THE IMPLEMENTATION OF AUTHENTIC AND NON AUTHENTIC MATERIAL OF PROCEDURE TEXT STUDENTS' SPEAKING

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dalam pencapaian berbicara siswa yang diajar dengan menggunakan authentic dan non authentic material. Penelitian ini dilakukan di kelas XI SMAN. Hasil pre-test di kelas authentic material adalah 60.5, sedangkan di kelas non authentic material adalah 70.45. Hasil post-test di kelas authentic material adalah 78.2, sedangkan di kelas non authentic material adalah 79.38. Ini berarti bahwa ada perbedaan yang signifikan setelah kedua media diberikan. Total nilai dalam semua aspek berbicara di kelas authentic material adalah 17.7 poin, sedangkan di kelas non authentic material adalah 8.93. Ada perbedaan yang signifikan di semua aspek berbicara antara media authentic material dan media non Authentic material.

The objectives of this research were to find out whether there was significant differences in students' speaking achievement who were taught by using authentic and non authentic material and to find out whether there was aspect of two media mostly affect. The research was conducted at the eleventh grade of SMAN. The result of pre-test in authentic material class was 60.5, while in non authentic material class was 70.45. The result of post-test in authentic material class was 78.2, while in non authentic material class was 79.38. It means that there was significant difference after treatments were given. The total gain in all aspects of speaking of authentic material was 17.7 points, while in non authentic material was 8.93. It means that there was significant difference in all aspects of speaking between authentic material and non authentic material media.

Keywords: authentic material , non-authentic material, speaking ability

INTRODUCTION

Speaking is one of communication skill between two people and it is a way to express someone's idea orally. In fact, in teaching learning process the teachers do not have good technique for teaching speaking, so that there is no improvement in sudents' speaking ability. This is the chance for the teacher to overcome this problem by providing some creative activities in the classroom. In Indonesia, English has been a main subject for students in the school level. From elementary until senior high school students learn English as a compulsory subject in their lessons list. The Following are the problems of speaking skill (Munjayanah, 2004: 17):

1. Inhibition

   Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2. Nothing to say

   Even they are not inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

   Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

4. Mother tongue use

   It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

There are two ways to encourage students to overcome their problem. The first one is a way for the teacher to do. It is considered necessary for the teacher to force the students only to speak English during the class. The teacher may fine the students every time they speak their native language. The second solution is for the students themselves. They can have an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time. In this club, they can learn together. Students can correct each other without feeling embarrassed. English will become students' routine by doing that activity (Hetrakul, 1995).

In this research, the researcher compared two material in two classes to find out the most effective media in increasing speaking skill. The problem is not only from themselves, but also from the way how teacher teaches them. There is no time for them to say or ask something in English class because there is no appropriate media used by the teacher in learning process. From this reasons, the researcher used Authentic Material and Non Authentic Material as a material for increasing their participation in speaking class. Authentic Material is a material that can increase students' speaking skill in learning English. This material is more effective to increase students' participation in speaking, because this material uses some steps to increase their speaking and students understand about how to use the target language especially to speak English. While Non Authentic

Material is also a material that can increase students' speaking skill. Non Authentic Material is a material can make the language is easy, get clear objectives to develop and the materials are relevant, useful and focused on what students are learning at the point but there is weakness by using this material. It does not present the real language model in real context, it also reduces teacher role in the classroom from the classroom managers to the teachers who rely on other people ideas. By conducting this research, the researcher hopes to make an effective material that can be used by the teacher in order to help students increase their speaking ability in the class.

Based on the explanation above, the researcher is interested in finding out whether there is significant differences in students' speaking achievement who are taught by using Authentic Material and Non Authenti Material to find out whether there is aspect of two materials mostly affect.

METHODS

In this research, the researcher compared Authentic Material and Non Authentic Material materials increase students' speaking ability. By comparing these materials, the researcher wanted to find out which one was better between Authentic Material and Non Authentic Material to increase students' achievement in learning speaking and also what the problems were faced by the students in learning speaking through these materials. The researcher chose two classes in senior high school for conducting the research. The classes were experimental class and control class, and were given a pre-test of speaking, and the classes were

given a treatment. One class was taught using Authentic Material and another class using Non Authentic Material.

The researcher used quantitative method to analyse the result of the research. Quantitative method was used to analyse the result of students' speaking achievement. The researcher used two groups pre test and post test designs because the researcher wanted to investigate which one between these two methods had more effective result for students' achievement in learning speaking.

The research design of two group pre-test and post-test designs is illustrated as follows:

$$G_1 \qquad T_1\ X_1\ T_2$$
$$G_2 \qquad T_1\ X_2\ T_2$$

Where,
G_1 : eperimental class
G_2 : control class
T_1 : pre-test for students' speaking achievement before treatment is given
T_2 : post-test for students' speaking achievement after treatment is given
X_1 : authentic material
X_2 : non authentic material

(Setiyadi, 2006)

There were two variables in this research i.e. dependent variable and independent variable. The dependent variable is students' speaking skill. The independent variables are two materials that were used as treatment in teaching speaking for the students. The samples of the research were XI IPA 1 and XI IPA 2 at SMAN 8 Bandar Lampung. The data was about the students' speaking achievement which can be used to identify which one is better between Authentic Material and Non Authentic Material.

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RESULTS AND DISCUSSION

This research was conducted to find out whether there is significant difference of students' speaking achievement between two class of students who were taught through Authentic Material and those who were taught through Non Authentic Material. The samples of this research were the eleventh grade with the subjects being students of classes XI IPA 1 and XI IPA 2 of the year 2014/2015. The researcher took took two classes from eight classes. XI IPA 1 was taken as an experimental class , and XI IPA 2 as an control class. In choosing the sample, the researcher tried out the instrument firstly. Secondly, she analyzed the result and rearranged the instrument for pretest. Then, she administered pretest for the experimental class and control class. After that, the researcher conducted the treatments and the last she administered the posttest. To know whether the objectives of the research could be achieved or not, the researcher conducted Authentic Material in the experimental class, and Non Authentic Material in the control class. The test result of pretest and posttest were then analyzed.

From the result of pretest in Authentic Material class, the total score was 1754; mean score 60.4828; average score 60.5; median score 59; the highest score 70.50; and the lowest score 51.00. Meanwhile, in the control class two the following figures were obtained: total score was 2043; mean score 70.4483; average score 70.45; median score 70; the highest score 80; and the lowest score 59. It was revealed that the eperimental class total score was smaller than the control class, but of small difference.

After conducting the pre-test for both classes, equality in students' basic ability was measured. Measurement was carried out using T-test through SPSS 16 version, in which the hypotheses for the equalization of variance test are:

Ho= There is no significant difference in the level of ability (equal)

Hi= There is a significant difference in the level of ability (equal)

In this case, the criterion for the hypothesis was: Ho is accepted if sign $> \alpha$. Here, level of significance 0.05 was used.

After giving treatments for two times to students, the post test was administered to know whether there was significant difference of students' Authentic Material achievement. The post-test was procedure text. From the result, the different achievement also could be seen. In the experimental class, the total score was 2768.

The mean of post-test for Authentic Material result was 78.1724. The minium score in pre-test was 66.00 and the maximum score is 88.00 with standard deviation 6.14. It means that there was significant difference after treatments were given. While in Non Authentic Material class the result shows 79.37. The minium score in pre-test was 67.00 and the maximum score is 89.00 with standard deviation 5.64. It means that there is significant difference after treatments were given.

Table 1.1. Gains of Authentic Material and Non Authentic Material

The Gain of Authentic Material		
Posttest	Pretest	Gain
78.2	60.5	17.7
The Gain of Non Authentic Material		
Posttest	Pretest	Gain
79.38	70.45	8.93

The table shows the gain of Authentic Material and Non Authentic Material medias. The score of posttest in Authentic Material is 78.2 and the score of pretest is 60.5. So the gain between posttest and pretest in Authentic Material is 17.7. While the score of posttest in Non Authentic Material is 79.38 and the score of pretest is 70.45. So the gain between posttest and pretest is 8.93.

Table 2.1. Gain between Authentic Material and Non Authentic Material on Aspect of Speaking

a.

Aspects of Speaking of AM Gain (Posttest-Pretest)	
Pronunciation	198
Fluency	188
Comprehension	156

The table shows the gain of aspects of speaking in Authentic Material. There is significant difference in all aspects of speaking between pretest and posttest.

b.

Aspects of Speaking of NAM Gain (Posttest-Pretest)	
Pronunciation	94
Fluency	93
Comprehension	72

The table shows the gain of aspects of speaking in Non Authentic Material. The significant difference can be seen in comprehension aspect. There is no significant difference in pronunciation, fluency.

Reffering to the research result, it was found that the students who were taught through Authentic Material could achieve higher result than those taught through Non Authentic Material. There is significant difference between students who were taught through Authentic Material and those taught using Non Authentic Material. The significant difference can be seen from the average score between the pre-test and post-test. It can be happened because Authentic Material made learning interesting and enjoyable so that they speak clearly with high self confident. The students had learned gave good impression to them encouraged their motivation and could be better preserved in their mind. It could be seen from their enthusiasms when the students spoke with their friend using Authentic Material.

Pre-test result indicates that some students had low confident in speaking. For example, the scores in experimental class and control class showed that they had low score in pretest. The test in the experimental class showed total score of 1754; mean score 60.4828; average score 60.5; median score 59; the highest score 70.50; and the lowest score 51.00. There were 3 students who got 57-59 due to the fact in posttest scores that they were not able to speak well in front of the class or in front of their teacher because of low self confident, grammar, and vocabulary. Meanwhile, in the control class, the following figures were obtained: total score was 2043; mean score 70.4483; average score 70.45; median score 70; the highest score 80.00; and the lowest score 59.00.

It was revealed that the control class total scores was higher than control class, but of small difference. The example of students' ability before treatment is given. The computation of T-test showed that the two groups had the same problem in speaking before the treatment is given by the researcher. In other words, the two classes fulfilled the criteria of equality level and the research could be conducted to both classes. Their pronunciation and fluency use were good enough but in comprehension still have mistake.

Form the data both raters gave the high point for students in pronunciation and comprehension but the other aspects, the rater gave the small point. As mentioned in the previous theory, the primary problem of the students in speaking skill. The fact above is also supported by the result of the pre-test done by the researcher when he conducted the research at the eleventh grade of SMAN 8 Bandar Lampung. The teacher gave the result of students' speaking achievement to the researcher and analyzed the problem faced by the students in speaking.

In the first treatment in experimental class, the students seemed to be intertested in speaking through Authentic Material media. The first meeting conducted in experimental class was the first treatment and the material by using authentic material. In this case, every treatment was different topic. Firstly, the researcher gave the treatment by using authentic printed material. Theoretically, authentic printed material by using some packages that explain how to produce or step by step to do, for example in this observation the researcher used instant noodle packages and instant coffee packages. In this meeting, the researcher explained about the definition of procedure text, goal of procedure text, step to write procedure text, generic structure of procedure text. The researcher also gave the

example of procedure text by using authentic material. Because of the researcher used Authentic Printed Material and videos were enjoy in this class because this media different with another media, they interested while the treatment was going on. They spoke well with their friends and in this step, their self-confident better than the first meeting. The last meeting,

Contrast with control group, the researcher cunducted Non Authentic Material in this class. the student became passive and bored because most of them can not spoke fluently. The factors are: media was too common, so can get bored during the treatment. The first meeting in control group, the reseacher gave the material about same material, procedure text. Because of the limit of example in used Non Authentic Material so they should bulit their own language and some students did not understand what the researchers' instruction. The same result in second and third treatment, there is no significant difference for students' achievement in speaking.

According to the explanation above, the students' score for each aspects of speaking, that are pronunciation, fluency, and comprehension increased significantly from the pretest. In brief, the indicator of the researcher for the students' speaking can be fulfilled in the posttest, so the implementation of Authentic Material improves the students' speaking ability.

According to the explanation above, the students' score for each aspects of speaking, that are pronunciation, fluency, and comprehension are increase but not significantly from the pretest. Comparing with Authentic Material class, the students' scores is not higher than Authentic Material scores. The score of

Authentic Material in experimental class is better than the score of Non Authentic Material in control group class.

An Authentic Material commonly is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort of information.

Furthermore (Martinez: 2002) defines that authentic materials are sometimes called authentic or contextualized, real-life materials are those that a student encounter in everyday life but that were not created for educational purposes. They include newspapers, magazines and websites, as well as driver's manuals, utility bills, pill bottles and clothing labels. From, these assumption it can be said that authentic texts is made by using authentic language (a language that is only used by native speaker for the conversation activity with native speaker without any facilitator for second language learner. These texts are used to transfer ideas, information and messages from the author to his readers. Besides, this text is made not for teaching a language. It is made without making its language components (vocabulary and grammar) to be able to understand easier by second language learner, it is made only for native speaker.

In line with the finding described above, it is apparent that learning speaking through Authentic Material gave a significant difference to the students' speaking achievement. In learning speaking, students have to built their self confident. They can speak well if the class give them a pleasant class with some creative steps from teacher to lead them to speak unstressed. Inverse of Authentic Material media, Non Authentic Material is a media can make the language is easy, get clear

objectives to develop and the materials are relevant, useful and focused on what students are learning at the point but there is weakness by using this media. It does not present the real language model in real context, it also reduces teacher role in the classroom from the classroom managers to the teachers who rely on other people ideas (Jacobson: 2003, Krashen: 1986, Martinez: 2002). Although, there might be some factors or weaknesses of this research that might have influenced the result of the study.

CONCLUSIONS

Based on the results of the data analysis and discussion, the researcher concludes that there is a significant difference of students' speaking achievement between the students who are taught through Authentic Material and those taught through Non Authentic Material, as seen from the result of the hypothesis which shows that the value of two tails significance is smaller than alpha (sign $<\alpha$, 0.000 <0.05). The students who are taught by Authentic Material got higher result than those are taught by Non Authentic Material. It means that Authentic Material is more effective for teaching speaking than Non Authentic Material. The students in experimental class got the better result in all aspects of speaking than the students in control class. The gain in all aspects of speaking (pronunciation, fluency, comprehension) are increase in both classes but the experimental class got the higher result than the control class.

In order to create conducive atmosphere, the teacher should manage the class well. Usually the class environment becomes noisy or even the class becomes silent because the students tended to be confused or they were busy with their own

partners. To minimize this problem, the instructor needs to choose the leader of the group. The leader of the group should make a note based on their friends' activities in learning process then report it to the teacher. So, the teacher easy to control the students' activities in the class.

Then, Since the students have the lowest score in production, it is necessary for the teacher to improve their students' pronunciation, fluency, and comprehension by doing some activities in the class, such as pronunciation drill or remidial exercises.

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