CHAPTER I

INTRODUCTION

A. Background of the Research

The objective of English language teaching in secondary school is to develop the student’s English skills which cover reading, listening speaking and writing skill. Those skills are supported by language elements, such as structure, vocabulary, pronunciation and spelling. However, the skills and the language elements are not taught separately, but in integrated way and the teaching focuses on reading.

By reading we are hoped to get process of understanding discourses, especially in written form. We will get ability to see the main thought of the writer's general idea of a piece of reading. According to Flesh in Leu (1987: 3) relates reading to a set of mechanical skills: “Learning to read is like learning to drive a car …” The child learns to read is like learning of reading, and when he is through, he can read.

There are many aspect of reading skills. One of them is reading comprehension. This aspect is not easy, because the reader must have the abilities to understand and find certain details, either words or ideas in a piece of reading. This includes the ability to see how the meaning of a sentence has an effect on and is affected by other sentences.

In teaching reading, the selection of good materials is needed in language learning since there are abundant materials that can be used in English classroom. The materials may come from course books, text collection books, simulated authentic texts, and the real authentic text or authentic materials (Williams, 1989: 24).

The use of authentic materials has been discussed as well as has been
debated for quite a long time. Dumitrescu (2000) states that in the last ten years, the use of authentic materials has become progressively more popular in learning situation. The term authentic materials or authentic texts refer to any text which is not written specifically for language learning or language teaching purposes (Williams, 1989: 25). It means that authentic texts are written for native speakers of certain language and will be used by the speakers of the language in communication circumstances outside language classroom. Thus, most everyday objects in target language whether spoken or written such as magazines, newspaper, tourism brochure, signs, advertisement, menus, and recipes can be include as authentic materials.

Furthermore, regarding the language-culture connection, culture can not be separated in language learning. Since the aim of language learning is to communicate, the process involved in learning is not only making students to produce grammatical sentences but also enabling students to function the language effectively in appropriate context and society. As many scholars have highlighted the impossibility of teaching language without culture, the use of authentic materials is believed can improve students’ cultural knowledge. It is due to the richness of cultural content in the authentic materials (Wright, 2005).

In Indonesia, the use of authentic materials is considered as a new thing. Many teachers use English textbooks, their home-materials, or even students’ worksheet which is usually called as Lembar Kerja Siswa (LKS). Fortunately, many English textbooks have begun to adapt the need of authenticity of the texts. It is shown by plentiful texts in different kind of genres which are taken or adapted from many sources. However, besides using English textbooks containing authentic materials or simulated authentic materials, teachers should be creative to find out more authentic materials. It is intended to give a new atmosphere in learning circumstances. The use of authentic materials are giving sense of achievement and highly motivating. The students will not encounter the artificial language of the classroom but the real world and language how it is really used.
By using authentic materials the teacher presents students’ with actual everyday language, just as it appears in real life. From the definition above, this paper was challenged to do this research to get information about the effectiveness of authentic materials for teaching reading.

Based on the explanation above, the researcher chooses, “The Effectiveness of Using Authentic Materials in Teaching Reading Comprehension at the Second Year’s Students’ of the SMK Purnama 2 Banyumas”, as the topic of this research.

B. The Reason of Choosing Topic

The reason of choosing the topic are:

1. Reading is something crucial and indispensable for students because the success of their study depends on their ability to read.

2. The students feel bored in English lesson, especially in Reading comprehension because they only sit and listen to the teacher explanation.

3. In current curriculum, KTSP shows that reading ability is the thing that teacher should mainly pursue in order that the vocational high school students are able to absorb science and technology after leaving school. The researcher hopes the students can improve their knowledge if they are taught by using authentic materials in teaching learning activities.

C. Problem of the Study

The problem of the research “Is Authentic Materials effective for teaching reading?”
D. Aim of the Study

In the relation to formulation of the problem above, the aim of this study is “to know the Effectiveness of authentic materials for teaching reading “.

E. Clarification of the Terms

In order to have good understanding for the reader and the writer toward the main variables in this study it is important to define clearly the technical term that will appear frequently in most past of this study. The following points are some main definitions of the terms-in this study.

1. Effectiveness

In Oxford Advance Learner’s Dictionary, it is written “Having an effect; producing the intended result” (Hornby, 1989: 386)

2. Authentic Materials

Definition of authentic materials is vaguely different in literature. What is common in this definition is to exposure the students to real language and it is used in its own community. It is appropriate in term of goals, objectives, learner need, interest, natural in terms of real life and meaningful communication (kilekaya: 2001).
3. Reading Comprehension

In Webster’s Dictionary of the America Language, ‘Reading’ means: to look and understand the meaning of (written or printed or symbols). ‘Comprehensions’ means: the act of comprehending, including or embracing: a comprising: capacity of the mind to understand to receive and contain ideas. So reading comprehension is a capacity of the mind to understand the meaning of written or printed or symbols.

F. Contribution of the Study

Because the topic is very important in the area of teaching and learning English so the writer has deep hope in mind that this research or study can have meaningful contribution toward the improvement of English achievement. The following are some contributions of this study:

1. The result of this study would be very useful for teachers to improve their English achievement through authentic material that encourages the sense of cooperation of achieve good mastery in English.

2. This study can improve teacher’s professionalism both in theoretical and practical level particularly in implication the teaching and in learning process.

3. For the students hopefully given motivation in learning English and give good learning atmosphere so they enjoy in learning activity.
4. This study is excepted be the starting point for other researcher to devise various teaching that encourage the sense of cooperation among English learners.