

# **THE ANALISYS OF STUDENTS NEED RELATED TO READING AUTHENTIC MATERIALS IN THE SECOND SEMESTER OF UNIVERSITY STUDENTSAT IKIP MATARAM IN ACADEMIC YEAR 2014/2015**

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## **ABSTRACT**

This research is aimed to analyze students needs related to reading authentic materials for Second Semester of University Students at IKIP Mataram and to create suitable materials for them based on their needs and their interest. The date of research was collected through giving interview for the lecturer and questionnaire for the students. The data was processed by using frequencies and percentages. In this research SPSS program also was used to process the data. The result of data analysis showed that total means score of all indicators showed that the materials that was developed 'fairly good', where the means score of the quality of content was 3.60, the quality of language was 3.00, the quality of supporting video materials was 3.00, the materials was 3.25 and total means score of all indicators was 3.21. The result of reliability was 0.54, and Chronbach's Alpha was used to get the result.

*Keyword: needs, reading, authentic, materials*

## **1. Background of the Study**

In the teaching learning process reading is one of important skills which are needed to develop, because by reading something students can get a lot of information. When students start to learn something, the first step that students need to do is reading. Reading is not about just reading every single word in printed or unprinted text, but in reading, students need to analyse and understand what the text mean.

When people talk about authentic materials, generally people usually assume that they are talking about newspapers and magazines or articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom.

The materials depend on several factors as follows:

- a. The topic
- b. The target language area
- c. The skills
- d. The students' needs and interests

(<http://www.teachingenglish.org.uk/article/using-authentic-materials> on Monday February 03 2015: 14:24)

In this era, information spreads through a lot of media for example: newspapers, magazines, television, radio, movies, songs and the largest media with any kind of information from around the world is the internet. Almost all people from around the world upload what they know and what their interest into the internet. They want to share information each other to develop their skill and to increase they knowledge. Magazines and newspapers always present up-to-date information, life style, issue, and the other information, which is needed by the people, and usually it is related to the people in society. The information is arranged by attractive style like the fonts, colors, simple words, high quality pictures and high-quality voice especially for songs and movies to take people's attention to read, watch and listen.

## **2. REVIEW OF RELATED LITERATURE**

### **2.1 Reading**

The complicated process of learning how to read is reflected in the many definitions and theories of reading that are debated and discussed in the professional literature. Scharer (1991: 6) defines reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced.

According to Heinemann (2009: 1), reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it. Burn and Ross (1984: 10) also cites that reading is the thinking process. In this extent, the reader must be able to use the information to make

inferences and read critically and creatively to understand the figurative language, determine the author's purpose, evaluate the ideas and apply the idea to actual situations.

In order to read rapidly, some experts from different specialization view reading, reading contribution and definition of reading carefully. Actually, they have been conducted extensive research as in a nature of reading and sequential development of reading skills.

In other words, reading is the thinking process of getting information or knowledge from the printed or unprinted text through reading.

## **2.2 Authentic materials**

When people think about authentic materials they usually assume that authentic materials were newspapers and magazines. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom.

According to Peacock (1997) in Sacha Anthony Berardo (2006: 61) authentic materials is materials that have been produced is design to fulfil some social purpose in the language community.

According to Widdowson (1990: 45) in Sacha Anthony Berardo (2006: 63) the terms "authentic" and "genuine material": *Authentic* would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. For example, a radio news report brought into the class so students discuss the report on pollution in the city where learners live.

Authentic materials are reading texts that were written by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility. The topics, language, syntax, structure, etc., are all pitched at a target audience of native speakers and offered through media intended primarily for native speakers.

There are many references to authentic material in the ELT literature. Books and journals contain thorough explanations of why it should or should not be included in lessons, and how it is to be used or best exploited. However, those authors who support the use of

authentic material have in common one idea: "exposure". In other words, the benefit students get from being exposed to the language in authentic materials is getting new information.

Authentic materials are often more recent and can therefore be more interesting to students, as they pertain to current events that are of interest to them. Authentic materials can be extremely useful when teaching a foreign language class. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. Considering this, it may not be wrong to say that at any level authentic materials should be used to complete the gap between the competency and performance of the language learners, which is a common problem among the nonnative speakers. This requires the language patterns being put into practice in real life situations. Since learning about a culture is not accepting it and the role of the culture in the materials is just to create learner interest towards the target language, there should be a variety of culture in the materials, not a specific one.

Using authentic materials is one of the mainstays of an imaginative and motivating higher level course, but rarely features at levels lower than intermediate. There are several reasons for this, primarily a kind of fear that students will panic when faced with language that is largely unfamiliar, and a feeling that to prevent this the language should be edited to the students' level. This is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both the teacher and students. In other word authentic material not just about magazines or newspapers, but also include videos, television programmes, and any other sources of language or anything that might stimulate language use. Authentic materials help the students learn the target language better, basically the authentic materials was made by native speakers and for native speakers. It can help the students to explore new ideas and information with a lot of references of authentic materials.

From the explanation above the authentic materials is the material which is made by native speakers and for native speakers. The authentic materials can be printed or unprinted text such as magazines, newspapers, articles, journals, blog writing, videos, song, song lyrics etc. Even though the authentic materials is made for native speakers, it also can be used for helping the students of English learner especially for the students who learn English as foreign language.

### **2.3 Students Needs**

Students are all different with their own uniqueness, interests, academic ability levels culture, home background, age, and goals and it may affect to teaching and learning process. Knowing students' needs will help teacher to develop teaching technique and provide appropriate materials.

Student needs are deficits in specific skills that impede academic, physical, behavioral, and self-help activities in daily living or social achievement. Student needs can be effectively addressed through appropriate teaching strategies (<https://www.teachspced.ca/student-needs>, Monday 1:00, 12/24/18)

### **3. Research Method**

Research cannot be separated from data, it can be found from tests even non-tests. To find the data some ways is needed for collecting the data. In this case, the data collecting technique as follow:

The last technique in collecting data is the use of questionnaire. The purpose was to gather information from the students, after being taught by using authentic material. It was used to support the primary data from the teaching learning activities and the test. In this case, the list of questionnaire was used for collecting the data. Scoring and classifying the scores into score criteria.

In order to answer the research problems, the data that had been gathered were analysed and then interpreted with regard to the research design. Since the data were in numerical form, SPSS program was used to analyse the data. The data from the needs analysis questionnaire for the students and questionnaire evaluation by the students were processed by using frequencies and percentages. The data from the expert judgement questionnaire is processed by using Likert scale. In this study five points scale was used to measure the data. They were very good, good, fairly good, bad and very bad.

#### **4. . FINDINGS AND DISCUSSION**

##### **1.1 Needs Analysis**

In this research, the needs analysis was conducted by giving the questionnaires to the students of *Institut Keguruan dan Ilmu Pendidikan (IKIP) Mataram*. Students of Class A were chosen as the sample of the research, it consist of 39 students. They were given questionnaires to gain data of their needs in learning English especially for reading II. The lecturer is Edy Firman S.Pd. Some questions were given to Mr. Edy related to the material used in *Institut Keguruan dan Ilmu Pendidikan (IKIP) Mataram*.

The purpose of doing needs analysis was to find out the students' needs in order to get information to develop reading materials. The needs analysis of this research was given in the first meeting.

##### **1.1.1 Result of Needs Analysis**

Table 1  
Questionnaire for Needs analysis for the students.

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Reading is fun	25.80%	67.74%	3.22%	0.00%
2	Reading is easy	6.45%	83.87%	12.90%	0.00%
3	Reading will improve my knowledge	48.38%	51.61%	0.00%	0.00%

(Continue)

**(Continue)**

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
4	I need to know the culture of the target language	35.48%	61.29%	6.45%	0.00%
5	I need specific themes to learn reading	51.61%	38.70%	6.45%	0.00%
6	Out of date materials make me bored	3.22%	48.38%	38.70%	0.00%
7	Update materials make me more enthusiastic	12.90%	80.64%	0.00%	0.00%

Table 2  
Questionnaire for Needs analysis for the students.

<b>Statement</b>	<b>Percentage</b>
<b>8. I feel more enthusiastic to read</b>	
a. Articles from the internet	41.93%
b. Newspapers	39%
c. Magazines	61.29%
d. Novels	3.22%
e. Comics	3.22%
f. Prophet's stories	3.22%
g. Funny stories	10%
h. Quotes	10%
i. Song Lyrics	3.22%
<b>9. I like the related topic</b>	<b>Percentage</b>
a. Technology	29%
b. Education	45.16%
c. Life Style	51.61%
d. Travel	3.22%
e. Football	3.22%
f. Culture	6.45%
g. Sport	3.22%
h. Social	3.22%
i. Entertainment	10%
j. Music	6.45%
<b>10. I like reading a text with length</b>	<b>Percentage</b>
a. Less than 100 words	22.58%
b. 100-200 words	32.25%
c. 200-300 words	45.16%
d. More than 300 words	16.12%
<b>11. I like working</b>	
a. Individually	45.16%
b. pairs	25.80%
c. Groups	68%



Table 3

Questionnaire for Needs analysis for the students.

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
12	I feel easier to understand when the teacher tells us about the topic before people read the text.	35.48%	48.38%	9.67%	3.22%

Table 4

Questionnaire for Needs analysis for the students.

No	Statements	Read Loudly	Read with small voice	Read silently
13	I feel easier to understand if I	22.58%	38.70%	54.83%
14	Familiar vocabularies make me easy to understand the text.	51.61%	45.16%	0.00%
15	I got difficulty to understand the text, because I didn't know the grammar	16.12%	61.29%	16.12%

The data above showed that most of the students had big desire in reading, it showed from data that 67.74% agreed that reading is fun, 25.80% strongly agreed reading is fun and just 3.22% disagreed reading is fun.

Another data showed that the students were interested in reading which was 83.87% agreed that reading is easy, 6.45% strongly agreed reading is easy and 12.90% disagreed reading is easy.

### 1.1.2 The Learners' needs

Every student in every school or college has different needs especially in reading. The result of the needs analysis showed that 51.61% students strongly agreed that they needed specific themes in learning reading, 38.70% of students agreed that they needed specific

themes in learning reading and 6.45% disagreed that they needed specific themes in learning reading.

If people talk about a language, people also talk about the culture. It is same as English, so when people learn English people also needs to know the culture of people who used English as their mother tongue. The result of needs analysis also showed that 61.29% of the students agreed that they needs to know the culture of the target language, 35.48% of the students strongly agreed that they need to know about culture of target language and just 6.45% of students disagreed that they need to know the culture of the target language.

Based on the result of the needs analysis, 41.93% of the students were interested to read the articles from the internet, 38.70% of the students like to read newspapers, 61.29% like to read magazines, 3.22% of the students like to read novels, 3.22% of the students like to read comic, 3.22% of the students like to read prophet's stories, 9.76% of the students like to read funny stories, 9.76% of the students like to read quotes, and 3.22% of the students like to read song lyrics. It showed that most of students activity dominated by internet world.

On the other side, the students were more interested in reading a text related with technology 29.03%, education 45.16%, life style 51.61%, travel 3.22%, football 3.22%, culture 6.45%, art 6.45%, sport 3.22%, social 3.22%, entertainment 9.76%, and music 6.45%. The result showed that most of the students like to read something which was related with their daily activity or something familiar for them.

Related to length of text 22.58% of students choose less than 100 words, 32.25% of the students choose 100-200 words, 45.61% of the students choose 200-300 words and 16.12% of students choose more than 300 words. In this case it had better for the teacher gives the students short texts. It is will influence the students interest in reading, because most of the students are felt bored when they reading a long text.

### **1.1.3 The Learning needs**

Selecting a suitable method in the teaching learning process is a necessity, where a method will determine how the teaching learning process will run. Not all good method is suitable with a good material. It is because each material needs different way to deliver for students.

In this research 67.74% of the students prefer to work in groups than individually, it is because just 45.16% of the students prefer to work in individually in the class and 25.80% of the students prefer to work in pairs.

In the class there are lot of students who were different characteristic which must be known by the teacher. Each student has different needs and styles including reading something. In this research 54.83% of students prefer to read silently, 38.70% of students prefer to read with a small voice and 22.58% of students prefer to read loudly. It shows that the way teacher delivered the materials and what kind of method teacher use in the class will give big effect to the students.

## **5. Conclusion**

### **1.1 The learners' needs**

- a. They need specific themes in learning reading.
- b. They feel more enthusiastic to read articles from the internet, magazines, newspapers. novel comic, prophet's story, funny story, quotes and song lyrics
- c. They like topics related with technology, lifestyle, education, travel, football, culture, art, social, entertainment and music.
- d. Most of them like reading a text with length a 200 - 300 words.

### **1.2 The learning needs**

- a. Most of them like to working in groups.
- b. Most of them like to read silently.

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