 Students</td>
<td></td>
</tr>
</tbody>
</table>

The Table above showed the mean score of pre-test is 63.01, the mean score of post-test 1 is 71.78 and the mean score of post-test 2 is 75.01. The total number of students was 40 students and the mean score was from the total of the score and divided by 40. Based on the result of the t-test for non independent scores, the t-computation in Cycle 1 (11.934) is higher than t-table (2.02), and in Cycle 2 the t-computation (6.5) is higher than the t-table (2.02) at the degree of significant \(\alpha\) 0.05, so \(t_{o}>t_{o}\) Ho is rejected and it is concluded that there is significant difference between them. It can be concluded that authentic materials improve the students’ reading comprehension.

The findings of the teaching learning process described there were some changes before and after the authentic materials implemented in reading class. During the implementation of authentic material the teaching learning process was inspiring and exciting; many students asked questions about the topic that make the class alive, there were enthusiastic discussions among the students about new vocabulary and tried to guess the meaning including the shy students. Just before they shared their work with their peers, one of the shy students say “nanti waktu presentasi grup ini saya saja yang maju”. This situation made me over the moon. At that time the topic was David Beckham. When the material relevant to students’ life implemented, the students were more confidence and motivated to read and comprehends the text and authentic material provided that. Even better when the students chose their own topic from internet the class was fantastic; every body participated in all activities in reading even the shy and unconfident students. They were overwhelmed when they can choose the topic in reading. There were many marvelous students’ comments about the teaching learning process using authentic materials. Student DR says “now the reading class is interesting and inspiring especially the materials taken from internet and we can choose the topics”. Student G says “I enjoy the reading class very much”, he is one of the students who were often late. Almost everybody stated in their interview that they enjoy reading class. Even better all of them spoke in English. The result of the questionnaire supported the using of authentic material in reading was fun and interesting. The students stated that they enjoyed and motivated to read more. The result of the questionnaire can be seen in Table 4.9

Table 3: The Result of Questionnaire

<table>
<thead>
<tr>
<th>NO</th>
<th>Questions</th>
<th>Students' response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Materials in reading from internet and newspaper are interesting</td>
<td>• Always</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>Using authentic materials make the students comprehend the text easier</td>
<td>• Always</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• usually</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sometimes</td>
<td>16%</td>
</tr>
<tr>
<td>3.</td>
<td>Using authentic materials make the students</td>
<td>• Always</td>
<td>95%</td>
</tr>
</tbody>
</table>
Table 1

<table>
<thead>
<tr>
<th></th>
<th>Interested in reading the text</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>The topic connects with students’ lives</td>
<td>• Usually</td>
<td>5%</td>
</tr>
<tr>
<td>5.</td>
<td>The text from the news papers and internet is difficult</td>
<td>• Rarely</td>
<td>85%</td>
</tr>
<tr>
<td>6.</td>
<td>The student can choose their own topics</td>
<td>• Always</td>
<td>100%</td>
</tr>
<tr>
<td>7.</td>
<td>Using authentic materials increase their vocabulary</td>
<td>• Always</td>
<td>80%</td>
</tr>
<tr>
<td>8.</td>
<td>The length of text from news paper and internet is convenience</td>
<td>• Always</td>
<td>75%</td>
</tr>
<tr>
<td>9.</td>
<td>They want the teacher to use the text from news papers and internet.</td>
<td>• Always</td>
<td>96%</td>
</tr>
</tbody>
</table>

The table above showed that the students had positive attitude about using authentic material in reading. The students loved having reading class, they could not wait to have reading class so when I was late, the student LW says “Mr. Agung, don’t be late for reading class”. Besides they could improve their reading comprehension, they also got the up date information about what is going on around them so they have an intrinsic educational value. The most important thing is the students love reading.

Discussion

This research is an action research which is implementing authentic materials to improve students’ reading comprehension. The results this research was satisfying in term of: (1) the improvement of students’ reading comprehension; (2) the improvement of teaching learning process. Each point is described more detail as follows: The improvement of students’ reading comprehension. Base on the findings it can be theorized that the use of authentic material can improve the students’ reading comprehension. The improvement can be concluded from their score. Before the implementation of authentic material was low but after implementing authentic material the score was much higher. The relevancy of authentic material to students’ life can improve students’ reading comprehension. As we know that reading always has a purpose and when the authentic material implemented the students ‘ purpose to comprehend the text is higher and also authentic material provides familiar topic those are the reasons why the students are easier to comprehend the text. Comprehension is the process of making sense of words, sentences and connected text. Readers usually make use of background knowledge, vocabulary, grammatical knowledge, and experience with text. It is supported by Goodman in Brown (2001: 298-299), He stated that Top-Down, processing in which we draw on our own intelligence and experience to understand a text. Top-Down process often associated with a good reader. The authentic material can improve the students’ reading efficiency. Ur (1996: 148) stated efficient reading is when the content of the text is accessible to learners; they know enough about it to be able to apply their own background knowledge. The authentic materials were taken from news papers, magazines and internet and they are parts of students’ life that is why authentic material provides such content. The authentic material can improve the students’ vocabulary. The authentic materials provide many genres of text so the students experienced in reading them. While they were reading them they also learnt new words. There were many ways the students learnt vocabulary such as; the students experienced working in pair and group during comprehending the text and vocabulary. This learning

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strategy in line with Oxford, R. L (1990: 43), it stated that when students using dictionary
to discovery a new word’s meaning they used Determination strategy (DET), some students
asked their classmates or their teacher the meaning of words they used Social Strategies
(SOC). When students tried to guess the meaning of words, the importance of context in
vocabulary learning is the evident that understanding the context is vital. Nagy, W in
Schmitt (1997: 68) stated that how much vocabulary growth can be attributed to picking up
words from the context. As we know that more vocabulary the students have easier for
them to understand the text this statement is supported by (Vermeer, 1992: 147): ‘Knowing
words is the key to understand and being understood. The bulk of learning a new language
consists of learning new words...’. The Improvement of Teaching Learning Process.
The authentic material can increase students' motivation. The research findings showed
that the use of authentic material can improve students’ participation and motivation in
teaching learning reading. The students participate more actively in reading because they
are interested in the text and of course their motivation to comprehend the text is higher.
That is why the class becomes inspiring and interesting. This finding is in line with Nuttal,
“Authentic texts can be motivating because they are proof that the language is used for real-
life purposes by real people.” (1996: 172) and is supported by (Guariento & Morley 2001)
stated that extracting real information from a real text in a new/different language can be
extremely motivating, therefore increasing students’ motivation for learning by exposing
them to ‘real’ language. The authentic material can improve students’ cultural awareness. The authentic material was taken from newspapers, brochure, and internet and
so on where the language they used for native speaker, so the text also has cultural value
because language and culture is inseparable. When students read the authentic material,
they were having cultural understanding. This statement is supported by Brown (2001: 64)
he stated that anytime you successfully learn a language, you will also learn something of
the culture of the speakers of that language. So the students not only learn the language but
also the culture. The authentic material can improve students’ interest in reading. The
students have a very positive behaviour towards the use of authentic material in teaching
reading. The students enjoyed and interested in reading, they wanted to read more and more
text. The source of authentic material is unlimited that is why students have always vary
materials and the students can exposure the real language used in real life. It is in line with
Nuttall, 1996: 172). The wide variety of different types of text means that it is easier to find
something that will interest the learner and may even encourage further reading or reading
for pleasure and Authentic texts have been defined as ‘...real-life texts, not written for
pedagogic purposes’ (Wallace, 1992: 145). Other Finding: Teacher’s Improvement on
Selecting a Good Material for Reading . Other finding in this research is dealing with
teacher. When I implemented the authentic material for reading class, I improved in many
ways. First, I am better in selecting authentic material since not every authentic material is
suitable for the students. Second, I become more familiar with them since I discussed a lot
during the implementation of authentic material such as: what kinds of topic they want and
giving me suggestions. I noticed my students’ interest and problems in reading so that I can
find a suitable way to help them in improving their reading comprehension. Other Finding:
Students’ positive responses toward using authentic material in reading class At the
end of Cycle 3, I gave out the questionnaire to the students to find out the students’
responses toward using authentic material in reading class. This finding is described in
Table 4.9 in previous section. All of the students agree about using authentic material in
reading class and almost every student agrees on that using authentic material makes them
interested in reading. Furthermore, when the students choose their own topic it makes them more motivated and feel more comfortable in joining reading.

E. Conclusion, implication and suggestion

Conclusion

Based on the data of the research, I conclude the following points:

**The authentic materials can improve students' reading comprehension.** Students are able to answer WH-questions and inference questions better and quicker. Their ability in answering questions is improved through teaching learning process used authentic materials which provide many exercises on answering those questions. Students are able to identify the main idea and the paragraph topic well. The students’ skill in identifying them is improved through teaching learning activities used authentic materials which provide many exercises on identifying the paragraph topic and main idea. **The authentic materials can improve the class situation.** The class situation is alive and inspiring; the authentic materials are relevant with students’ life that is why the students are interested in reading the text. When students are interested in the text they participated actively in reading activities. The students improved their motivation to participate in all reading activities undertaken; the authentic materials has familiar topic so the students feel confidence and enjoy reading the text. The students improved their interest toward reading; the authentic materials have many genres so that the students never get bored because there are variety texts to read. Furthermore, the researcher used many kinds of techniques in pre-reading activity.

Implication

The research findings of this action research imply that authentic materials can improve students’ reading comprehension. Furthermore the class situation also improved fabulously. It is also found that the students’ attitude toward reading is improved fantastically. The implications of this action research as follows: Doing this action research I can overcome the problems arise in my reading class. Furthermore my students get a great value in their life which is reading is very important in live. I become a teacher who never gives up in improving my self and my profession. Using authentic materials in reading class is strongly suggested. Many kinds of advantages for teachers and students when authentic materials implemented. Students not only learn the contents of the text but also aware what is going around us.

Suggestions

Based on the findings found, it is strongly suggested to use authentic materials in teaching reading or other language skills. It is suggested to: Teachers to use authentic materials in teaching reading. The authentic materials definitely can improve students’ reading comprehension. There are unlimited authentic materials in internet and newspapers etc so teachers who do not know how access the internet, take an IT course. Institution to provide internet access or hot spot where teacher can download the teaching material from internet, even better if the institution subscribes English magazines or news papers. Other researcher is encouraged to do other research on the use of authentic materials in teaching other language skill. Students to read more to improve their ability in comprehend the text in English and to make reading is an important habit to be successful people.
BIBLIOGRAPHY


