

## **1. INTRODUCTION**

The chapter is concerned with a brief description of the whole content of the research, including background, research question, objectives of the research, uses of the research, scopes of the research, and definition of term.

### **1.1. Background of the Problem**

Reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson; 1985). Therefore reading is a significant aspect for student because of its benefit in developing knowledge. Reading also plays an important role for EFL learners to comprehend and cope all of reading difficulties and aspect.

Basically, reading skill is very complex skill to teach. Therefore, many learners get difficulties to master this skill. Reading involves determining main idea, identifying specific information, reference, inference, and vocabulary. Having good reading proficiency means the reader has abilities to understand written statement or any type of written text accurately and efficiently (Mahfoodh; 2007).

Furthermore reading dominates teaching materials in almost English textbooks where there are some types of reading text that should be mastered by the student of Junior High School (SMP). SMP students should be able to use the language in informational level that is expected to access knowledge by the language skills.

The objective is to comprehend reading texts where students are faced with the text written in English. Then, they are supposed to read it in order to gather information from the text. In this case, students use skill of reading in order to understand the written text. In other words, they access knowledge by reading skill.

In order to get information from the text, it is important for students to have a good reading comprehension. Without comprehension, their reading activity will be empty and meaningless. Comprehension is not only intended to know what the letters stand for, but also to involve power of fully understanding. Reading involves more than words recognition. Therefore, there is no reading without comprehension. It means that comprehension determines the essence of the reading process. Comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection, Doyle (2004).

Good reading means building frameworks in order to connect words to thought but not everyone is good at reading. In general, students still have difficulty in comprehending the idea which lies in reading text. When the researcher has conducted Teaching Practice Program (PPL) at SMAN 1 Batu Brak on July 2014, it was found that students had difficulty in comprehending reading text. There are some factors that cause students feel difficult in comprehending the text: students' interest of the material and deficiency of using good reading technique.

Moreover, their reading achievements were poor. They also got difficulty in understanding the meaning of the words in the text, so they become lazy to read

an English text. They tend to talk to their friends when the teacher gives an English text. They got difficulty to identify the specific information of each paragraph of the text. So, when teacher asked several questions related to the text, they could not answer them well.

In teaching learning process the teacher functions is as a facilitator who has responsibility to help the students choose and give interesting materials in order to reach the aims of teaching and learning stated in the curriculum. In selecting the materials, it is better for the teacher to consider which material is more effective in teaching reading, so that the teaching of reading comprehension will be useful to help students to comprehend reading materials.

Referring to the statement above, the writer wanted to find out better result by comparing between two types of materials, authentic materials and non-authentic materials. Authentic materials is any materials which has not been specifically produced for the purpose of language teaching (Nunan; 1989). Accordingly some examples of authentic materials are newspaper, internet, magazine etc. In addition, authentic materials must be used in accordance with students' ability (Baird, 2004). On the other hand, non-authentic materials is materials that are specially designed for learning purpose and the language used in them is artificial with well formed sentence all the time which is useful for teaching grammar (Adams, 1995; Miller, 2003). For example, there are course book, textbook, student work sheets etc. Nunan (1997) believes that exposing learners to authentic materials is indispensable, because of the rich of language input they provide in the text. Exposing students to such language forms will enable them to cope with

genuine interaction, whether it is inside or outside the classroom. Researchers claim that when authentic materials are used with the purpose of students' learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. In contrast to the design of the text books, authentic materials are intrinsically more active, interesting and stimulating (Lee, 1995; Little, Devitt & Singleton, 1988; Peacock, 1997; Shei, 2001). Richards (2001, p. 253) points out that alongside with these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Martinez (2002) mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts.

Different from authentic materials, the language of non-authentic material has usually been modified and adjusted according to the learning objectives and level of learners and their ability. The main difference between authentic and non-authentic material lies on the naturalness of language used. Authentic materials have more natural language and reflect real life. The use of non-authentic material in teaching has both advantages and disadvantage. The advantages of non-authentic materials are:

1. The language is easier and understandable
2. Get clear objectives to develop
3. It is adapted for a particular aspect
4. Materials are relevant, useful and focused on what students are learning at the point

Since non-authentic material always follows learning objective and curriculum so it has some weaknesses, they are:

1. Non-authentic material is not real and may be not interesting.
2. It does not provide real information that happens around the world.
3. The topics are too common that make students get bored.

In short, these materials are considered as an applicable material for teaching reading comprehension. Therefore, this research is proposed to find out the effect of both materials on students' reading comprehension achievement at 8<sup>th</sup> grade SMPN 1 Metro in academic year 2014/2015 and which one is better.

## **1.2. Research Questions**

Based on the background of study above, the problem of the study is as follow:

Which type of materials gave better effect on students' reading achievement?

## **1.3. Objectives**

Based on the research question, this particular study aimed at finding out: The material that give better effect on students reading achievement.

## **1.4. Uses**

The result of the study is expected to be used theoretically and practically:

1. Theoretically, the result of this research is expected to verify the previous theories dealing with theories in this research.
2. Practically, the result of this research hopefully can be used as a consideration for English teachers to choose the best and the most appropriate materials for teaching reading comprehension in their classroom.

### **1.5. Scope**

This research was conducted at SMP N 1 Metro and the materials used in this research were *authentic* and *non-authentic* reading comprehension materials. Both authentic and non-authentic materials were specified on narrative text. The subject of the research was 8<sup>th</sup> grade students in academic year 2014/2015 in the even semester in which a class consists of 26 students. Hence, this study was focused on the effect of using authentic and non-authentic reading materials also to find out which one is the best both of them for teaching reading comprehension. The students must understand the text by knowing the main idea of the text, meaning of the text and purpose of the text through both of that materials. The types of teaching reading comprehension provided responsive in treatment and for pretest and posttest the researcher used written text in authentic and non-authentic forms. There was pretest before treatments and posttest after giving treatments in this research.

### **1.6. Definition of Key Terms**

In this research, there are several definitions of terms that should be considered well as follows:

- a) Reading Comprehension is a process of understanding text. It is not only about reading the word but also how a reader constructs or derives the text meaning. So, in this process, there is interaction required between what the reader knows as his knowledge and experience.
- b) Authentic Materials is any material that has not been specifically produced for the purpose of language teaching and learning and made by native speaker in their own culture.

c) Non-Authentic Materials is materials that specially designed for learning purpose and the language used in them is artificial with well formed sentence all the time which is useful for teaching grammar.

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