

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents five topics related to this research that are including background of the study, formulation of the research problem, objective of the study, significance of the study, scope and limitation of the study.

A. Background of the Study

In learning foreign language, especially English, it is acquainted four kinds of skill; those are listening, reading, speaking and writing. The two skills, listening and reading, are called receptive skill while the other, speaking and writing skill, are called productive skill. The receptive skills are the skills of learners that they do not need to produce the language to do these. These skills are usually called passive skill. Meanwhile, in doing the productive skills the learners need to produce language. The productive skills are also called active skills.

Ideally, the mastery of language should cover all of those skills. However, in fact many students are not good in all skills. For instance, the students can speak English well but they are not good in writing, or some students are good in listening but not good in reading.

In the connection with the ability to remember the language elements that have been studied, the reading ability has the lowest level as stated in Dale's cone of experience. The classification of experience is based on the level from the concrete to the abstract one. Dale in Munadi (2008: 18) states that the experience

level in this cone is being based on how many senses included in learning process. The cone experience states that generally the students only remember 10% of what they read, 20% from what they hear, 30% from what they see, 50 % from what they hear and see, 70% from what they say and write, and 90% from what they say as what they do. Considering to the ability of remembering what they read in the foreign language is so limited, so the skill of reading should have more attention since it plays significant role in learning language. Harmer (2007: 99) states:

Reading is useful for language acquisition. Though the students are more or less understand what they read, the more they read the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

While according to Lindsay and Knight (2006:70), reading is also an important way for learners to access new language and practice language they have already met. It means that we can learn the language when we are reading. Besides we get much information about the content of the reading text, we can find how the way the writers write such as style, the mechanic or the vocabularies that is used. In addition, from reading, we will be helpful to acquire the language we are studying.

Nevertheless, there are so many learners who have trouble in reading, especially in reading foreign language. One of the problems in learning foreign language is the existence of discrepancy between the first language and the target language that will be learnt. As a rule, the problems arise because of less of knowledge of the target language by the learners. The problem usually felt by the

beginner learners or the learners that do not know more about the target language. In this situation, the use of approach, method or the selection of material that will be used is very determining the success of the learning process.

Learning foreign language can use one of the approaches which is correlated with the skill that will be learnt. Besides, determining the material that will be used also has to be relevant to the need of the students. Related to the type of material that can be used in teaching and learning language, especially for reading, Lindsay and Knight (2008: 69) states:

There are two basic types of the text-authentic and non-authentic. Examples of authentic text are newspaper article, website pages, email, and packaging and label and so on. Non- authentic texts are written especially for learners using imaginary context and simplified vocabulary and sentence construction, for example, a reading text in an elementary course book, and a reader for young learners.

From the above statement, we know that there are two kinds of text, which is possible to use in reading, those are authentic and non-authentic texts. If the non-authentic materials are designed especially for the education purpose with non-real context and simple vocabularies, the authentic materials are dealing with the real context. In addition, the purpose of writing the material is not for education but for social purpose. This explanation about text type especially for authentic material is also in line with the statement of Harmer.

Harmer (2007:100) explains that:

When we ask students to read, the success of the activity will often depend on the level of the text we are asking to them to work with. Ideally, we would like students to read authentic texts- in other words, texts that are not written especially for language learners, but which are intended for any competent user of the language.

The use of authentic material is needed whenever our focus is using the language in a daily life context. Graves as quoted by Syaifudin (2008: 90) emphasize about the need of using authentic material in learning foreign language. According to him, the language learners should have the access toward the real example how the language is used in daily life. This case will give more motivation to them because they will be given chances to feel directly how the language used in real context. The authentic material is also supposed to have many advantages if it is brought to the classroom, especially in teaching language. Some of them are the authentic materials that have a positive effect on learner motivation. They provide authentic cultural information and exposure to real language. The authentic materials also relate more closely to the learner's needs and interest and provide a wide variety of text types, language styles that are not easily found in conventional teaching material.

Many language educators in other countries have emphasized the use of authentic material in language teaching. Meanwhile, there are only some of them who are aware to use authentic materials in teaching and learning language, especially English, although it is believed that authentic material can provide resources for ESL/EFL teachers and offer them the opportunity to expose learners to materials produced for real world of English use.

Therefore, the researcher thinks that it is quite good if we try to use authentic material in learning English, especially in improving reading skill that is supposed to be good in improving language acquisition.

Based on the illustration above, thus, this research was aimed to try to find out the effectiveness of using authentic materials in teaching reading comprehension to the third grade students of SMPN 3 Tasikmadu. It is one of the junior high schools in Karanganyar.

B. Formulation of the Research Problem

Referring to the background above, the formulation of the research problems is:

1. How are the students' pre-test and post-test scores in reading comprehension in the experimental group?
2. How are the students' pre-test and post-test scores in reading comprehension in control group?
3. Is there significant difference score between the students who are taught by using authentic material and who are taught using non-authentic material?
4. Is the authentic material effective in teaching reading comprehension at third grade of SMPN 3 Tasikmadu?

C. Objectives of the Study

1. To know the students' pre-test and post-test scores in reading comprehension in experimental group.

2. To know the students' pre-test and post-test scores in reading comprehension in control group.
3. To know the significant difference score between students who are taught by using authentic material and who are taught using non-authentic material.
4. To find whether authentic material effective in teaching reading comprehension at third grade of SMPN 3 Tasikmadu.

D. Significances of Study

The result of the study is expected to be useful for:

1. The writer

This study is useful for the writer to enrich her knowledge about the material used in teaching reading comprehension especially the authentic material. In addition, whether or not, it is effective to be used.

2. The English department students

This study is useful for the students who are majoring English to know the material that can be used to improve their achievement in reading comprehension

3. The English teacher

This study can be useful for English teacher to find out and select the material that will be used to teach reading comprehension in order to their students have better understanding.

4. The next researcher

The result of this study can be used as a reference in conducting further research in the same field.

E. Scope and Limitation

Scope and limitation of the study is very important concepts to understand because they can define the importance of a research study. In junior high school level, the reading materials that used are genre based texts. For instance, narrative text, recount, spoof, anecdote, news item, procedure and so on. Other materials, which related to these texts, are announcement, pamphlet, letter, advertisement, and invitation.

However, in this study, the writer limits the discussion of this study on the effectiveness of using authentic materials in teaching reading comprehension viewed from students reading skill. Authentic material here is limited on the material that suitable with the themes, which are being discussed by the third grade student of SMPN 3 Tasikmadu in the first semester. The material also is based on the current curriculum being used. Some of the authentic materials that used are letter, advertisement, news item, narrative story and procedure or guideline of doing something.