

1. INTRODUCTION

This chapter is concerned with the background of the problems, identification of the problems, limitation of the problems, formulation of the research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problems

Reading is one of the most complex skills of English by which the students understand what they read and response the ideas of the author. Reading can increase our ways of thinking. Reading can provide opportunities for the students to get the message and information given in form of written text. Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. For most foreign language students, the major problem in reading will simply be the gap between what they know and what a comparably educated native speaker knows in relation to the language and the content of written text.

When the researcher conducted pre-observation in MA Tribhakti At-Taqwa in the second grade, it was found that the students had difficulties in comprehending

reading text after interviewed the teacher and the student there. There are some factors that may have caused the students to have difficulties in comprehending the text: first, there are lack of source in school library, English book is rarely found in school library, second, most of students do not have book or other sources to study English, then, most of materials that are used by the teacher are not interesting, next is most of students are not motivated to read an English text because they think the text is difficult, after that, most of sStudents get bored while learning English. It might be caused by the teachers who use less interesting materials, then, teachers do not use some interesting materials which encourage student to learn. They only take the materials from the English course book, besides, most of the instruments that are used by the teacher to evaluate the students' achievement is not suitable for the students, then, most of students are unable to comprehend an English reading text because they cannot catch the main idea and specific information from the text, and most of students do not use the effective strategy in comprehending an English text, and the last is that most of students get low achievement in comprehending an English text. They are not capable enough in answering the question which is given by the teacher. There are many factors that are faced of the students and teacher. It made them difficult in teaching and learning English especially in reading comprehension.

Reading dominates the teaching material in almost English textbooks where some types of reading text should be mastered by the students of a Senior High School. To gather the knowledge from the text, it is important for the students to have a good reading comprehension and without which reading would be empty and

meaningless. Comprehension is not only intended to know what the letters stand for, but also involved power of fully understanding.

So far many language teaching methods and techniques have been developed and many different types of materials have been proposed by great figures in the field of English language teaching especially in comprehending an English text; such as PQ4R, Skimming, jigsaw, inquiry technique, critical reading approach and many others. But for all those techniques which is appropriated for this research is critical reading approach. Learners through critical reading are given authority and voice to judge about what they read. Teachers, also, teach learners how to make reasonably critique and draw inferences about what they read and defend their ideas critically and logically. Critical reading requires scrutiny of the language in order to see what the writer means by the text. Researcher asserts that for students who are growing up in world saturated with media and messages, they need to experience a critical pedagogy for analyzing or evaluating these messages.

Then, in selecting the material, it is better for the teacher to consider which material is the most effective for teaching reading, therefore, the teaching of reading comprehension is useful to help the students to comprehend reading materials. In this research, the researcher used literary and non literary text. Literary text is a text from literature work. For example, short story, play or drama, poetry and many others. There were several researchers who stand against using of this text because its language was difficult for students. It is line with Widdowson (1978) who said that literature has potentially disruptive influence in well-ordered world of controlled language course. Thus, many researchers also promoted literary text in language learning process. Such as McKay (2001)

reported “to the extent that the students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency”. It was because literary text provided meaningful contexts, appealed to imagination and enhances creativity, developed cultural awareness, and encouraged critical thinking. Meanwhile, non-literary text is concerned with information, facts and reality. It can be article, document, scientific text, issues and many others. This text has simple language that can make it easy for the students in comprehending a text.

Some teachers use literary texts as the basis for critical reading while other teacher use non-literary texts. Each text has its own effect in the reading comprehension. Therefore in this research, the researcher conducted this research to compare the text that has the most significant effect on reading comprehension. In teaching reading comprehension, the teacher and students should find a better strategy and materials that more interesting. Student’s critical reading using literary text and non literary text is absolutely sure to become a solution of this problem.

Based on the statement above, the researcher conducted a research entitled “The Effect of Literary Texts Vs Non-Literary Texts through Critical Reading Approach on the Reading Comprehension” and this research was conducted at MA Tri Bhakti at-Taqwa.

1.2. Identification of the Problems

Based on the background of the problems above, the researcher stated identifications of the problems which can be described as follows:

1. Lack of source in school library, English book is rarely found in school library.
2. Most of the students do not have book or other sources to study English
3. Most of the materials that are used by the teacher are not interesting.
4. Most of the students are not motivated to read an English text because they think the text is difficult.
5. Most of the students get bored while learning English. It might be caused by the teachers who use less interesting materials.
6. Teacher does not use some interesting materials which encourage student to learn. They only take the materials from the English course book.
7. The instrument is not suitable for the students.
8. Most of the students are unable to comprehend an English reading text. They cannot catch the main idea and specific information from the text.
9. Most of the students do not use the effective strategy in comprehending an English text.
10. Most of the students get low achievement in comprehending an English text. They are not capable enough in answering the question which is given

1.3. Limitation of the Problems

Based on the identification above, researcher limited the problem about the material that was used by teacher and the strategy that was used by students in comprehending an English text. The researcher was motivated in investigating whether there is any significant difference of literary vs. non-literary text through critical reading approach on the students' reading comprehension achievement.

1.4. Formulation of the Research Question

Based on the limitation of the problems above, this research was addressed the following research questions:

1. Is there any significant difference between the students' reading comprehension achievement who were taught by using literary text and those who were taught by using non-literary text through critical reading approach?
2. What are the student's responses after being taught by using literary text and non-literary text through critical reading approach?

1.5. Objectives of the research

The objectives of this research were as follows:

1. To find out whether there is any significant difference between the students' reading comprehension achievement who read literary text and those who read non-literary text through critical reading approach.
2. To find out the student's responses after being taught by using literary text and non-literary text through critical reading approach.

1.6. Uses of the Research

The results of this study were expected to be beneficial both theoretically and practically, as follows:

1. Theoretically, this research is expected to provide a support to the development of linguistics, especially the fields of teaching technique and learning material.

2. Furthermore, practically, this research is intended to help teachers and material designer have better views on using critical reading pedagogy and selecting texts.

1.7. Scope of the Research

This research is focused on investigating whether there is any significant difference between the students' reading comprehension achievement who read literary text and those who read non-literary text through critical reading approach and finding which of two materials-literary and non-literary texts that is more effective for the students in learning reading comprehension. This research was conducted at MA Tri Bhakti at-Taqwa Rama Puja Lampung Timur. The population of this research was in the second year students. The researcher chose the senior high school students at the second grade because they had more capability in understanding their own personality and these learners have relatively high performance in language components, so the research would be more reliable.

1.8. Definition Of Terms

1. *Reading Comprehension* is an activity of understanding printed text through making sense a written text by relating written language to what we already know and to what we want to know.

2. *Literary Text* is an authentic material. It is generally those “imaginative works of poetry, prose, short story, and play distinguished by the intentions of their authors and the excellence of their execution.
3. *Non-literary Text* is an authentic material that covers a wide range of texts from administrative, legal and other official documents, via economic and business texts, scientific, technical up to publicist texts.
4. *Critical Reading Approach* is the application of critical thinking in a reading activity. In this sense critical reading can be defined as an active and purposeful process of comprehending, questioning and evaluating printed material and in order to react intelligently to the writer’s ideas.
5. *Comparative study* refers to examining two (or more) cases, specimens or events. The basic target of this study was to investigate whether there was any significant difference between the students’ reading comprehension achievement who read literary text and those who read non-literary text through critical reading approach and find which of two materials-literary and non-literary texts that was more effective for the students in learning reading comprehension.