

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problems of the study, the objective of the study, hypothesis, significance of the study, scope and limitation of the study and definition of key terms.

A. Background of the Study

English has position as the foreign language in Indonesia. It is one of the most widely spoken languages throughout the world. English is the universal language of communication among different countries. In Indonesia, English was taught in the kindergarten until college. But there are still many students who feel difficult to master English. And the assumption that English is very difficult to master is not only felt by elementary students but also many junior students feel so. It may be caused that by the fact there are four basic skills to master in learning English, they are: listening, speaking, reading and writing and it is absolutely different from our language. Besides, we are used to use Indonesia language to communicate in our daily activity.

Reading is one of the four basic skills to master in learning English. Reading is an exercise dominated by the eyes and the brain. The eyes receive

messages and the brain then has to work out the significance of their message (Harmer, 1991:190).¹ So learning reading is important for us. We can get the information and the science that we need by reading.

In general, reading activity plays an important role in self-development. Reading can still be needed as a means of learning a variety of sciences, particularly for the students. The reading class is expected to be able to increase the students' interest, motivation, and ability to read. Besides, children learn best when they are motivated and are interested in the activity or being involved in activities, which are relevant to them. In other words, in learning English as foreign language, children learn and understand the language better by treating and applying it into actual activities which what they can do with it than receiving it as an abstract concept.

Comprehension is the outcome of cognitive processes in which the reader interacts with a text.² Studying reading aims to develop the reading skills of the students need to find information quickly, to identify what is important in a text, to compare different sources of information and to read critically. To help the students with these skills, they study how texts are structured, and how they can best deal with vocabulary problems.³

¹ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Long Man, 1991), 190.

² Gina Cantoni and Harvey, *Content-Area Language Instruction*, (Amerika: Addison-Wesley, 1987), 72.

³ Eric H. Glendinning and Beverly Holmstrom, *Study Reading*, (Cambridge University Press, 2004), 6.

Teaching English sometimes finds the problems that come from the students, such as they are lazy to study, they have difficulties to understand the material and they do not interested in it because they do not understand vocabulary. Here, the teacher should be creative to manage classroom condition become nice, comfortable and not bored, so the teacher should know the ways to teach them well. The development of communication technology like in nowadays can be used to learn English. One of the ways that can be used by the teacher to teach English is using authentic material.

Authentic materials as media for reading materials might be used more effectively to develop student's interest and motivation in learning reading comprehension. The use of authentic material in class rather than material specifically written for learners is to provide more variety and authentic to the lesson. They introduce life into the classroom so that they enable the students to comprehend the text easily because they are closed to their environment or their real world. The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive.⁴

⁴Sacha Anthony Berardo, "*The Use of Authentic Materials in the Teaching of Reading*" <http://www.readingmatrix.com/articles/berardo/article.pdf>, accessed on March 11th, 2014.

The students of MTs Al Manar still have low motivation in learning English. They feel difficult to learn it. Furthermore, there are no sufficient facilities to improve English ability, like laboratory or other media. Meanwhile, teaching English at MTs Junior High School is focused in order to the students can achieve functional step that is oral and written communicate to solve the daily problems. So that, in this step the students can use the language to fulfill the daily needs, like reading newspaper, manual, or direction (Wells, 1987).⁵ So, it is hoped they will used to read and also increase their English mastery, especially in reading.

Based on the explanation above, this study is conducted to investigate the influence of authentic material in students' reading achievement, under the title "The effectiveness of Using Authentic Materials in Teaching Reading at the First Year Students of MTs Al Manar Tanjungtani Prambon Nganjuk".

B. The Problem of the Study

Based on the background above, it is felt necessary to do a study on the process of teaching English at MTs Al Manar. The general question of this study is "Does the effectiveness of using authentic materials in teaching reading at the first year students of MTs Al Manar?"

⁵*Standar Kompetensi dan Kompetensi Dasar Tingkat SLTP/MTs, 277*

C. The Objective of the Study

Based on the problem of the study above, the purpose of this study is “To know whether the effectiveness of using authentic materials in teaching reading at the first year students of MTs Al Manar.”

D. Hypothesis

Based on the objective of the study, this research wants to know the effectiveness of using authentic materials in teaching reading at the first year students of MTs Al Manar.” Then, the researcher builds the hypothesis to make the purpose of this study clear. The writer has two kinds of hypothesis, they are:

1. The Alternative Hypothesis (H₁)

There is significant effectiveness of using authentic materials in students’ reading achievement at the first year students of MTs Al Manar.

E. The Significance of the Study

This study is important to give the alternative how do the learning process that is interesting to the students. So, it is expected to give some valuable contribution to:

1. Teachers

The result of this research will give more experiences and information as input, which can be expanded into various strategies in teaching learning

process. The teachers can improve their capability in using one of the ways to increase reading achievement by using authentic materials.

2. Students

The result of this research will make the students have higher motivation in expressing and comprehending the target language. This study can help them when they study. So they can be interested in learning process.

3. Institution/ School

The result of this research can be a good contribution as a bridge to develop teaching learning process at school.

4. The readers

The result of this research is expected to the readers in order to get information about the effectiveness of authentic material in teaching learning process. So they will apply it in education.

5. Future research reference

It is hoped that this research can be used as a reference to the next research and the similar research.

6. Authentic Materials

It is hoped that used authentic materials can effectiveness in teaching reading at the first year.

F. The Scope and Limitation of the Study

This study is to know whether the use of authentic materials has effective or not. The scope of this study is the influence of authentic materials. In this case, the authentic materials that used are the real object which closes in daily activity such as cooking recipes from internet, real product (“Nutrijell” and “Bagus Maxi-Mat” product), magazine articles, and song lyrics. The materials are proposed as one of the solutions in motivating the students to learn easily and enjoyable. The using of material is adjusted on the curriculum on the second semester. It contains of descriptive and procedure text. But, here the researcher uses genre procedure text. The researcher limits the research on the use of authentic materials in teaching reading by using the materials above at the experimental group. And the subject of the study is the students at the first year of MTs Al Manar.

G. The Definition of Key Terms

To give the same perception and to avoid misunderstanding of the concept of study, it is essential about the terms used in this study:

1. Effectiveness

Something that affects and can change the way students behave or think.

2. Authentic materials

Print materials students encounter in their daily lives. It is not created specifically to be used in the classroom, but it makes excellent learning tools for students precisely because they are authentic.

3. Reading achievement

The level or amount of ability in reading that students have gotten and it is measured after learning process by following examination or test.

4. MTs Al Manar

Madrasah Tsanawiyah, it is same with SLTP and located in Ds. Tanjungtani, Kec. Prambon, Kab. Nganjuk.