Chapter One

Introduction

This chapter presents the introduction about the research that consists of the background of the study including the reasons as to why this research needs to be conducted. Furthermore, this chapter also consists of statement of the research, delimitation of the research, research question, and the objective of the research. Last but not least, this chapter provides significances of the research to signify the parties this study gives benefits to.

Background of the Research

Reading is a process where the thoughts, feelings, and beliefs of an individual can be conveyed by providing information or knowledge for the reader (Weaver, 2009). In the teaching and learning process, reading is one of the four skills that students should master. According to Iftanti (2015), it is challenging to possess good skills in reading English texts and it is also significant to develop good reading habits in English. Moreover, reading skills are one of the main components taught in English language teaching and learning processes in Indonesia (Suryanto, 2017).

One of the results from reading is reading comprehension where people are able to develop their skill and knowledge also acquire a new idea from reading. For students, reading experience will help them better understand the content they want to learn because reading activity may boost their information and knowledge acquirement. Moreover, in the reading process, students should understand or comprehend the

meaning of the text that they read. Comprehension is a state of understanding the meaning of the whole text to get the message or ideas from the author. This indicates that readers should not only know the meaning of each word in the text but should also understand the meaning of the whole text to get the author's message which requires whole text comprehension. Hence, with reading comprehension, learners can improve their knowledge and achieve reading development.

Furthermore, reading comprehension is the process of students in understanding information. According to Susilo (2015), the level of reading comprehension describes the relation between the process of discovering and understanding the information in the reading text. Thus, the more students comprehend the learning materials, the more knowledge and information the students gain which will support the students to be closer to learning success.

To achieve the learning goals of students, teachers as the facilitator in the classroom teaching and learning process should find reliable reading material for students in order to enhance their reading comprehension. According to Tomlinson (2018), the materials that the teachers choose can help them deliver the goals of the teaching and learning process. In another research, Tomlinson (2012) also stated that the ideal materials are intended to provide learners with all ways of learning a language to be chosen.

A reading material is crucial to develop students' knowledge because it provides some information to be explored by the students to enhance their skills and

knowledge in learning. It is supported by Tomlinson (2018) who highlighted that reading materials may be informative in providing language knowledge, instructive in teaching language points, experiential in providing language experience, elicitating in stimulating language usage, or exploratory in encouraging learners to explore the language for themselves.

Moreover, Indonesia implements a curriculum that teachers should use for teaching; thus, the teachers follow the roles created by the government to teach. Based on the curriculum and syllabus that have been designed by the government, there are two competencies that should be achieved by students as a reference for learning targets, which are *Kompetensi Dasar* (KD) and *Kompetensi Inti* (KI). According to Rachmawati (2018) *Kompetensi Inti* (KI) is main competencies which are grouped into aspects of attitudes, knowledge, and skills (affective, cognitive, and psychomotor) that students must learn for a school level, class and subject. Then, *Kompetensi Dasar* (KD) is content or competence consisting of attitudes, knowledge, and skills that are derived from IP that must be mastered by students. Based on the 2013 curriculum designed by the government, teachers have the freedom to use learning materials that can be obtained from the surrounding environment because teachers act as a facilitator of the teaching and learning process and they are expected to know their students' needs. According to Sinambella (2013), *Kurikulum* 2013 demands active and investigative activities to occur in learning and teachers are expected to act as facilitators to design learning for students to be able to solve contextual and real problems. Therefore, with

the freedom to choose teaching material, teachers should provide teaching options, criteria, or considerations regarding the materials that will be used in the classroom, especially for reading material in order to achieve the goals in the predetermined syllabus.

In addition, some experts have investigated the reading materials used in classrooms. The first previous study by Alshumaimeri and Alzyadi (2015) recommended teachers to apply suitable materials for learners' needs and level of proficiency. The second previous study by Zohoorian (2014) indicated authenticity theory to be necessary; however, the result showed that lesson textbook did not contain authenticity notion and only a small percentage of teachers believed in the authenticity of the current English for Academic Purposes (EAP) textbooks which only listed some particular level.

These researches discussed the materials that can facilitate students to achieve their goals in the teaching and learning process. Both studies used different focus as the main material to support students in achieving teaching and learning goals. The first research used authentic materials as the main material for the teaching and learning process while the second research used textbook as the main material in the classroom; thus, both studies only explained the types of reading materials used in class. However, this present study discusses types of reading material along with teachers' criteria or considerations choosing reading material in class. Based on the background of this study, the researcher was interested to investigate types of reading material employed

by teachers in their class and their consideration in choosing the materials to enhance students' reading comprehension.

The Statement of the Research

For developing students skills such as reading, listening, speaking and writing, reading material is one of important thing to bringing the students reach theid objective in learning. Especially in junior high schools, it because based on the objective of learning in syllabus that has been designed with Ministry of Education, junior high school are the first stage for students to enhance their language abiliy based on the four skill language, there are listening, speaking, writing and also reading. Because of a large of number of teaching resources, that makes tecaher should choose the best of resouchers for teaching materials. As a matter of fact, teachers also have been facing difficulty in choosing reading material to enhance students' reading comprehension skills. Based on Indonesia curriculum, teachers have the freedom to choose their teaching and learning media including reading material in the classroom. However, this resulted in teachers experiencing confusion in choosing suitable reading material for each student's ability and level. Hence, choosing suitable reading material for students' level in the classroom has become a problem for numerous teachers in Indonesia.

The use of unsuitable teaching materials that do not meet students' preferences results in learners facing difficulties in learning a foreign language. Sometimes, the teaching materials are not informative and inspiring for students. Hence, teachers should be more selective in choosing reading material for students by setting the criteria

to be used in the teaching and learning process in the classroom. In selecting reading material, teachers are often faced with numerous choices which demand them to be carefully selective because the correct selection will affect the teaching and learning process in the classroom. However, some teachers frequently chose the wrong learning media that caused students to feel bored and face difficulty in understanding the reading materials.

Delimitation of the Research

Based on the problem, teachers have been facing a problem in choosing suitable reading material in the classroom. Thus, in this study, the researcher focused on finding out English as a Foreign Language (EFL) teachers' chosen types of reading materials in the classroom and their consideration in deciding reading materials to enhance students' reading comprehension.

Research Question

To conduct this study, the researcher emerged two research questions as a guideline. The research questions are:

1. What kind of source to reading material are used by EFL teachers in the classroom?

2. What are EFL teachers' considerations in choosing reading materials to assist students' comprehension?

Objective of the Research

This research emerged two objectives which could be formulated as follows:

1. The source of reading material that EFL teachers use in the classroom.

2. The consideration from the teachers in choosing reading material to increase students reading comprehension in EFL reading classroom.

Significance of the Research

The researcher expected this study to be helpful and provide some benefits for:

Teachers

This research is expected to help other teachers find out the suitable teaching reading material in the classroom and also provide some information regarding the consideration in choosing reading material.

Other Researchers

This research is expected to provide information regarding the types of reading material and teachers' consideration in choosing suitable reading materials in the classroom. Moreover, this study can be also be a reference for other researchers who are interested in conducting a research on similar topic.

Organization of the Chapter

This *skripsi* consists of five chapters. Chapter one discusses the introduction of the research including the background of the study and identification of the study as to why the study was significant to be conducted. This chapter also consists of statement

of the research, delimitation of the research, formulation of the research or research question, objective of the research and significant of the research.

Chapter two provides the literature review from other researches and several theories from the experts to support the data in this study. First, the researcher explains reading comprehension followed by the types reading material for EFL classroom. Afterwards, the reading material that facilitates students' comprehension is also described. Reviews of previous studies are also used to justify the theories included in this study.

Chapter three discusses the methodology used in this research. The methodology includes research design, research setting, research participant, data collection method, data instrument, data analysis, trustworthiness, and interview guidelines.

Chapter four presents the results of the research. The researcher will report the findings based on the data analysis, and discussion of the findings. The research findings will show the data about reading material and the consideration from the teacher to choose reading material in the classroom.

Last but not least, chapter five provides the conclusion and recommendation of this research. The conclusion explores the summary of the research results while the recommendation includes suggestions for several parties related to this research.