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UNIVERSITAS AHMAD DAHLAN

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PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

"ELT MATERIALS DEVELOPMENT IN ASIA AND BEYOND: DIRECTIONS, ISSUES, AND CHALLENGES"

CAVINTON HOTEL YOGYAKARTA
SEPTEMBER 17 – 18, 2014

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN

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Preface

This volume contains the written versions of the contributions presented during the 3rd UAD TEFLIN International conference which took place at the Cavinton Hotel, Yogyakarta, on 17-18 September 2014. The conference provides a venue for the presentation and discussion of current development in the theory and practice of Teaching English as a foreign language with a particular emphasis on material development and design. As many as 298 registered participants from 50 universities and educational centers across Indonesia and worldwide attended the conference where they had many fruitful discussions and exchanges that contributed to the success of the conference. The keynote speaker and the 4 invited speakers from 5 different countries made the conference truly international in scope; Prof. Brian J. Tomlinson and Dr. Hitomi Masuhara from England, Dr. Tan Bee Tin from New Zealand, Dr. Dat Bao from Australia, Prof. Jayakaran Mukundan from Malaysia, and Prof. Bustami Subhan and Flora Debora Floris, M.A-ELT from Indonesia.

In the call for papers, in addition to material design and development, we specified 15 different areas of English language teaching to cater for a wider range of interests from the participants who wish to contribute to the conference. These areas include technology, method, strategy, curriculum, teacher professional development, assessment, multiculturalism, character building, linguistics and literature in ELT. We received 219.manuscripts for review and of those submissions, eventually 147 papers were accepted upon single blind reviewing process by two reviewers who are expert in the area. At the conference, the presentations and discussions were organized into 1 keynote speaker's presentation, 5 plenary sessions, 2 parallel sessions, and 2 roundtable discussions. All of these contributions can be found in the following contents of these proceedings which are arranged according to alpabehtical order. The keynote speaker's speech and the presentations by the invited speakers highlighted the conference and were very much anticipated by the conference participants. The pararel sessions and roundtable discussions were equally engaging with presenters and participants enthusiastically exchanging and sharing ideas. The 2-day conference concluded with a panel discussion in which all of the invited speakers emphasized the importance of learners' exposure to rich language input in L2 acquisition and made a strong call to design learning materials which can foster learners engagement and authentic language production instead of contrived and mechanical use of language. They all also agreed to look at language as functioning within social contexts and being embedded in our social practices, rather than language as merely segmented, and simplified rules to be taught and memorized by learners. We hope the ideas and innovations generated through these proceedings can truly have pedagogical implications in our practices as English teachers.

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We would like to thank all participants for their contributions to the Conference program and for their contributions to these Proceedings. Many thanks go as well to the Cavinton Hotel who has put their best effort into providing the conference participants with superb service during the conference.

It is our pleasant duty to acknowledge the financial support from the English Department of UAD, the rectorate of UAD, faculty of teacher training and education, and the sponsors. Finally, but not least, support from the students of UAD was absolutely essential to the conference. The organizing committee dispatched about 35 students to serve as LO and secretaries.

We are looking forward to seeing you again at the 4th UTIC in two years' time

Organizing Committe

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LISTENING MATERIAL DEVELOPMENT: PROBLEMS AND CHALLENGES: A CASE of 'PPG SM-3T' at UNIVERSITAS NEGERI PADANG

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Abstract. Universitas Negeri Padang is one of the Educational Institutions which has implemented the program of PPG SM-3T (Teacher Professional Program which is done by Teaching in Remote and Underdeveloped Regions) for two years, especially at English Education Program. This program is done by doing workshop model. It needs participant whether in group or individually producing something related to teaching of English, such as lesson plan, teaching materials and media, student work sheet and assessment for all language skills (listening, speaking, reading and writing). Those products should be based on English Curriculum 2013 of Indonesia. Having workshop for designing material and media for listening skill, the students really have problems, because they have to design the spoken text (audio material for listening) correctly, appropriately and contextually. Designing audio material actually is not an easy job, because many aspects should be considered. The teacher should consider the curriculum, the topic, the pronunciation, the dialect and the speed of the speaker, as well as the length and the difficulty of the text. Even though some audio can be taken from internet but not all materials needed are available. For certain topics they still have to design by themselves. Being an English teacher at remote and underdeveloped regencies where the internet cannot be accessed, developing listening material will be problems and challenges for 'PPG SM-3T English teachers.

Keywords: *listening material. PPG SM-3T students*

INTRODUCTION

This paper discusses the problems faced by PPG SM-3T's students, at Universitas Negeri Padang in developing materials for teaching of listening. Actually the students are those who have graduated from English Education Program at universities or colleges and teach at remote and underdeveloped regencies in Aceh Singkil, Aceh Pidie Jaya, South Aceh, Sanggau West Kalimantan and Ende Flores. The regencies chosen are related to the missions of PPG SM 3-T program. One of its missions is to prepare the candidate of teachers with the real condition, in where the teacher has to fight to overcome various educational problems. Having limited sources and facilities in the remote and underdeveloped regencies, the teachers' job is not easy since the teacher is regarded as a person who knows all.

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Related to teaching-learning process especially English, the students of PPG SM-3T have another problem. They have to teach English based on the Curriculum 2013. In teaching English they have to integrate the four language skills, speaking, listening, reading and writing, and implement the scientific approach that consists of several steps: observing, questioning, experimenting, associating and communicating. Even though the language skills are taught integrated but the teacher needs to prepare the material for each skill. The teaching material of speaking, reading and writing can be developed from the teacher's and student's books. Unlike the other three language skills, the teaching material for listening skill is not available since the text book is not completed with CD or cassette. Due to this problem the teacher has to create the material for listening skill or they may ignore teaching this skill. How could they solve the problem of listening material? Developing the listening material for listening is not an easy job because listening material needs audio materials in native language (English) and creating the listening teaching material can be a big project.

MATERIALS DEVELOPMENT: Problems and Challenges

What is teaching materials?

One of the important factors in most language teaching is teaching material. Nunan (1992, p. 227), states that teaching materials are often the most substantial and observable component of pedagogy. They determine the quality of the language input and the language practices during the learning process in the classroom. In addition Adnan (2009) argues that in general teaching material consists of attitude, knowledge and skills that should be learned by students to reach the standard of competence decided. While in more details the kinds of materials consists of knowledge that contains factual, principle and procedural, skills and attitude. Factual materials are material that related to names (such as; names of the objects, places, people, names of symbols, historical events, names of the part of a certain thing, etc.) Conceptual materials are the understanding, the definitions, the nature and the core. Principle materials are laws, formula, postulate, paradigm, theory. Procedural materials are steps in doing something procedurally, such as the steps in telephoning, how to make pan cake.

Tomlinson, (2011) says that materials are anything which is used by teachers or learners to facilitate the learning of the language. They can be in the form of videos, DVDs, emails, You Tube, dictionaries, grammar books, readers, workbook, photocopied exercises, a cassette, a CD-ROM, a newspaper, a paragraph written on a whiteboard, live talks by invited native speakers, instruction given by a teacher, task written on cards or discussion between learners. In other words they can be anything which is deliberately used to increase the learners' knowledge: anything which presents or informs about the language being learned, Richard in Tomlinson (2012). Related to the ideas above, it must be not difficult for teachers to have teaching materials.

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Types of Teaching Materials

When the people plan the language teaching program, they always think about the materials to be taught in that program, especially course books. In addition many language teachers depend on the books as written materials or CDs or cassettes as spoken materials. Especially in teaching listening, the teachers really depend on both materials. The teachers cannot teach listening when the audio material is not available. Tomlinson (1998, p.2) states that teaching materials refers to anything which is used by teachers or learners to facilitate the learning of the language. Based on his ideas, the teaching materials can be divided into four categories:

1. Printed materials, (textbook, students' worksheet, newspaper, magazine, brochure, leaflet, announcement, advertisement, pictures, and photograph).
2. Audio materials, (cassette, CD, radio's news, radio commercial, and announcement).
3. Audio visual material, (video, movie, TV news, TV commercial, TV announcement, TV talk show, etc.

In addition teaching materials can also be categorized into authentic materials and created materials. Authentic materials refers to the use in teaching of text, photographs, video selections, and other teaching recourses that were not specifically prepared for pedagogical purposes, (Richard:2001)

Material Development

Nunan in Indriyati (2010), states teaching materials are often the most substantial and observable component of pedagogy. They determine the quality of language input and the language practices during the learning process in the classroom. In addition Cunningworth in Richards in Indriyati (2010, p:3) has also summarized the role of materials (particularly text book) in language teaching as:

1. a resource for presentation materials (spoken and written).
2. a source of activities for learners practice on grammar, vocabulary, pronunciation and so on.
3. a source of stimulation and ideas for classroom activities.
4. a syllabus (where they reflect learning objectives that have already been determined).
5. a support for less experienced teachers especially for those who have no confidence.

According to Tomlinson (1998, p:2) material development refers to anything which is done by writers, teachers or learner to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. In other words it also relates to the supplying of information about and/or experience of the language in ways designed to promote language learning. So the materials developer including teachers may bring pictures or

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advertisement in the classroom, compose a textbook, design a student worksheet, read a poem or article aloud. Therefore anything they do to provide input, they also take into account any related principle to make the learners able to learn the language effectively (Indriyati :2010, p:3)

Materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course. In a sense it is the process of making your syllabus more and more specific. Materials development takes place on a continuum of decisions-making and creativity which ranges from being given a textbook and a timetable in which to develop all materials the teachers will use in class (Graves: 2000).

Furthermore Graves (2000, p:150) states the considerations in developing teaching materials.

1. Learners. The materials developed should be relevant to the students' experiences and background, their target needs (outside of class), and their affective needs.
2. Learning. The material developed should be engage in discovery, problem solving, analysis, and develop specific skills and strategies.
3. Language. The materials developed should reach the target of the relevant aspect (grammar, functions, vocabulary, etc), integrate four skills of speaking, listening, reading and writing, use/ understand authentic text.
4. Social Context. The material developed should provide intercultural focus and develop critical social awareness.
5. Activity/Task type. The material developed should aim for authentic tasks, vary roles and groupings, vary activities and purposes.
6. Materials. The materials developed should be authentic (text and realia) and varies (print, visuals, audio, etc).

There are some ways can be done to arrange the organization or composition of teaching material. (1) The material developments that follows the language structure. The teaching material with this category contain the elements of the grammar learned, such as to be, simple present tense, present continuous tense, possessive pronoun, countable nouns, etc. (2) The material development that based on the topics taught. In this category, the teaching materials are developed based on topics or themes of the subject matter, such as education, family planning, environment, tourism, demography, etc. (3) The teaching materials are developed based on the language functions that are going to be taught. In this category the development of teaching materials are based on the language functions that should be mastered by students, such as; greeting, leave-taking, asking questions, inviting, agreeing with someone, etc. (4) the materials development are based on the skill taught like, listening, speaking, reading and writing (Cunningsworth in Adnan:2009: p: 29).

Nunan in Adnan (2009, p:32) states the principles that should be noticed in developing teaching materials.

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1. The material should have obvious relationship with the curriculum used.
2. The material should be authentic related to text and task.
3. The material should give stimuli toward interaction.
4. The material should give chances to learners to pay attention to the formal aspect of the language.
5. The materials should push the learners to develop the learning skills and the skills in learning.
6. The material should push the learners to apply their learning skills outside the classroom.

Tomlinson (1998, p:7-21) states the principles of second language acquisition which are relevant to the development of language teaching materials.

1. Materials should achieve impact.
2. Materials should help learners to feel at ease.
3. Materials should help learners to develop confidence.
4. What is being taught should be perceived by learners as relevant and useful.
5. Material should require and facilitate learner self-investment.
6. Learners must be ready to acquire the points being taught.
7. Learner's attention should be drawn to linguistic features of the input.
8. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
9. Materials should take into account that the positive effects of instruction are usually delayed.
10. Materials should take into account that learners differ in learning styles.
11. Materials should take into account that learners differ in affective attitudes.
12. Materials should permit a silent period at the beginning of instruction.
13. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement in which stimulate both right and left brain activities.
14. Materials should not rely too much on controlled practice.
15. Materials should provide opportunities for outcome feedback.

In addition Crawford in Richards and Renandya, (2002, p:84-87) states that the material obviously reflect the writers' views of language and learning, and teachers (and students) will response according to how well these match their own belief and expectations. So that she suggests some important things to be considered in providing effective materials such as:

1. Language is functional and must be contextualize
2. Language development requires learners engagement in purposeful use of language.
3. The language used should be realistic and authentic.
4. Classroom materials will usually seek to include an audio visual component
5. Second language learners need to develop the ability to deal with written as well as spoken genres.

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6. Effective learning materials foster learner autonomy.
7. Materials need to engage learners both affectively and cognitively.

Considering the above points, it is hoped the materials developers will meet the students' need and wants of the learning materials.

Problems of PPG SM 3-T's Students in Developing Listening Materials

As it is stated in the previous part, most of teachers depend on teaching materials including the teacher students of PPG SM-3T of English Education program of Universitas Negeri Padang. Actually these students are those who have graduated from English Education program at universities or colleges and have ever taught at the remote and underdeveloped regencies as the prerequisite to take PPG SM 3-T program. As the English teachers they have to teach the four language skills integrated which listening is one of the language skills taught, even thought the listening teaching materials are not provided on CDs or cassette. As the consequence they have to provide listening materials by themselves. Since most they are new teachers in the remote and underdeveloped regencies, therefore developing listening materials is not easy. They state that the problems they have in developing listening materials are:

1. Lack of Listening teaching materials.
   They could not find the listening materials since the textbooks provided were not completed with audio materials such as CDs or cassettes. When the teacher had to teach listening s/he just read the text while the students listened to her/him.
2. Lack of facilities.
   The facilities provided in the underdeveloped areas were really limited. In a certain area, even the power was not available not only at school but also at homes. Therefore they never thought about language laboratory, tape recorder, CD, or cassettes. When the teacher had to teach listening to the students, they just recorded their voices by using their own mobiles and played it in the classroom. They did not think about language laboratory, tape recorder or CD player. If the school only had an English teacher, s/he just read the dialog or conversation alone by changing her/his own voice to represent the voice of a man and a woman.
3. Lack of vocabulary.
   Their students did not understand most of the words, phrases, sentences they listened from the 'listening material'. They just understood the simple expressions, phrases or sentences mentioned by their teacher such as: *good morning, how are you, thank you, open your book, listen to me!* If the teacher said the longer phrases or sentences, the students did not understand anymore. This condition made the teacher wrote the conversation on the white board and read it.
   The following dialog is the materials for listening activity, taken from the teacher's material with the topic: Congratulation (extended)

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Tina : Hello, Robert.
Robert: Hi, Tina.
Tina : **Congratulation on your promotion as a Project Manager.**
Robert: **Thank you Tina. I worked very hard for this promotion.**
Tina : **You deserve it. My best wishes. Good luck with your new position.**
Robert: **It's very nice of you**, Tina. Thank you so much.
Tina : **Shan, do you know Robert has been promoted to the project manager?**
Shan : **Congratulation** Robert.
Robert: **I will treat you guys this weekend.**
Tina : See you. Bye.
(the bold typed expressions and sentences are the examples of expressions and sentences that are not understood by most of the students in SM-3T regencies).

Since teaching English at Junior or Senior High School in Indonesia is integrated. It means the teachers have to teach listening skill which needs listening materials. Most of English teachers believe that teaching listening skill should have listening materials whether audio or audio visual materials. So that whenever they have to teach listening, they need audio material. Having the above problems does not make the SM- 3T teachers ignoring or skipping teaching listening skill to their students. They tried harder to have listening materials. Related to what Tomlinson says about materials development, the teachers of SM 3-T actually have done the material development even thought they did not feel satisfied with the result of their listening materials. They always keep in their mind that listening materials should have English native voice recorded on CDs or cassettes. Therefore there was a challenge for them in developing listening materials. The difficult challenge for them was how to get the appropriate listening material that related to the topic on the syllabus which is recorded in English native voice. In addition it was very difficult for them to get the spoken material. Even though they have prepared audio materials but they were not appropriate with the topic. To overcome that problem they used "Media Pembelajaran Listening" to create listening materials.

Media Pembelajaran Listening is a media created by Robianto (undated) to make audio materials in a simple way. The teacher just types the dialog or monolog in the space provided, chooses the kinds of script, the speakers, voice model, the speed and the background voice. Finally click 'listen'. The audio material is ready. By using this "Media Pembelajaran Listening", some of the teachers' problems in finding the materials for teaching listening have been overcome. However this media also has some weaknesses. The maximum lines of the text are only ten lines with two speakers. If the teacher types the text incorrectly with ungrammatical sentences, this media cannot correct the mistakes.

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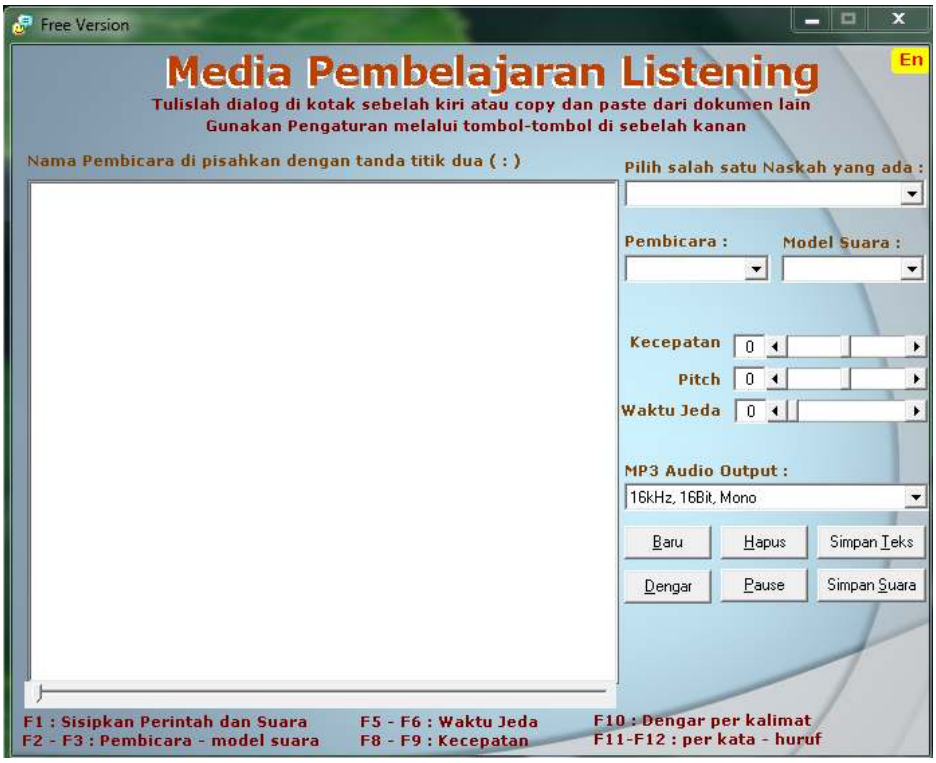
If the sentence is too long, the media will produce the sentence with 'strange' intonation, and dialect, even thought it sounds English. The 'strange' intonation will also occur when the text typed has the wrong punctuations because the media will produce the audio as it is typed. In addition, when the text typed has misspelling or ungrammatical sentences, there is no correction done by the media. Therefore it will produce the ungrammatical sentences. If the teachers are not aware of the mistakes, it means that they will teach the wrong ones.

The format of the Media Pembelajaran Listening



Adapted from Robianto (undated)

CONCLUSION

The teachers who teach at remote and underdeveloped regencies known as SM-3T have many problems and challenge in teaching English, especially in developing the material for teaching listening. Since the language skills (listening, speaking, reading and writing) have to be taught integrated the teachers need to prepare the listening materials because the books provided are not completed with listening materials such CD or cassettes. The teachers have to consider several things before creating or developing listening materials: (1) the teachers have

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problems in developing the listening materials on native voices. (2) the students' abilities in listening are very low (the students have very limited vocabularies), (3) the facility for listening media which is not available. Even thought the teachers have such problems in developing listening materials, but they have challenge as well. They do not skip or ignore teaching listening. They try hard to develop listening materials by recording the teachers' voices on their mobiles or by using "Media Pembelajaran Listening" in which they can develop listening materials on native voice even though it is not natural.

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PRE-MODIFIED TEXT AS COMPREHENSIBLE INPUT IN READING COMPREHENSION

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Abstract. The current study was conducted to confirm the impact of comprehensible input in enhancing learners reading comprehension. It was carried out through one shot pre-test and post-test study under quantitative approach. Two groups of participants are involved as experimental and control group. Each group consists of 15 EFL university students. Statistical analysis using t test was employed to discover the differences result from the treatment. The result proved that the experimental group given modified text outperformed the control group. It was validated through the t test analysis showing that the observed value 2.539 outscored the critical value 1.761.It confirmed the effect of comprehensible input in enhancing learners' reading comprehension.

1. Introduction

Input is an inevitable component of language acquisition process. It plays a crucial role as linguistic data to actualize acquisition.When learners receive input, they offer their developing linguistic system the data it needs to start the process of acquisition.it trigger as well as interact with the linguistic system acquired in the learners' development. Furthermore, Gass (1997: 1) once summarized that "the concept of input is perhaps the single most important concept of second language acquisition (SLA). It is trivial to point out that no individual can learn a second language (L2) without input of some sort".

The role of input comprehension has been of the prime importance in SLA theory and research territory. This has been motivated by the belief that a learner's exposure to the target language is not a sufficient and effective condition for an L2 acquisition. It has been a widespread conviction that input must be comprehended by the learnerAn Empirical Study on the Effects of Comprehensible Input on Incidental English Vocabulary Recognitionif it is to assist the acquisition process. Given the significance of input comprehension in language acquisition, current SLA research

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has tried to identify what makes input comprehensible to the learner, and what contributions comprehensible input makes to language acquisition.

Long (1982: 341) initially suggested four ways to make input comprehensible by modifying oral or written input, providing linguistic and extralinguistic context, orienting the communication to the simple form, and modifying the interactional structure of the conversation. On the basis of this argumentation, Park (2002: 2-3) summarized three linguistic environments as the potential sources of comprehensible input for L2 acquisition: (1) *premodified input*—the linguistic environment where input has been modified in some way before the learner sees or hears it; (2) *interactionally modified input*—the linguistic environment where a native speaker (NS) or a more competent non-native speaker (NNS) interacts with an NNS, and where both parties modify and restructure the interaction to arrive at mutual understanding; and (3) *modified output*— the linguistic environment where a learner modifies his/her output to make it more targetlike and more comprehensible to the interlocutor.

2. Literature Review

Input elaboration retains difficult vocabulary items and complex syntactic structures beyond readers' acquired language proficiency, but it offers the interpretation of the both or the either. It attempts to increase text comprehensibility by way of providing definitions of difficult vocabulary items, paraphrasing sentences containing complex syntactic structures, and enriching semantic details. Kim (2003) stated that input modification in the direction of elaboration is preferred in SLA on the grounds that elaborated input retains the material that L2 learners need for developing their interlanguage and provides with natural discourse model. It has been noted that elaborated adjustments have the advantage of supplying learners with access to the linguistic items they haven't yet to acquire (Larsen-Freeman & Long, 1991).

Likewise, Parker and Chaudron (1987: 131-133) reviewed several related experimental studies and further concluded that elaborative modifications have a positive effect on L2 comprehension and acquisition. They also distinguished two types of elaborative modifications, those contributing to redundancy and those making the thematic structure explicit. Similarly, when Urano (2002: 5) investigated the effects of lexical simplification and elaboration on sentence comprehension and incidental vocabulary acquisition, the results confirmed that lexical elaboration is more favorable than lexical simplification in terms of both L2 reading comprehension and vocabulary acquisition.

More recently,Kong (2007) explored the effects of lexical simplification and elaboration on L2 Korean reading comprehension. The participants were assigned into the following five conditions: baseline, simplified, lexically elaborated, structurally

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elaborated, and lexically and structurally elaborated. The results showed that both simplified and elaborated input promoted the participants' reading comprehension with no significant difference between the two.Nevertheless, other studies showed that not all forms of input elaboration benefit L2 comprehension since vocabulary elaboration might lead to learners' confusion about what an alternative is and what additional information is. Ellis (1995) cautioned that although elaborations might help SLA, over-elaborated input could be counter-productive. The research results of Brewer (2008), who studied the effects of lexical simplification and elaboration on English as an L2 readers' local-level perceived comprehension, also indicated that the lexical elaboration group obtained the lowest mean score compared with the lexical simplification group and the control group although no statistically significant difference was found among the mean score of the three groups. To a certain degree, it seems that the facilitative role of elaborated input on L2 comprehension and acquisition is not consistent all the way.

3. Methodology

This study is aimed to compare the learners' reading comprehension between experimental group in which learners are provided with pre-modified input and control group provided by the baseline text. Referring to the nature of the problem being investigated, the current research applied quantitative approach wherein it used one-shot pre-test and post-test design.Thirty students are involved in the experiment. They were split into experimental and control group. Each group consists of 15 students.

This study was divided into three major steps; pre-test, treatment and post-test. Pre-test was carried out using reading comprehension test consisting twenty questions. It was carried out to ensure that the experimental and control group were statistically homogenous in terms of reading comprehension. Therefore both control and experimental group were provided with the same text. It was administered a three days before the treatment and the posttest. The next steps were the treatment as well as the post-test. These steps were actually considered simultaneous. Unlike the pretest, the post test was administered quite differently; for experimental group, the text was pre-modified before the test. Certain vocabularies and expressions are elaborated in order to provide more comprehensible input for its readers. On the other hand, the control group was given the baseline text—a similar text which was not modified. The modification on the text was also considered as the treatment of the study.the students were asked to complete the tests in 50 minutes.

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4. Results

a. Pretest

The students' reading comprehension scores from both groups obtained from pre-test were analyzed and compared using statistical calculation. The result showed that the scores from both groups do not differ significantly. The data can be seen from table 1

Table 1: Statistical data of students' reading comprehension score (pretest data)

Group	Means	SD	DF	$t_{observed}$
Control	69.3	8.21	14	0.203
Experimental	70.1	11.32	14	

Table 1 describes the initial comprehensions of both groups. Using $\alpha = .05$ as the significance level, the critical value of $t_{(.05)}14$ is 1.761. By comparing the observed value and the critical value of t distribution wherein the observed value is less than critical value, it was revealed that there is no difference between control and experimental group in reading comprehension score

It suggested that basically students in both experimental and control group are in the same level of comprehension. This initial stage was then used as the starting point to confirm the effectiveness of comprehensible input, in this case pre-modified input in enhancing learners' reading comprehension.

b. Posttest

The post-test were administered in order to see the difference between experimental and control group.In doing so, testing hypothesis over two independent means was deemed appropriate in finding out whether or not the experimental group outperformed the control group in terms of reading comprehension. The data analysis from t test was presented in table 2.

Table 2: Statistical data of students' reading comprehension score (posttest data)

Group	Means	SD	DF	$t_{observed}$
Control	67.9	7.49	14	**2.539**
Experimental	75	7.89	14	

Table 2 portrays the result of statistical computation of students comprehension score. The result showed that as a result of the use of pre-modified text in the experimental group there exist significant difference between control and experimental group in terms of their reading comprehension score. It is confirmed through the observed value 2.539 that outscored the critical value $t_{(.05)}14 = 1.761$. Referring to the fact that

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one-tailed test was employed in the study; the current study verified that the experimental group score outperformed the control group.Therefore, the current study concluded that the use of pre-modified text as comprehensible input has significant effect toward student reading comprehension improvement.

5. Conclusion

The current study has now come to its conclusion stating that comprehensible input contribute to comprehension significantly. It was revealed that students comprehend the text better when it has been pre-modified. The modification encourages learners understanding toward the text. It confirms the comprehensible input do affect language learning process. Therefore, it is suggested that teachers and educators need to consider this aspect in planning the instruction. During this phase, teachers and educators need to adapt and develop appropriate learning materials to be applied in the classroom. Materials modification may be carried out to ensure that learning takes place; learners are provided with more comprehensible input in acquiring their second or foreign language. It is in line with the finding of the current study confirming the students with pre-modified text outscored those with baseline text. However, further confirmation and investigation are required to understand the problem more deeply and comprehensively.

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