

Chapter One

Introduction

In this chapter, the researcher presents several points that become the main issues in this research. This chapter includes background of the research, statement of the problem, limitation of the problem, research questions, purpose of the research, significances of the research, and outline of the research.

Background of the study

In learning English, we need to master several skills, such as speaking skill, listening skill, reading skill and also writing skill. One of the most important skill is reading skill because it is required to understand the whole meaning. Nuttall as cited by Berardo (2006), indicated

“The fundamental concepts behind reading are the idea of meaning, the handover of meaning from one mind to another, the transfer of a message from writer to reader, how we get meaning by reading, and how the reader, the writer and the text all contribute to the process” (p. 61).

Reading can have a different function, depends on its condition and necessary. Harmer (2001) stated that when we read a sign on the motorway, our motives are different from reading a detective novel (p. 200). It will be more significant if we understand the sign on the motorway because it can affect our surroundings. Meanwhile in reading a detective novel, we just try to understand the message or imagine the situation from the words in the book.

In reading activity, there are several factors that has a big role than just understanding the meaning of words and sentences. The factors that also have an important effect in reading include: capable to connect ideas in a passage, able to keep concentration during reading, recognize new vocabulary, and acquainted with the complex sentence structures. The capabilities and abilities that a reader must possess includes cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge, such as vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies (Snow, 2002: p. 13). Therefore, building a meaningful reading activity is necessary in order to make good understanding for the readers.

To solve those problems, the teacher should find the unique aid or media to build up students' idea in reading. There are so many methods that can be applied and one of the solutions is by using authentic materials as their media in the classroom. Authentic materials define as a media that contain real language to provide a real meaning. Gilmore (2007) said that 'An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to deliver a real message of some sort' (p. 4). In learning, authentic materials are evaluated as a good aid to be used to motivating and delivering real language. Peacock (1997) identified that authentic materials can motivate learners because they are basically more interesting or stimulating than artificial or non-authentic materials (p.144). Authentic materials can deliver learners into a real

language that used by the native speakers. Morrow (1977), as mentioned by Gilmore said that an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort (2007). Thus, authentic materials can fulfil language learning purposes although they were not designed for academic purposes.

The authentic materials can also provide a creative approach that can make students' more attractive and motivated in learning. The students' motivation and positive feelings can increased by using the authentic materials. Kelly et al as cited by Guo (2012), describe that "authentic materials can motivate the class and create positive feelings about learning (p. 197). In choosing the media, the teachers has to choose the media that can make students more enthusiastic and more attractive in learning. Although have benefits, authentic materials also have some disadvantages for teaching. The negative aspects of authentic materials are that they can be biased, require a good knowledge when reading, too many structures being mixed that causing lower levels problems when decoding the texts (Martinez (2002), as cited by Berardo, 2006: p. 65). Consequently, to optimizing the advantages and preventing the disadvantages of using authentic materials, the teacher should consider the selection of what types of authentic materials teacher that suitable for students in the classroom.

There are several types of authentic materials. The example of authentic materials can be everywhere even from the menu in the restaurants. Guo (2012) stated that "the wide variety of authentic materials ranges from literature, CDs,

DVDs, news, movies, TV programs, even to brochures and menus” (p. 197).

Therefore, the sources of authentic materials are varied for the students.

From the researcher experience in an English Language Education Department (ELED) in a private university in Yogyakarta, Indonesia, the teacher frequently used newspaper and magazines as a supportive media in reading activities. Although in teaching and learning process of foreign language, there are some various kinds of the reading activities that can be applied. According to Akyway and Ogeyik (2009), the factor that foreign language learner dislikes in reading is that there are no excitement because of the language problem in short of lack fluency and vocabulary. In addition, they also stated that the readers’ motivation is another important aspect that reader should have the most. It means that the teacher’s role in reading activities is to overcome students’ difficulties. Therefore, the researcher is interested in investigating the authentic materials used by the teachers in reading activities at English language education department at a private University in Yogyakarta.

Statement of the Problem

In using authentic materials, there are several problems that can be encountered. The lecturer often give the students a variety type of reading texts such as journals, novels, magazines, newspapers and etc. There are also some difficulties faced by the students. Students’ lack of vocabulary is the first problem in reading activities. The students’ also find the unfamiliar word, sentence and grammar in the reading text they have. The motivation is also the factor that give

an effect on the student's reading technique. Therefore, a different way in reading activities is necessary to improve students' reading ability.

Authentic material is the teaching media that can help to connect the language being taught in the classroom and the language used by real people in real situations in the real world (Al Azri and Al Rashdi, 2016). There are some benefits in using authentic materials in the classroom. First, it can increase students' interest in learning. Second, it has the cultural information and real language of native speakers. Third, it can be more related to the students' needs. The last, it is the creative way to teaching. Hence, authentic materials can have some benefits in teaching English in the classroom.

Based on the researcher's experience, the researcher presents some difficulties on using authentic materials in reading activities. The example is that students are less motivated when learning English. Inappropriate content also becomes one of the problems of using authentic materials in reading activities. Finally, students also have a difficulty with unfamiliar texts, sentences and vocabularies. Therefore, the role of teacher is to provide in using authentic materials to improve students' reading ability.

Limitation of the Problem

The Limitation of the Problem Based on the statement of the problems above, this study has to be limited due to limited time, cost, and places. The researcher will focus on the types of authentic materials used by the lecturers in reading activities. The researcher also focuses on advantages and disadvantages

faced by teachers of English Language Education Department in applying authentic materials in reading activities.

Research Questions

Based on the background of the research above, the researcher list some the problems that emerge. Some problems that can be identified are as follows:

1. What are types of authentic materials used by the teacher in reading activities at ELED in a Private University in Yogyakarta?
2. What are the advantages of authentic materials used by the teacher in reading activities at ELED in a Private University in Yogyakarta?
3. What are the disadvantages materials used by the teacher in the reading activities at ELED in a Private University in Yogyakarta?

Purposes of the Research

In this study, there are three purposes, which are set as follow:

1. To explore types of authentic materials are commonly used by the teacher in reading activities at ELED in a Private University in Yogyakarta.
2. To find the advantages of using authentic materials in reading activities at ELED in a Private University in Yogyakarta.
3. To identify the disadvantages of using authentic materials in reading activities at ELED in a Private University in Yogyakarta

Significance of the Research

The outcomes of this research are hoped to offer the valuable contribution to the researcher, the students, English teachers, and future researchers:

The Researcher. This study highlights the authentic materials used by the teacher in reading activities at ELED in a Private University in Yogyakarta. The research can give more information associated to the authentic materials which consist of the benefits and less of difficulties for each material. Then, the researcher gets information about kind of authentic materials that are usually used in reading activities. Finally, the finding of this research might help the researcher on the use of authentic materials in reading activities.

Students. This study contains the information of authentic materials that are usually used in reading activities at English Language Education Department of in a Private University in Yogyakarta. The finding of this research might help the students to identify the types of authentic materials. Then, the finding of this research might also help the students to recognize the benefit and the difficulties for authentic materials that usually use in reading activities. Moreover, the findings of this study can help the students to understand about how the authentic materials in their daily life affected their learning process especially in reading activity.

English teachers. This study enlightens authentic the materials used by the teacher in reading activities at ELED in a Private University in Yogyakarta. The research might help English teacher to choose the good material to be used in

their class. Then, the finding of this research assumes to help the English teacher in selecting which one of the authentic materials that can give more benefits and less of difficulties for their students. Finally, the finding of this research might help the English teachers to adapt the authentic materials in students' reading activities.

Future researchers. The finding of this research might help the future researchers as additional sources in conducting other research on the use of authentic materials, especially authentic materials in reading activities. Then, this research may give information for other researchers about authentic materials in their research, such as kinds of authentic materials and also, the significances or the difficulties in using authentic materials as a teaching media in reading activities.

Outline of the Research

This undergraduate thesis consists of five chapters, namely introduction, literature review, methodology, finding and discussion, and the last is conclusion and recommendation.

Chapter one discusses research introduction. This chapter consists of background of the problem, statement of the problem, limitation of the problem, research questions, purpose of the research, significance of the research, and outline of the research.

Chapter two presents a review of related literature. This chapter consists of five sub-chapters; first, it presents some definitions of the terminology used in this paper, process of reading and problem of reading activities. Then, the second one it will discuss about authentic materials consist of definition of authentic materials, kinds of authentic materials, the advantages of using authentic materials and the disadvantages of using authentic materials . Next is about the use of authentic materials in reading activities. After that, the researcher discusses the review of related study and the last discusses conceptual framework used in this paper.

Chapter three discusses about research methodology. This study consists of research design, participant and setting, data collection method, data collection procedure, data analysis.