

Chapter One

Introduction

In Chapter One, the researcher explains background, identification, the limitation, research question, objective, and significance.

Background of the Research

Reading skill is one of the important parts in language learning. As Kustaryo (1988) defined that “reading is one of the most important skills in language learning besides listening, speaking, and writing” (p. 1). When the students have good reading skill, they will be able to comprehend a lot of informations that they can use to complete other tasks in other language learning skills (Apsari 2014). Therefore, developing reading skills is an important part of language learning.

Developing reading skill requires students to be able to comprehend the text (Apsari, 2014). Regarding the statement above, selecting the appropriateness of the texts that will be used in the class is needed. According to Velaquez and Redmond (2007), the foreign language teachers normally use two kinds of learning sources; textbooks and authentic texts. It means that the teachers may provide the students with those two kinds of learning materials in reading classes.

There are some definitions of textbook based on some experts. According to Richards (2001), textbooks are created for education purpose only. The language of textbooks have usually been modified and adjusted according to the learning objectives and level of learners and their ability. In line, Shrum and

Glisan (2000) stated that the textbooks may not expose the learners to the real language use.

Authentic materials are used in the real life. As Tomlison (1998) defined the authentic materials as the materials which are not written for language teaching purposes since they are designed for the real communication. In line, Wallace cited in Berardo (2006) adds that authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes. Furthermore, Desitarahmi (2013) stated using authentic materials in language learning process is to develop students' communicative competence in a real life. In brief, a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose.

The use of authentic materials has become increasingly popular in learning in the reading course. According to Belaid and Murray (2015), "since the late 1980s, the inclusion of authentic materials has taken its firm place in English as Foreign Language classes, and such usage has yielded an endless debate in the field of language teaching" (p.27). He added that the effectiveness of authentic materials has been noticed by language teachers, and they prefer to use them rather than traditional textbook materials. There have been previous studies which proved the effectiveness of authentic material. Harmer (1991), states that the use of authentic materials would improve and develop the learners' listening and reading skills in the target language, despite the heavy use of textbook materials. Bacon and Finnemann, (1990), clarified that authentic materials would improve

the learners' reading skills through presenting new vocabulary and expressions to language learners.

Since the English Language Education Department (ELED) of Muhammadiyah Yogyakarta University aims to prepare good English teachers, it certainly trains its students to have good reading skills. In the first year, the students study about several subjects of basic skills in language learning such as Basic Reading and Writing, Academic Reading and Writing, Interpretative Reading and Argumentative Writing, and Reading and Writing for Career Development.

Based on the researcher's experience, in the teaching learning process, authentic materials have been commonly used in the first year of reading class in ELED UMY. When having reading activities, the lecturer involved the students in reading the various kinds of authentic texts. There were many different reactions of students in that class. Some of the students read the texts excitedly. Rest of them read only few parts of the article, even some of them did not read the article at all. Based on a research by Setyarini (2016) the reading habits at ELED of UMY was in average category. It is supported by Iswara (2016) who found that students of ELED of UMY batch had average categories in reading habit. Considering the phenomenon above, the researcher would like to explore deeply about what kind of authentic materials which motivate the students to read, students' opinion on authentic materials based on their experience, and what are the challenges of reading an authentic text based on their experience.

Identification of the Problem

In English Language Education Department of UMY, as it has been observed by the researcher during her study in the department, the lecturers frequently used authentic materials as teaching media. In fact some students did not have enough time to read the texts which were given by the lecturers. Some students considered that the language of the texts were difficult for them. In addition, they were not interested in the topic of the texts. Because of those several reasons some students did not read the texts which were given by the lecturer seriously, even some of them did not read the article at all.

Based on the explanation above, the researcher tries to explore deeply about students' perception on the use of authentic materials in reading class. The researcher will investigate the kind of authentic materials which are interesting for students, the advantages of using authentic materials, and the challenges of authentic materials based on their points of view.

Limitation of the Problem

This research is limited to teaching materials in reading for academic purpose. The researcher focuses on the kind of authentic material used in reading class, the advantages of using Authentic Material, and the challenged of using Authentic Material. The research is conducted among the students of English

Language Education Department, UMY. So this research is limited on the ELED UMY students' perception.

Research Questions

The main goal of this investigate is to know the use of authentic materials in ELED UMY. The research questions of this investigation are set as follow:

1. What are ELED UMY students' perceptions on the kinds of interesting authentic materials in reading class?
2. What are ELED of UMY students' perception on the advantages of using authentic materials in reading class?
3. What are ELED of UMY students' perception on the challenges of using authentic materials in reading class?

Objective of the Research

This investigates contains research objective, which is set as follow:

1. To identify ELED of UMY students' perceptions on the kinds of interesting authentic materials in reading class.
2. To identify ELED of UMY students' perceptions on the advantages of using authentic materials in reading class.
3. To identify ELED of UMY students' perceptions on the challenges of using authentic materials in reading class.

Significance of the Research

There are three significant points out of this study that give the precious involvement to the teachers, and the other researchers.

Students. This research helps students to know about the kind of materials that will motivate them to read. This research shows about advantages and challenges in reading authentic materials. So they can find reading materials for themselves to improve their own reading skill considering the advantages and the challenges of using authentic materials in reading class. Furthermore, this research will raise the awareness of the students to authentic materials.

Teachers. This research discusses the information related to students' perception on authentic materials. This research helps the teachers know the materials that motivate students in reading activities. Moreover, teachers know the the students' challenges when they read Authentic Materials.

Other researchers. This study provides some literatures related to using authentic materials in reading class that might help them for their next research.