

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the activities done by language learners as one of the language skills. In the process of teaching learning English in Indonesian Educational Institutions (starting from the lowest to the highest levels of education), reading skill is categorized as one of the four language skills that should be mastered by the students.

As one of the language skills, reading is an essential skill to get information and knowledge from a text. In relation to the idea above, Kalayo and Anshori states: “reading is an activity with purpose. Reading helps persons to gain information or verify existing knowledge and it can be used to criticize the ideas of writer in texts.”¹ In short, reading is one of the basic skills in English that should be developed by students.

One of some factors that can improve the success in reading is motivation. According to Bomia et al in Brewster and Fager, motivation refers to: “a student’s willingness, need, desire and compulsion to participate in, and be successful in, the learning process.”² In other words, motivation for readers is the fuel that will keep you going to read from the first paragraph until the end of the passage.

¹ Kalayo Hasibuan, and Fauzan Anshari, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Gruba UNRI Press, 2007), p. 114.

² Cori Brewster & Jennifer Fager, *Increasing Student Engagement and Motivation: From Time on-Task to Homework*. (Northwest Regional Educational Laboratory, 2000), p. 4.

One of the factors which can influence reading motivation is material in reading. Reading materials that teachers use in the classroom should be able to increase learner's reading motivation. So, it is a teacher's job to choose interesting materials in teaching reading. In this matter, teachers in Senior High School 2 Pekanbaru use both authentic and non-authentic materials in teaching reading such as magazine and text book.

Authentic and non-authentic materials are materials which can be used in teaching reading. According to Lee in Mishan: "a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader."³ Based on the definition above, authentic materials can be defined as materials which are used for real communicative purpose. In contrast with the definition of authentic materials, non-authentic materials can be defined as materials which are not used for real communicative purpose, but one that has been written especially for students.

Senior High School 2 Pekanbaru is one of the senior high schools in Pekanbaru city. As a formal school, this school conducts English subject to the students, especially reading skill. According to School-Based Curriculum (*KTSP*), learning objectives of English subject at Senior High School 2 Pekanbaru, especially for reading skill is: The students are able to comprehend the short function and monologue text in form of

³Freda Mishan, *Designing Authenticity into Language Learning Materials*. (Bristol: Intellect Ltd, 2005), p. 12.

narrative, spoof, and hortatory exposition text appropriately to socialize with the society.⁴

Based on the preliminary observation by interviewing the teachers of English of State Senior High School 2 Pekanbaru, the researcher found that to increase reading motivation, the teachers had used various teaching media or materials such as magazines and newspapers. Thus, the students felt encouraged while reading activity.

However, based on the researcher's preliminary observation in the classroom, the researcher also found that most of the students still had low motivation in reading. For example, when the teacher asked the students to read a text in reading task, most of the students did not read text. They preferred to chat with their friends. The following were the phenomena that the researcher found during her preliminary observation at Senior High School 2 Pekanbaru:

1. Some of students were not motivated in reading activity whether or not they were taught by using authentic materials.
2. Some of the students were not able to persist in reading difficult words in authentic materials.
3. Some of the students felt bored during reading activity taught by using non-authentic materials.
4. Some of the students were difficult to grasp the information from the text that had large vocabularies.

⁴Departemen Pendidikan Nasional, *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*. (Unpublished, 2006).

5. Some of the students were not enthusiastic to complete reading assignments.

Considering the phenomena depicted above, it can be concluded that most of the students of State Senior High School 2 Pekanbaru are still problematic in term of reading motivation. Therefore, the researcher is interested in carrying out a research entitled **“A Comparison between Using Authentic and Non Authentic Materials on Reading Motivation of the Students at State Senior High School 2 Pekanbaru”**.

B. Definition of Terms

In order to avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms which are used in this research as follows:

a. Comparison

According to Richards and Schmidt, comparison is: “describing the similarities or differences between two sets of items”⁵. However in this research, comparison refers to compare two different things (population), they are between X1 and X2. X1 refers to using authentic materials, while X2 refers to use non-authentic materials.

b. Authentic and Non-authentic Material

Authentic and non-authentic materials are materials which can be used in language teaching and learning, especially for

⁵ Jack C. Richards and Richard Schmidt, *Longman Dictionary of: Language Teaching and Applied Linguistics 4th edition*. (Harlow: Pearson Education Limited, 2010), p. 364.

reading. According to Lee in Mishan: “a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader.”⁶ In this research, authentic materials are the texts taken from English magazine and newspaper.

In contrast with authentic materials, non-authentic materials can be defined as materials which are not used for real communicative purpose, but one that has been written especially for students. In this research, non-authentic materials are the passages from English textbook for students.

c. Reading Motivation

Reading motivation can be defined as willingness in doing reading activities. Gambrell states that: “motivation to read can be defined as the likelihood of engaging in reading or choosing to read”.⁷ In this research, reading motivation is students’ willingness to read a text whether it is authentic material or not.

C. The Problems

1. Identification of the Problem

Based on the background of the problem and phenomena that researcher shows above, we know that some of eleventh grade students at Senior High School 2 Pekanbaru were still having

⁶Freda Mishan. *Op. Cit.*, p. 12.

⁷Linda B. Gambrell, *Seven Rules of Engagement: What’s Most Important to Know about Motivation to Read*. The Reading Teacher. (International Reading Association. Vol. 65, 2011), p.172.

problems in reading motivation. Thus, the problems in this research are identified as follows:

1. Some of students were not motivated in reading activity whether it taught by using authentic or non-authentic materials.
2. Some of the students were not able to persist in reading difficult words in authentic materials.
3. Some of the students felt bored during reading activity taught by using non-authentic materials.
4. Some of the students were difficult to grasp the information from the text that has larges vocabularies.
5. Some of the students were not enthusiastic to complete reading assignments.

2. The Limitation of the Problem

Based on the identification of the problem above, it is clear that the researcher found many problems in this research. So the researcher focused on the students' reading motivation taught by using authentic materials, the students' reading motivation taught by using non-authentic materials, and the difference between students' reading motivation taught by using authentic and non-authentic materials of the eleventh grade at State Senior High School 2 Pekanbaru.

3. The Formulation of the Problem

Based on the limitation of the problem above, the problems are formulated in the following questions:

- a. How is students' reading motivation taught by using authentic materials text of the eleventh grade at State Senior High School 2 Pekanbaru?
- b. How is students' reading motivation taught by using non-authentic materials text of the eleventh grade at State Senior High School 2 Pekanbaru?
- c. Is there any significant difference on students' reading motivation between taught by using authentic and non-authentic materials text of the eleventh grade at State Senior High School 2 Pekanbaru?

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research as in the following:

1. The title of the research is relevant with the writer's status as a student of English Education Department.
2. The title of the research is not investigated by other previous researchers yet.
3. The location of this research facilitates the writer in conducting the research.

E. Objective and Significance of Research

1. Objectives of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out students' reading motivation taught by using authentic materials text of the eleventh grade at State Senior High School 2 Pekanbaru.
- b. To find out students' reading motivation taught by using non-authentic materials text of the eleventh grade at State Senior High School 2 Pekanbaru.
- c. To find out whether or not there is any significant difference on reading motivation between using authentic and non-authentic materials text of the eleventh grade students at State Senior High School 2 Pekanbaru.

2. Significances of the Research

Related to the objects of the research above, the significances of the research are as follows:

- a. To give contribution related to the process of teaching learning English especially in reading to the students and the teachers of the eleventh grade at State Senior High School 2 Pekanbaru.
- b. To give information to the teachers about authentic and non-authentic materials in reading motivation.