

IMPLEMENTING AUTHENTIC MATERIALS OF PROCEDURE TEXTS TO FOSTER STUDENTS' SPEAKING ACHIEVEMENT AT THE SECOND GRADE OF SENIOR HIGH SCHOOL

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ABSTRACT

The purpose of this study was to examine second-year high school students' attitudes toward the use of authentic materials in the classroom and to determine whether or not they had a positive impact on their speaking performance when reading procedural texts. Thirty students from Science 3 class at SMA N 15 in Bandar Lampung were selected as the sample for this study. In this study, participants were divided into a pre- and post-test group. The questionnaire and oral communication test were used to compile the data.

According to the findings, students' proficiency in public speaking was elevated after being exposed to authentic materials. The average gain was 17.40 points, with post-test scores averaging 79.43 compared to the pre-test average of 62.03. A p-value of 0.05 or less indicates that the level of significance is lower than the data. Using primary sources may have helped students improve their public speaking skills. Contrarily, 22 students (73.03%) reported being active, liking, and satisfied with the teaching learning process when using authentic materials.

The preceding findings suggest that using genuine resources can boost students' speaking proficiency in procedure texts and increase their satisfaction with the classroom experience.

Keywords : Authentic Materials, Speaking, Students' Perception

INTRODUCTION

Speaking is one of many forms of communication. Speaking is a way to express one's ideas and is a process of communication that involves at least two other people. Commonly, learning English focuses primarily on developing one's skills in reading, writing, speaking, and listening. Speaking is the most challenging of the four language skills to master. This is accurate given that speaking requires a variety

of skills, including fluency, pronunciation, grammar, vocabulary, and comprehension.

Based on the researcher's PPL experience, it was discovered that the majority of students were unable to participate in speaking English to express their opinions because most teachers did not pay attention to teaching language usage during the regular teaching-learning process. Another issue that the researcher identified was that teachers frequently taught their students from a book without offering any other ideas. As a result, the students became overly dependent on those books and had no opportunity to engage in any written or oral exercise. As a result, they found it difficult to learn English and were forced to take a background role.

Actually, the English teacher can teach speaking using a variety of instructional media. One of the media contains real information. According to (Martinez, 2002), "Authentic" would be materials created for native English speakers and used in the classroom in a manner consistent with the one for which they were intended.

For the researcher and the students, authentic materials can offer numerous opportunities to comprehend how to use the target language—in this case, English—in the real world. (Homolova, 2004) explains that authentic materials can give ESL/EFL teachers resources and a chance to expose students to content created outside of the classroom. The students can comprehend materials written in "real language" by real speakers for real audiences by using authentic material. The researcher and the students will both be able to use the target language in everyday situations by using authentic materials, it can be said.

Numerous studies that are connected to this research have been conducted. According to (Apriyani et al., 2015), there are some factors that make it difficult for students to understand the text, including their lack of interest in the subject matter and poor reading habits. In addition, they found it difficult to understand the words' meanings, which made them lazy about reading English-language texts. When the teacher assigned an English text, they tended to discuss it with their friends and found it difficult to pinpoint the precise details of each paragraph. As a result, they were unable to adequately respond to the teacher's questions about the text. However, it was discovered that using authentic materials had a positive impact on students' comprehension of narrative text, particularly when it took the form of a fable, in SMP N 1 Metro.

Previously, (Sitinjak, 2014) conducted another study. Based on his observations, he concluded that the following factors contributed to their success in writing: 1). Poor vocabulary, difficulty coming up with an idea, and three). bad grammar. Additionally, they ignored the materials provided or were unaware of a practical technique that could have aided in the writing process. The use of authentic materials, however, could make it easier for them to learn and comprehend the newly presented materials after he used them as media in the procedure text at SMAN 8 Bandar Lampung. They gave actual examples of language used in actual contexts. They avoided learning boredom by giving actual examples of language in

actual contexts. Then, it can be reduced by making use of a variety of tools and techniques. Thus, it was discovered that authentic materials can raise students' proficiency in procedure writing.

In short, the researcher used authentic materials in speaking to teach procedure text in senior high school based on the issue in prior research. Despite the fact that the skill was different, the researcher attempted to determine whether or not the same outcome would be obtained in this study. The purpose of using these materials was to determine whether the results of using authentic materials could be used to raise students' speaking proficiency and capture their interest.

METHOD

This study used quantitative methods. Different topics were used by the researcher when conducting the study. The researcher used a questionnaire to learn how the students felt about learning to speak by using real-world examples. The study used a single class in which the students underwent three rounds of treatment and two rounds of testing. Students in SMAN 15 Bandar Lampung's eleventh grade made up the study's sample population. The research sample consisted of just one class. The sample for this study was a class called XI Science 1, which had 30 students. The instructor used real materials to teach the class. The sample for this study was chosen using a lottery method. The students were given different topics based on real materials after selecting their class.

Finding and choosing the materials, conducting treatments using real materials, conducting posttests, recording, conducting questionnaires, conducting transcriptions, and analyzing the data were the first steps in the process. In this study, two different types of instruments were used: a speaking test and a questionnaire. The test results were tabulated, and the pre-test and post-test scores were computed. To compute it, the researcher used SPSS16. By using authentic materials, it was possible to determine the score that indicated whether students' speaking achievement had improved after the treatment. The pre-test and post-test results were compared during data analysis in order to determine whether the research was significant or not and to support the hypothesis.

RESULT AND DISCUSSION

Students' speaking proficiency posttest mean scores were higher than those from the pretest. The table below details how the students' speaking abilities have improved.

Table 1. The Improvement of Students' Speaking Achievement

No.	Students' Score	Pretest		Posttest	
		Freq.	Percentage	Freq.	Percentage
1.	50-58 (very poor)	6	20%	-	-
2.	59-66 (poor)	17	56,67%	-	-

3.	67-74 (average)	7	23,33%	1	3,33%
4.	75-82 (good)	-	-	20	66,67%
5.	83-90 (very good)	-	-	9	30%
Total		30	100%	30	100%

The table above showed the students' score in pretest and posttest. In pretest, there was no student who belongs to very poor and very good group. There were eleven students who belong to poor group, nine students who belong to average group, and ten students who belong to good group. In posttest, there was still no student who belongs to very poor group. There were two students who belong to poor group, fifteen students who belong to average group, eleven students who belong to good group and two students who belong to very good group.

Furthermore, the table reflects that there was an improvement of students' speaking achievement of procedure texts after being taught by authentic materials. In poor group, there was decrease by nine students from eleven students to be two students. For the good and very good group there was little increase of the achievement, for the good group there was increase by one from ten students to be eleven students and for the very good group there was increase by two from zero to be two students. The highest improvement was in average group from nine students to be fifteen students. In short, it can be concluded that teaching speaking of procedure texts by using authentic materials improved the students' speaking achievement of procedure texts.

Table 2. The Improvement of Speaking Aspects

	N	Pretest				Posttest			
		Min.	Max.	Mean	Std. Deviation	Min.	Max.	Mean	Std. Deviation
Pronunciation	30	10.00	15.00	12.67	1.22636	15.00	19.00	16.58	1.37465
Flency	30	8.00	15.00	11.73	1.87420	13.00	18.00	15.78	1.22051
Grammar	30	8.00	15.00	11.80	1.63440	8.00	17.00	15.14	1.81342
Vocabulary	30	10.00	15.00	12.50	1.16708	12.00	17.00	15.71	1.51620
Comprehension	30	10.00	16.00	13.33	1.35146	13.00	18.00	16.18	1.09545
Valid N (listwise)	30								

The improvement of speaking aspects was displayed in Table 2 above, from higher to lower achievement. (1) The minimum and maximum pronunciation scores for the pretest were each 10.00. The standard deviation for pronunciation was 1.44636, with a mean score of 12.67. (2) The minimum and maximum fluency scores were 8.00 and 15.00, respectively. The average fluency score was 11.73, with a standard deviation of 1.87420. (3) The grammar section had a maximum score of 15.00 and a minimum score of 9.00. Grammar had an average score of 11.80 and a standard deviation of 1.63440. (4) The vocabulary section had a minimum and maximum

score of 10.00 and 15.00 respectively. The average vocabulary score was 12.50, with a standard deviation of 1.16708. (5) The minimum and maximum comprehension scores were 10.00 and 16.00, respectively. The average comprehension score was 13.33, and the standard deviation was 1.35146.

While in the posttest, (1) the minimum and maximum pronunciation scores were 15.00 and 19, respectively. The standard deviation for pronunciation was 1.37465 and the mean score was 16.58. (2) The minimum and maximum fluency scores were 13.00 and 18.00, respectively. The average fluency score was 15.78, with a standard deviation of 1.22051. (3) The grammar section had a maximum score of 17.00 and a minimum score of 9.00. The average grammar score was 15.14, with a standard deviation of 1.81342. (4) The vocabulary section had a minimum and maximum score of 12.00 and 17.00 respectively. The standard deviation of the vocabulary score was 15.71. 1.51620 of a deviation (5) The comprehension test had a 13.00 minimum and an 18.00 maximum score. The average comprehension score was 16.18, and the standard deviation was 1.09545.

Table 3. T-Test between Pretest and Posttest Score of Students' Speaking Achievement in Procedure Text by Authentic Materials

	Paired Difference					T	df.	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of The Difference				
				Lower	Upper			
Pair 1	-1.74000 E1	4.10718	.74987	-18.93365	-15.86635	-23.204	29	.000

The T-test results between the pretest and posttest of authentic materials were shown in Table 3 to indicate that the sig. level was lower than the alpha level (0.00 0.05). Because the sig. level was lower than the alpha level (0.00 0.05), the null hypothesis was thus rejected based on the aforementioned data and the research hypothesis was accepted. With those words, it can be said that using authentic materials helped students perform better when speaking procedure texts.

Table 4. The Students' Perception of Teaching Speaking through Authentic Materials

No.	Questionnaire	SATISFIED		NOT SATISFIED	
		Frequency (student)	Percentage	Frequency (student)	Percentage
1.	The students attention to authentic materials	28	93,33%	2	6,66%

	in the video and like the activity.				
2.	The students listen to sentences in the authentic materials and like to listen to the sentences.	27	90%	3	10%
3.	The students understand the sentences in the authentic materials.	24	80%	6	20%
4.	The students attention to the simple present tenses in the authentic materials.	24	80%	6	20%
5.	The students attention to the imperative sentences in the authentic materials.	25	83,33%	5	16,66%
6.	The students confused when they listen to the sentences in authentic materials.	6	20%	24	80%
7.	The students attention to the tools and materials of making something in the authentic materials.	24	80%	6	20%
8.	The students practiced the words formation, pronunciation and etc. of the sentences in the authentic materials.	26	86,66%	4	13,33%
9.	The students felt difficult when they were asked to make a text same as a text in the authentic materials.	6	20%	24	80%

10.	The students brave to present their works.	24	80%	6	20%
11.	The students felt that it is not a problem when the teacher recorded their performances.	27	90%	3	10%

It is clear from the table above that the majority of students prefer to learn speaking using real-world examples. Of the 30 students, 22 students, or 73,03 percent (almost 80 percent), or 100%, liked this media and felt satisfied after being taught using authentic materials.

According to the study's findings, students who were taught using authentic materials were able to achieve high results. The t-test results between the authentic materials' pretest and posttest demonstrated this. level (0.00 0.05) was beneath alpha level. due to the sig. level was below alpha level, it was reasonable to assume that authentic materials had helped students perform better in speaking about procedure texts. According to (Setiyadi, 2006), the null hypothesis is rejected if the sig., the statement was accurate. level (0.00 > 0.05) is greater than alpha level. The research hypothesis was then approved due to the sig. level (0.00 0.05) was beneath alpha level.

The students were able to speak clearly and confidently because learning was made interesting and enjoyable by authentic content. A positive impression was made by the students who had learned the material so that it would be better retained in their minds. It was evident from their enthusiasm when the students engaged in real-world conversation with friends.

The results of the pretest showed that some students lacked confidence when speaking. After further analysis, it was discovered that the quality of authentic materials had improved. The gain score for each media type revealed it. For genuine materials based on the development of speaking-related aspects (posttest-pretest).

The findings indicated that using real materials would help students' speaking proficiency with procedure texts. This was due to the fact that using real materials made it easier for them to learn and comprehend the newly presented information. (Sitinjak, 2014) research, which asserts that authentic materials offer real examples of language in their real contexts, supported the conclusion. They avoid learning boredom by giving actual examples of language in actual contexts. Thus, it was discovered that authentic materials could enhance students' achievement in procedure speaking. This can then be minimized by using a variety of materials and activities.

Overall, the results displayed above demonstrated that using authentic materials improved students' performance in speaking procedure texts the most. Additionally, since the visual aids give context to the text, using authentic materials

helped students determine the meaning of words they were unfamiliar with (Rivai & Sudjana, 2009). Speaking exercises during every meeting and teacher feedback on student speaking encourage students to use vocabularies that match their spelling, as the old adage goes, "practice makes perfect." In this study, the author attempted to provide a clear explanation of how or why authentic materials might increase students' speaking procedure text across the board.

Real-world context for learning was provided by authentic materials, which helped students achieve better results and, in this case, speak more fluently. The outcome agreed with (Jacobson, 2003), students' academic performance improved as a result of exposure to real-world procedural speaking samples that include pronunciation (Jacobson, 2003).

Given the difference between the materials and the standard teaching and learning process, it can be assumed that the students' perceptions of the results were accurate. Because they were somewhat familiar with the text's vocabulary, the majority of students could understand the material. They were also very familiar with the text because they had previously created it, though in a different setting with different language features.

Unfortunately, there were six students who did not understand the subject well. They only enjoyed the authentic materials without understanding the words they had listened. There were some students still had difficulties in making a text like a text in the authentic material. They needed rather long time to find the words or finally they lost the words.

The majority of students believed that authentic materials could enhance their speaking performance as their fundamental perception of the technique. There were 22 students (average from the questionnaire) who choose "YES" option for the questionnaire. There were still six students who could not pronounce the words well in their performance, for example the words "pour", but in fact one student pronounced "pyur". They felt that they still had many mistakes and difficulties in pronouncing the words.

According to the description of the students' perception given above, it can be said that the students had a very positive perception of authentic materials. 22 students, or 73.03 percent, and nearly 80 percent of the 30 students, or 100 percent, preferred authentic materials. The students' perception of authentic materials was very positive, and they expressed satisfaction with the teaching of speaking of procedure texts through the use of authentic materials.

CONCLUSION

After being taught with real-world examples, the students' speaking performance in procedure texts significantly improved. It was evident from the 17.40 increase between the posttest and pretest scores. After receiving the treatments, it could be said that the students' speaking abilities significantly improved. However, the conclusion of the hypothesis indicated that the sig. level (0.000 0.05) was less than alpha. With those words, it is possible to draw the conclusion that authentic materials enhanced students' speaking proficiency with procedure texts. The results of this student's questionnaire about how they felt about authentic materials

revealed that they liked how authentic materials were used to teach speaking of procedure texts and that they were happy with the results.

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