

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part provides some conclusions which are taken from research findings and the second part provides some suggestions for teachers and further study.

5.1 Conclusions

Based on the result of data analysis, it is shown that the students who had received authentic materials show some improvements.

The first improvement is shown by the result of t -test on students score. Although paired sample t -test shows that both group experienced an improvement in terms of post-test score, the result of independent sample t -test shows that there is a significant difference in terms of mean of students' post-test score between experimental group and control group. The significant difference is also supported by the result of t which is higher than $t_{critical}$ with probability is lower than the level of significance. The result of effect size also shows that there is a large effect of the independent variable upon the dependent variable. Thus, it indicates that the use of authentic materials has major effect in improving students' reading comprehension.

The second improvement is shown by the result of data analysis on students' response. Based on questionnaire data analysis, there are negative responses given by the students. Due to the difficultness of vocabularies and the

long of the texts, many students felt lazy to read the text. However, the students gave more positive responses towards the use of authentic materials. They agreed that authentic materials can improve their reading comprehension and help them increase their vocabularies. They also felt that the use of authentic materials is motivating as well as challenging. In addition, authentic materials can also improve their general knowledge about the world, especially about the culture of other countries.

As a result, based on the research findings, it can be concluded that the use of authentic materials is effective in improving students' reading comprehension and it can be applied to the teaching and learning instruction in the classroom.

5.2 Suggestions

Having finished conducting the study, there are some suggestions that might be useful for English teachers and for further study.

Considering that the use of authentic materials is essential in language learning, especially reading, teachers are suggested to use authentic materials in teaching reading in any kind of genre. Teachers should also choose authentic materials which are appropriate with students' proficiency level as well as suitable with curriculum of teaching English. Those materials can be obtained from many sources such as newspapers, magazines, tourism brochure, recipe books, catalogues, menus, and articles from the internet.

Otherwise, if teachers do not use their own authentic materials, it is suggested to choose suitable English textbooks containing good quality simulated

authentic materials. Besides, in the implementation of using authentic materials, teachers should explore appropriate and creative technique.

Moreover, in order to make it more convincing that authentic materials are good materials for language teaching, further studies are suggested to investigate the effectiveness of authentic materials in other skills, such as writing, listening, and speaking using any kind of genre. Further researchers are also encouraged to investigate the use of authentic materials by students on different levels such as junior high school or elementary school students.

