**CHAPTER I**

**INTRODUCTION**

This chapter deals with the background, problem statement, objective of the research, significance of the research, and scope of the research.

1. Background

Teaching reading for EFL learners is one of prominent task by any educators who are going to develop and maintain his/her students’ language skill. There are several purposes that can be accomplished in teaching reading, such as improving reading skills, introducing new language, introducing genre, recycling target language, assessing learners’ ability, and providing knowledge of the world. In teaching reading, teachers can introduce new target language including lexical, grammatical, functional, and rhetorical aspects of the language. Reading activities can also be used to introduce genre. That is done by using varied text types as reading materials.

By monitoring learners’ involvement in reading activities, teachers are also able to assess learners’ current perceptive ability of the target language. In addition, by reading English texts, learners can improve their knowledge about the world and add experiences. This is especially true when the texts are authentic materials, taken from the real world, such as news, articles, scientific papers, and research reports, etc.

It is a common assertion that materials in general play a crucial part in language learning and teaching, this accounts for the fact that discussions about the roles of materials appear in almost all books on course design (Nunan, 1991). Materials not only provide learners a wide range of useful information but also can play a part in enhancing earner motivation - one of the key issues in language learning, thus facilitate their acquisition (Dudley & John, 1998).

Many experts have written on how to choose materials, which are relevant to learners, so that materials can support learners in learning languages. There are two kinds of materials that can be used for teaching Reading: authentic materials and pedagogic materials (Tomlinson, 1998). Authentic materials are those which are taken from real life communication and not designed for language teaching and learning purposes, for example: newspapers, magazines, shopping flyers, advertisements, brochures, product wrappings, menus, train schedules, e-mails, announcements, manuals, invitation cards, poems, short stories, novels, journals, reference books, etc.

Pedagogic materials are those which are designed for language teaching and learning purposes. Their main characteristics are topical and/or linguistic simplification, modification, and adjustments according to the level and experience of the target learners, such as: text books, students‟ work sheets, supplementary readers, abridged novels, graded materials, and teacher-made texts, etc.

Among the advantages of authentic materials are their naturalness and relevance with the learners‟ real life experiences, thus making them more interesting. The disadvantage is that they are usually too challenging, causing some difficulty to deal with, especially for learners of low level language ability. The pedagogic materials, on the other hand, although they are usually too rigidly modified, thus making them boring and non-lively, they are usually manageable and can easily be followed by the learners. By this way, authentic materials can motivate students, give them more stimulation in learning a language.

There is a variety of definitions of interest which are different one another because each author has his/her own way looking at interest. However, it all refers to the same point of view that interest could best be described as eagerness to do, to have, to be something withour any forces from anyone or anything

However, there are still some teachers of any level of education who do not understand the importance of using authentic materials in their teaching. They assumed to use pedagogic materials to make their students easier to absorb the materials they taught. Another consideration why teachers do not use authentic materials are because they afraid whether their students will be difficult to understand the language in the materials. However, this situation is cannot be allowed because the teachers also need to consider the magnificent effect of using authentic materials in their teaching.

For junior school teachers, it even become a greater problem because the teacher are prefer to use pedagogic materials instead of authentic materials. They assume, students of junior school are still lack of vocabulary and they cannot pronounce words appropriately.

Based on the previous considerations above, the researcher is curious in revealing the effect of using authentic materials in teaching reading comprehension and increasing students’ interest towards learning. Therefore, the researcher formulates a research entitle “The Effect of Using Authentic Materials to Improve the Reading Comprehension of The Ninth Grade Students of SMPN 36 Makassar”.

1. Problem Statement

Researcher formulates research questions as follow:

1. Does the use of authentic materials in teaching procedure texts effectively improve students’ reading comprehension?
2. Are the ninth year students of SMPN 36 Makassar interested in the using of authentic materials in teaching reading ?
3. Objective of the Research

The objective of the research is to find out:

1. Whether or not the use of authentic materials in teaching procedure texts effectively improve students’ reading comprehension.
2. Whether or not the ninth grade students of SMP 36 Makassar interested in the using of authentic materials in teaching reading.
3. Significance of the Research

In this research, researchers expects that the research’s result have benefits both theory and practice.

1. Theoretical significance

The result of this research can be useful for English teachers or trainers as information and suggestion which can be useful in their teaching and learning process, especially in using authentic materials to interest the students in reading.

1. Practical significances
2. It will improve students’ reading comprehension.
3. Teacher can use the most preferred and effective materials in their classroom to improve students’ reading comprehension.
4. The result of this research can be use as reference for those who want to conduct research about the use of authentic materials in teaching.
5. Scope of the Research

The scope of this research is limited to discipline, content, and activity.

1. By discipline, this research focused on Teaching English as Foreign Language where it mostly focused on the use of authentic materials as a way of improving students’ reading comprehension achievement and students’ interest.
2. By content, this research focused on the use of authentic materials in teaching procedure text to students. It is related to the ninth grade students of SMP 36 Makassar. Students learned about how to read the text, comprehend the texts, and explain the definition, generic structures, language use, and purposes of a procedure text.
3. By activity, this research was conducted in six meetings. The researcher used two kinds of materials; pedagogic and authentic materials in teaching reading to find out the comparison of both these materials. Then, researcher gave the students questionnaire to get information and data about their interest towards the use of authentic materials in teaching reading.