THE EFFECTIVENESS OF USING AUTHENTIC TEXTS IN THE TEACHING READING COMPREHENSION

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ABSTRACT It was conducted to investigate the use of authentic texts in the teaching of reading comprehension. The design of the study was quasi-experimental with non-randomized pretest-posttest control group. The samples of this study were the eighth grade of SMP Negeri 1 Lawang – Malang in the 2017/2018 academic year. The sampling technique applied was simple random sampling which was taken by using lottery. The result of the lottery was class VIII-I as the experimental group and class VIII-G as the control group. In collecting data, pretest – posttest used was in the form of multiple choice tests which covered the subject matter of reading comprehension. The pretest means of both groups were analyzed statistically by using Lavene's. Lavene's test revealed the significant value was .553. It was higher than .05. This result indicated that the difference between variances was not significant. This indicated that the subjects of experimental and control groups were not significantly different before the experiment in their pretest scores of reading comprehension test. Therefore, an independent t-test was used to analyze the posttest means. The result of research findings, it could be concluded that using authentic texts in teaching reading comprehension proved to be effective in increasing the students' reading comprehension achievement. Thus, it was suggested that English teacher to utilize authentic texts in teaching reading comprehension.

Keywords: authentic text, effectiveness, non-authentic text, reading comprehension.)

A. INTRODUCTION

According to Communicative Language Teaching (CLT) approach, authentic materials which had been a controversial idea appeared over the past three decades, came into view in language teaching (Mishan, 2005). CLT put the priority on students enable to communicate using the target language. The communicative philosophy put the priority on the teaching of communication via language, not the teaching of language via communication (Nitecki, 1982). Here, language is merely the means. Therefore, in teaching reading, it should be focused on the content rather than on a particular language from (Harmer, 2008). It meant that we focused more on the main idea of the text, the general and specific information of the text and the message brought by the text.

In CLT, the reading material should contain a variety of language rather than just one language sentence (Harmer, 2008). Therefore, authentic text is suitable for this approach since it brings a variety of language (Berardo, 2006). On the contrary, the language in non-authentic

texts is artificial and unvaried. It concentrates on something that has to be taught. They emphasize on particular tense. It sometimes causes teacher more focused on teaching structure rather than content. Hence, the use of truly authentic texts is an important means of teaching students to communicate effectively (Skiada, 2017).

However, practically most of the English teachers accustomed to use the artificially constructed reading material (text) since there are many textbooks available and ready to be used for Junior High School. Due to the limitation of time they have, the teacher is lazy to find other supplementary materials that enable the teaching of reading will be more interesting. Actually, in one hand, the course book or textbook benefits teacher by providing material carefully chosen and accompanied by well-conceived questions or other exercises. On the other hand, the typical text in a FL course book is one that help teacher to present or practice specific language items such as vocabulary, structure and the other (Nuttal, 1989). It causes sometimes the teacher is more concerned with the grammar or form rather than content.

Using constructed artificial materials in the textbook sometimes makes a teacher to give a big portion on teaching grammar. It is reasonable since such kind of artificial texts is usually made under special intention to teach special genre or tenses. Textbooks are held to standardize of topic and cover of pedagogical correctness. On the contrary, trade books generally win hands down over textbooks when it comes to liveliness of text, depth of topic treatment, and interest (Ruddell, 2005). In addition, Neikova stated that the language in an authentic text is varied, whereas in a non-authentic one, single structure is repeated (Skiada, 2017). This kind of text usually makes the teacher more focused on teaching grammar or tenses. Since they are intended to learn language, the writer usually has the aim to write the language attributes. It sometimes, makes them say nothing (Nuttal, 1989)). Moreover according to Berardo, he stated that the artificial nature of the 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. They are useful for teaching structures but are not very good for improving reading skills (Berardo, 2006). Even Baldwin in Ruddell recommends supplementing required textbooks with selections from the many trade books available in all content areas (Ruddell, 2005).

The failure of English teaching becomes the responsibility of many people especially the teacher. In teaching reading, we should consider many aspects essential in reading comprehension. The four vital aspects in reading comprehension are the reader, the text, the context and the strategies (Buehl, 2017). Every aspect has some impacts on reading

comprehension. Besides, the teacher needs to recognize individuality and provides activities in the classroom. The role of the teacher is also to extend the students' knowledge and skills to ensure their success in the future (Blachowicz & Ogle, 2017).

As for students having low motivation, teachers need to provide materials which appeal to them. According to Mishan authentic texts impact on affective factors essential to learning, such as motivation, empathy and emotional involvement (Mishan, 2005). Moreover, authentic text is claimed to be intrinsically motivating as well as engaging since it brings currency and challenge Skiada, 2017). Mishan explains that the currency that authentic text contains topics in current, so the students will know what's going on in the world (Mishan, 2005). Currencies are dealing with the up to date ness of topic and language. These hopefully can stimulate the students' interest the comprehension will be. The challenge that authentic text has according to Mishan (2005:60) deals with the language and its function which is used in real life context. The effect then, whenever students are able to cope with such kind of real text they become confident. Hopefully it will motivate them for further reading. As motivation increase, the filter will be decreased, causing better comprehension. Based on experimental research of Afna (2015), authentic text was is very useful in teaching reading. It showed comparison of scores 13.76 > 12.48. It is concluded that there was a significant difference in the achievements between the two classes.

An important factor in choosing authentic text is readability (Nuttal, 1989). Berardo explicates it calls for the text should not be too easy or too difficult for the students (Berardo, 2006). The structure of the authentic text we choose should not be too complex, therefore the text will be comprehensible input for the students. However, if this is difficult to find the most appropriate one, we still can utilize the authentic text that may have difficulty. In this case, we need to give a reasonable task to students. Mishan reasons that it follows that texts can be made accessible to learners not by simplifying these, but by adjusting the demands of the task involving them (Mishan, 2005). The comprehensible authentic text is worthy input in second language acquisition. Mishan states that the argument for the use of authentic texts in language learning may all be reduced to one quintessential point; that their use enhances language acquisition (Mishan, 2005).

The use of authentic materials in the teaching of reading is benefitting students. Since authentic text is an exposure to real language being used in a real context, it is introducing the students how the language is really used. It is in contrast with artificial text which typically uses controlled language learning environment. In real world, students will not encounter the artificial language of the classroom but language how it is really used. The used of authentic

material is also recommended by Widdowson. He stated that It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition (Widdowson, 1990). Nowadays, there are recommendations that the language presented should be authentic. Berardo stated that using authentic material is good for the students because it enable learners to interact with the real language and content rather than form. Learners feel that they are learning a target language as it is used outside the classroom (Berardo, 2006).

Teacher must be careful to choose the text. It must be correlated with typical to the students' world (learners' authentic). The topic of authentic text must be suitable to the students' context. This is, then, in line with contextual teaching and learning (CTL), one of the hot topics in education today which is emphasized on the learning should be meaningful for students. Meaning emerges from the relationship between content and its context (Johnson, 2002). Further she stated that context give meaning to content. It means students are able to make connections, the more meaning content will hold for them. A great part of the teacher's job, then, is to provide context. According to Duke et al, they stated that students learn language not in abstract, decontextualized terms but in application, in a context that language is really for. For students, language learning occurs best when the learning context matches the real functional context (Duke, Purcell-Gates, Hall, & Tower, 2006). In this case, authentic texts should be typical in the students' context. Authentic text which is used in real life will helpful in teaching learning. This will help students to connect he language they learned from the authentic text to their context in real life situation. Johnson states that the more students are able to connect their academic lessons to this context, the more meaning they will derive from these lessons (Johnson, 2002).

However, besides those strengths of authentic texts mentioned above, there are also negative aspects we need to consider. This may cause teacher reluctant to use authentic texts. The negative aspects of authentic materials according to Martinez (2002) are they can be too culturally biased that required a good knowledge of cultural background, as well as too many structures being mixed, causing lower level problems when decoding the texts. Moreover, according to Berardo, the biggest problem with authentic texts we face is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty (Berardo, 2006). This can de-motivate the students rather than motivate them.

B. REVIEW OF LITERATURE

The following are some definition of authentic text from which the researcher formulates the characteristics of authentic texts. Authentic texts are produced to fulfill the need in social community. There are some definitions about authentic text. According to Wallace, authentic text is "….. real life texts, not written for pedagogic purposes" (Coady, 1996). In line with that, Harmer defined it is those which are designed not for language students, but for speakers of the language in question (Harmer, 2008).

Valensia et al stated that the authentic text should be meaningful and relevant in some way in the reader's world of text, and such typical of a reader's culture (Valencia, Hiebert, & Afflerbach, 1994). Whereas according to Rogers authentic text "appropriate" and "quality" in terms of goals, objectives, learner needs and interest and "natural" in terms of real life and meaningful communication (Rogers & Medley, 1988). In this case authentic should be relevant to the reader's world and typical of a reader's culture. Morrow in Mishan defined An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a message of some sort (Mishan, 2005). Thus authentic text brings message to be conveyed to the reader so that it will be meaningful for the reader.

In using authentic text in the classroom, it requires other conditions to make it really authentic. As Berardo states that Textually authentic materials are not inherently learner authentic, so we need to consider some factor in selecting authentic texts (Berardo, 2006). There are four type of authenticity within the classroom should be considered when using authentic text, are : authenticity of the texts which we may use as input data for our students; authenticity of the learners' own interpretation of such texts; authenticity of tasks conducive to language learning; authenticity of the actual social situation of the classroom language (Berardo, 2006).

Considering the above fact, in order to make sure that the authentic text is really authentic for the students, then, the researcher will do the following steps: (1) The topic of the authentic text selected should be typical to the students' world, so that the students can activate their background knowledge (subject matter knowledge) worth to comprehend the text. (2) The task designed must be authentic. It should reflect how and why the students do reading. The students have experienced it in their world. The students not only required to understand the content but also invited to do a lot of report writing, role play etc. This will invite students to the higher level thinking (creative and critical thinking). By doing this, hopefully their comprehension of the text will retain longer. (3) Selecting the authentic text

that can be taken from any source (printed / online) so that the communicative process between the reader and the text hopefully can be occurred.

However, even it is hard to achieve completely, according to Berardo (2006) using authentic material, the learner still exposed to real discourse than using non authentic materials also give the reader opportunity to gain real information and know what is going on in the world around them. They also produce a sense of achievement and also reflect the change language use.

In order the tasks to be accessible to learners then, like materials, they should be learner authentic. Yuk and Lee states that the task design stage is crucial when using authentic materials and it should consider the following points : (1) in real-life communicative situation it is very common to use more than one language skill to achieve different communicative purposes, and for this reason an integrated skills approach is recommended; (2) contexts have to provide for tasks, so that learners can practice the skills in a natural, meaningful, and relevant way; (3) task must have validity, i.e. the content and nature of the task should develop the language ability we want learners to practices; (4) the task content should be related to the authentic materials selected, so that learners can use them as a springboard for the task; (5) whether the task is used as pre-activity, practice activity, or post activity depends on the course objectives, the skill to be practiced, and learner's preferences (Lee, 1995). The objective of this research was to investigate the use of authentic texts in the teaching of reading comprehension.

C. RESEARCH METHOD

The quasi-experimental with non-randomized control group, pretest-posttest design was used (Gribbons & Herman, 1997).The subjects of the study were not assigned to control and experiment group randomly because the classes could not be reorganized, and pretest and posttest were administered before and after treatment. The setting of the research was SMP Negeri 1 Lawang – Malang in academic year 2017/2018. This school had twenty seven classes, nine classes on each grade. There were 255 students of eight grade distributed in 9 classes, class VIII-A to class VIII-I. This school was located on Jl. Sumber Taman 50 Kalirejo, Lawang – Malang.

The subjects of this study were class VIII-G and class VIII-I which was taken based on the lottery done by the researcher. Class VIII-G consisted of 27 students and class VIII-I consisted of 28 students. So the subjects were 55 students. In doing the lottery, the researchers took two of four rolled papers with written letter F, G, H and I because the

researchers only taught four classes from nine classes. Based on the lottery class VIII-I became experimental group, and class VIII-G became control group.

This study ran in January and February 2018 with 8 meetings in every group, experimental group and control group in the second semester of academic year 2017/2018. Therefore, there were two meetings in each group in a week. The first and the eighth meetings were for pre-test and post-test while the second until the seventh were for the treatments. The same test used in pre- test was also used as post –test which was administered after the treatment to both groups at the same day. The procedures in carrying out the study cover the following steps: (1) before conducting the experiment, pre-test was administered to both experiment and control groups. (2) A series of treatment were given to both groups. (3) After giving the treatment, post-test was administered.

Before administering the test, it needed to be reliable and sufficient in term of the validity. Thus, a test tryout was needed. The tryout test purposed to produce in the required data with relatively valid instrument. Further, the result of the try out was analyzed manual to get reliability of the test. Based on the result of the analysis, the reliability coefficient was .78. It means that the scores are 78 % consistent or reliable with the 22 % measurement error.

The pre-test for experimental and control group was administered on the same day and date but different periods. It followed the schedule of each class. The pre-test for the experimental group and control group was conducted on Monday, January 12th, 2018. Specifically, the pre-test for the control group was conducted in the fifth and sixth period at 10.05 am to 11.25 am. Meanwhile the pre-test for the experimental group was conducted in the third and fourth period at 08.25 am to 09.45 am. All students listed in the attendance list joined the pre-test, 27 students of the control group and 28 students of the experimental group. The pretest result of the experimental and control group are displayed in table 1.

Table 1: Pre-test Scores Summary

	Experimental Group	Control Group
Number of Students	28	27
Highest Score	75.9	62.7
Frequency of the Highest Score	2	1
Lowest Score	29.7	26.4
Frequency of the Lowest Score	3	1
Mean Score	52.2	45.2
Standard Deviation	12.89	8.95

Based on the result of the pre-test, the mean difference between the experimental and control group is 7.0 Point. After pre-test was administered to the experimental and control

groups, treatment were given to both groups. There were six meeting in the treatment for each group. The experimental group was taught by using authentic texts in the teaching of reading comprehension. And at the same time, the control group was taught by using non-authentic texts in teaching reading comprehension.

Since the dependent variable of this research is the students' reading comprehension, a reading comprehension test is administered to obtain the data. The students' comprehension was measured through their achievement as part of a given course (Nunan, 1990). Multiple choice was used because of some considerations. First, the goal of the test is to measure the students' reading comprehension. Since the reading comprehension is receptive skill, so the use of multiple-choice tests is more effective than WH-Question test. In WH-Question test the students required to write the answer (phrase, sentence or passage) which represents productive skill. This may result the answer is not appropriate in term of language form but right in term of the content. It may cause inappropriate assessment. Second, in multiple choice tests, the scoring and answering is relatively easy. Therefore, hopefully, it is more efficient when using multiple choice tests.

Reading comprehension test is the basic instrument to get the data of students' reading comprehension. It was used in pre-test to know their baseline data of reading comprehension, and to make sure that both groups were qualitatively equal, and the post-test to find out whether there was significant contribution of using authentic texts in teaching reading towards reading comprehension.

The instrument used in this study was made by the researcher herself. Test outlined was made before drafting the test items, and expert validation was also employed to make sure the validity of the test (instrument) in term of content validity. To see the reliability of the instrument, trying out the instrument were done. Before outlining the test, identifying the reading standard competence for the eighth graders was done to ensure that the test developed corresponds to the object of the test, followed by outlining them.

In constructing the test, the researcher took the following steps: (1) selecting the texts; (2) draftingthe test items, directions, key answers, and scoring; (3) developing test validity; (4) revising; (5) trying out the planned test; (6) analyzing result of the tried-out test; (7) revising the test item.

The final score of students' reading comprehension in experimental and control groups obtained from post-test were used as the data in this study. Pre-test was administered to both experimental and control group to obtain students' reading comprehension score prior to the experiment to make sure that the control and experiment groups were homogeneous. To see

the homogeneity of variance of the control and experiment group the researcher calculated the pre-test score of the two groups. Post-test was given to both groups to obtain their reading comprehension scores after the experiment. The final scores obtained from the post-test became the empirical evidence of the research to answers the research problem and the research objective, namely to investigate the effectiveness of using authentic texts in the teaching reading comprehension.

To examine the hypothesis of the research, data analysis was statistically conducted. The hypothesis is the reading comprehension score of students who are taught using authentic text is significantly higher than those who are taught using non-authentic text. To test the research hypothesis, it should be transferred first into a null hypothesis (Ho). The null hypothesis is, "There is no significant difference between the mean score of students' reading comprehension of experimental group who are taught using authentic texts and that of control group who are taught using non-authentic texts". This analysis was conducted to check on the students' equivalence before the experiment. The result became the basis in choosing the appropriate inferential statistics for the post-test scores.

As a prerequisite of conducting inferential statistics to analyze the final score of the post-test for the control and experimental groups, the first step that has to be conducted was discovering whether or not those groups were homogeneous. To obtain the homogeneity of the groups, the researcher applied the Lavene's Test and also t-test formula. Thus, to check the experimental and control groups' equivalence before the experiment, the homogeneity of variances between the experimental and control group was tested using Lavene's Test. For practicality SPSS 17.0 was used. The result then became the basis in choosing the appropriate inferential statistics for the post-test scores.

After analyzing the homogeneity of the experimental and control group by using their pre-test reading comprehension score using Lavene's Test, it is derived the significant value 0.553 in level of significant .05 (5%). The significant value 0.553 is higher than the level of significant 0.05; it means the variant between the two groups is confidently homogeneous. This indicates that the experimental and control group are not significantly different in their reading comprehension before the experiment. They have an equivalent starting point. The condition became the basis of choosing independent t-test for the final data analysis.

Because the variances do not differ significantly, the assumption of homogeneity of variances is not violated and t-test can be conducted. In this case the verification of the hypothesis can be conducted using the t-test. Independent t-test is used because it is comparing the means

obtained from two independent samples. In independent sample, the composition of one group has no bearing on the composition of the other group.

Based on the pre-test data analysis to check the homogeneity of the experiment and control groups, it was found that the experimental and control group were not significantly different in their reading comprehension achievements prior to the experiment. It indicates that they are equivalent before the treatment. Therefore, the post-test result of the both groups then was analyzed using t-test.

The equation of independent t-test is described as follow :

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\dfrac{SD_1^2}{N_1} + \dfrac{SD_2^2}{N_2}}}$$

After that the result of data analysis from the post-test scores then is used as the empirical evidence to reject or not reject Ho. In the absence of enough statistical evidence, Ho is not rejected. A level of significance .05 (95% confidence) is the criterion for the acceptance or rejection of the null hypothesis.

D. FINDINGS AND DISCUSSION

1. Findings

The main data in this study is the students' reading comprehension score of experimental and control group obtained from post-test. After giving a different treatment to both group, post-test was administered to get the data of their reading comprehension. The treatment given to the experimental group was teaching reading comprehension by using authentic text, while to control group was teaching reading comprehension by using inauthentic text.

The post-test of experimental and control group was conducted on the same day and date. It was conducted on Monday, February 4th, 2018. To be more specific, the test was given in the second and third period for control group at 08.25 am to 09.45 am and the fourth and fifth period for experimental group at 10.05 am to 11.25 am. The test followed the schedule of each class. All students listed in the attendance list in the experimental and control group done the post-test. The results of the post-test of both experimental and control group can be seen in table 2.

Table 2: The results of the post-test of both experimental and control group

	Experimental Group	Control Group
Number of Students	28	27
Highest Score	75.9	72.6
Frequency of the Highest Score	1	1

Lowest Score	49.5	42.9
Frequency of the Lowest Score	4	10
Mean Score	59.8	46.7
Standard Deviation	7.58	9.27

The result of the post-test shows that the average scores for experimental group is higher than the averages score for control group. The average score experimental group is 59.8 and the average score for control group is 46.7. Looking at glance, teaching reading using authentic text is more effective than using non-authentic text. However, this cannot be claimed before the statistical analysis is done. For further analysis to answer the research problem, a statistical analysis was conducted.

The final data of the students' reading comprehension score in the post-test were analyzed statistically using t-test for detail see appendix 8 on the statistical computation. After analyzing the post-test using t-test, it is derived the value of t-test is 5.72.

To investigate the difference means score of students' reading comprehension between experiment and control group, level of significance .05 (5 %) one tailed is used. Based on the table, the minimum t-critical value in level of significance .05 (one tailed) is 1.671 (df.60). Based on t-analysis on the post-test means score of students' reading comprehension between experimental and control group, the result of t value is 5.72. It means it is higher the the minimum t critical value (5.72> 1.671), and therefore this value is lower than .05 (the level of significance).

The t value 5.72 exceeded the critical value (1.671). This indicates that the difference between means for the experimental and control group is significant. The means score of students' reading comprehension in experimental group is significantly higher than the means score of students' reading comprehension in control group.

2. Discussion

Two parts of the research finding respectively cover the discussion. The first part of the discussion is concerned with the students' reading comprehension score in the pre-test and post-test of the experimental and control group. The second part of the discussion deals with the interpretation on the result of data analysis and in relation with the earlier theories and previous studies.

The results of the final data analysis have been derived from analysis of t-test by which Ho is rejected, found that using authentic texts in the teaching reading comprehension to be more effective in increasing students' reading comprehension score than the non-authentic texts. Before present study, the average score of the control group on pre-test was 45.2 while

the post-test was 46.7 The result shows that there is no improvement on the students' score. The score on the post-test a proximately stay the same with their score on the pre-test. The failure of achieving better scores on the post-test might be resulted by several reasons. First, most of the students in the control group are low motivated. Second, the texts they have to learned are not interesting for them so that their motivation to learn is getting worse. Third, on the treatment which consists of six meeting, the students are forced to learn text differently in every meeting. The boredom cannot be avoided by most of the students.

On the other hand, the students on experimental group achieve better on their reading comprehension score. Their mean score on the pre-test was 52.2 while their score in the post-test was 59.8. They could exceed their pre-test score by getting average 59.8 at the post-test measuring the reading comprehension achievement. The improvement on the post-test scores was significantly affected by several reasons. First, the implementation of authentic text in the treatment might be interesting as they never got before. As the students in the control group, some students in the experimental group are low motivated, but during the treatment the learning process is getting better and their motivation can be increased or at least remained. The boredom can be avoided. Second, the characteristics of authentic texts are good to improve the students' engagement which is essential in learning.

It is found that there is a significant difference between the mean score of the students in the experimental and control group. Therefore, the gain score in the experimental group led to the rejection of the null hypothesis which stated that "There is no significance difference in achievement between students who are taught using authentic texts and those who are taught using non-authentic texts." In other words, the hypothesis of this study works. It means that using authentic texts in teaching reading was significantly more effective than using non-authentic texts, especially in improving students' reading comprehension on descriptive and recount texts.

Authentic texts are effective in improving reading comprehension may be caused of some reasons. It showed the t value 5.72 exceeded the critical value (1.671). The means score of students' reading comprehension in experimental group is significantly higher than the means score of students' reading comprehension in control group.

Authentic texts which were used in the present experiment are some articles taken from The Jakarta Post, Hello Bali Magazine and sometimes online edition. This real challenging text is shaping confidence to the students when they are able to overcome the text. Moreover, such texts let them know how the language is really used and know what is going on in the world around them, as Blachowicz and Olga said that newspapers and news magazines

provide an ongoing connection to current events and an introduction to adult reading (Blachowicz & Ogle, 2017).

This present research which investigate the effectiveness of using authentic texts in teaching reading comprehension, found out that the reading comprehension was effectively improved indicated by the gain of students' score and the text used was descriptive and recount authentic texts. Therefore, the findings of the research fill in a position in the knowledge of authentic texts and support other general research findings that authentic tests work. In turn, the findings of the researchers mentioned above are explain the possible causes of why authentic texts were effective in the present research.

E. CONCLUSION

Based on the research problem and the result at data analysis, it can be concluded that the reading comprehension score of students who are taught using authentic texts is significance higher than those who are taught using non-authentic texts. In addition, using authentic texts can improve the students reading comprehension especially in determining to main ideas, identifying supporting detail, identifying factual interaction, determining vocabulary related to the topic, determining pronounce reference and recognizing meaning of words. In this study the authentic text materials some articles taken from The Jakarta Post, Hello Bali Magazine and sometimes from online articles. The articles selection is limited on descriptive and recount texts which a line up with task competence of English in Junior High School especially grade eight. Using authentic texts are also good for students to practice skimming and scanning.

Referring to the result of the research, these are some suggestions for English teacher instruction. The suggestion is addressed to English teacher instruction to utilize authentic texts in teaching reading comprehension since some of the investigation of using authentic texts in teaching reading fielded positive result and it has been empirically tested in this research. They can use authentic texts as the materials since the give some benefits to the students. Especially for low motivated students. Using authentic text is worth considering. However, the selection of the authentic texts must be suitable to the students in term of topic and readable for the students.

Due to the scope of the study, the researcher sets some recommendations for future researchers who want to conduct research on implementing authentic materials.
A research on using authentic texts in higher level with diverse or wide-ranging topic recommended. Since for those of higher-level students are having much more linguistic

knowledge and much wider world knowledge than students of Junior High School, suitable and challenging authentic material with miscellaneous topics is much easier to find. Moreover using authentic materials in "authentic" presentation becomes possible. "Authentic" presentation means we do not present the materials like articles or texts in copies, instead we present it as the way it is. For example when we are going to use articles from newspaper, we should bring the newspaper consist of the articles in class not in copies. This enable for future researcher to give authentic materials taken from magazine or newspaper to the students as the way they are.

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