

## **I. INTRODUCTION**

This chapter discusses introduction of the research which deals several points. i.e., background of the problem, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **I.I. Background of the Problem**

Indonesian students are expected to be able to master all language skills as stated in KTSP for English subject, listening, speaking, reading, and writing, with the primary emphasis on reading. The reading skill become very important in the education field and reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability to read, they will have a better chance to succeed in their study.

Reading dominates teaching materials in almost English textbooks where there are some types of reading text that should be mastered by the students of Senior High School. SMA/MA students should be able to use the language in informational

level that is expected to access knowledge by the language skills. This objective is basically similar to comprehension of 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 it. 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 the 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).

Reading comprehension requires motivation, mental frameworks for holding the ideas, concentration and good study techniques. There are many ways to be good at reading such as the readers should know the purpose in reading, they also should have awareness of type of the material they are reading, and kinds of learning strategies can also be used in reading that can help them in comprehending written text.

Good reading means building frameworks in order for connecting 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 conducted has Teaching Practice Program (PPL) at SMPN 3 Jati-Agung on July 2012, she found that students had difficulty in comprehending reading texts. There are some factors that cause students feel difficulties in comprehending the text: students' interest of the material and deficiency of using good reading technique.

Unfortunately, their reading achievement are very poor. They also get difficulty in understanding the meaning some words in the text and they do not understand the meaning of 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 than reading text. They get difficulty to identify the specific information of each paragraph of the text. So, when teacher asks some questions related to the text, they cannot answer them well.

Based on the pre-observation done by the researcher in SMAN 5 Bandar Lampung, the students' achievement in comprehending a reading text is still far from the objectives stated in the curriculum. Their average score of reading is low and below the KKM 70 (Minimal Mastery Criterion) in KTSP. The researcher interviewed the students and teacher that the students did not seem to be interested in the reading materials from students' textbook. As a result, this condition affects

the students' ability in reading comprehension. Therefore, this research was conducted in this school.

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

Referring to the statement above, the writer would like to find better result by having comparative study between two materials, authentic materials and teacher-made materials. According to Richards, J.C. (2001) stated that authentic material is considered as a material that is not specially prepared for pedagogical purpose. However, it has positive effect on learner motivation because they are intrinsically more interesting than a common material. It also provides exposure to real language rather than the artificial texts found in common materials that have been specially written to illustrate particular grammatical rules or discourse types.

On the other hand, Richards (2001) said that teacher-made material refers to textbooks and other specially developed instructional resources. This material can also be motivating for learners as it also often designed to look like teenage magazines and other kinds of real world materials and may be just as interesting and motivating for learners. Teacher-made material contains more appropriate

language and vocabulary needed by the learner since it has been simplified or written to any lexical or linguistic guidelines.

In short, these materials are considered as an applicable material for teaching reading comprehension. Therefore, this research is proposed to find out whether either one or both of them are effective for increasing student's reading comprehension achievement in SMAN 5 Bandar Lampung since based on the pre-observation done by the researcher, the students still get low score in reading comprehension achievement.

## **I.2. Identification of the Problems**

Based on the background of the problem above, the researcher states identification of the problems which can be described as follow:

1. Lack of source in school library, English book is rarely found in school library
2. Students do not have book or other sources to study English
3. Material that is used by the teacher is not interesting
4. Students are not motivated to read an English text because they think the text is difficult
5. Students get bored while learning English. It might be caused by the teacher who use less interesting materials
6. Teachers do not use some interesting materials which encourage students to learn. They only take the materials from the English course book.
7. The instruments is not suitable for the students

8. Students are unable to comprehend an English reading text. They cannot catch the main idea and specific information from the text
9. Students have no good self confidence in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt well
10. Students get low achievement in comprehending an English text. They are not capable enough in answering the question which is given by the teacher

### **1.3. Limitation of the Problem**

Based on the identification of the problems above, researcher limits the problem about material that is used by teacher and the way of teacher teaching; the researcher is interested in investigating whether there is any difference of reading comprehension achievement of students if they are taught by interesting material in teaching reading. Authentic and teacher-made material are two medias that will be used to teach reading in order to investigate whether these media can be used to improve student's reading comprehension achievement. The researcher also wants to identify which one is better to teach reading, authentic or teacher-made material.

### **1.4. Formulation of the Problems**

Based on the limitation of the problem above, the writer formulates the problem as follows:

1. “Is there any significance difference of student’s reading comprehension between the students who are taught through authentic materials and those who are taught through teacher-made material?”
2. “Which of the two materials is more effective for teaching reading?”

### **1.5. Objectives of the Research**

In relation with the research problem above, the objectives of the research are: 1. to find out whether there is any significant difference of student’s reading comprehension achievement between the students who are taught through authentic material and those who are taught through teacher-made material. 2. To find out which one of the two materials is more effective in teaching reading.

### **1.6. Uses of the Research**

In relation to the problems and objectives, the findings of the research may be beneficial not only theoretically but also practically. Therefore, these uses can be described as follows:

1. Theoretically, it may be used to support existing theory about authentic and teacher-made material.
2. Practically, the result of this research may give information to the English teacher that one of the two ways in this research is more effective in improving the student’s achievement in reading comprehension.

### **1.7. Scope of the Research**

The research focuses on the students' reading comprehension in reading news item text teach through authentic and teacher-made materials. The reading comprehension materials that used are both authentic and teacher-made news item. The materials were taken from newspaper or magazine for authentic material and English Book based on the school based curriculum (KTSP) of Senior High School for teacher-made material. The students' reading achievement in terms of five aspects of reading comprehension were measured by a set of pre-test and post-test in form of multiple choices.

### **1.8. Definition of Terms**

1. *Reading comprehension* is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. (Suparman, 2007:13)
2. *Authentic Material* refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes. (Richards, 2001: 252)
3. *Teacher-made material* refers to textbooks and other specially developed instructional resources. (Richards, 2001: 252)
4. *Achievement* is the change or improvement of student's reading comprehension after being taught. (Suparman, 2007:13)
5. *News item* is a text which informs readers about events of the day.
6. *Effective* is producing the result that is wanted or intended.