CHAPTER I
INTRODUCTION

With regard to the following research of this present study, this chapter offers the explanation of how the researcher initiates this study. It comprises background of study, statements of problem, purposes of study, significance of study, scope and limitation, and definition of key terms. The paragraphs below discuss each section.

1.1 Background of the Study

English is widely known as an international language. Thus, there are many countries which are learning English as a second language. The government of Indonesia puts English as a compulsory subject for junior high school and senior high school.

Therefore, learning English itself means we learn all the skills of the language. There are four skills that we need to learn, namely: listening, speaking, reading and writing. However, in this case reading holds an essential role in teaching and learning process because by reading we get much new knowledge and insight. Moreover, it is also an opportunity to teach pronunciation and practice speaking (Berardo in Akbari, 2016). It is all related and we able to say that this is the way how it really works that reading has massive effect in advancing the skills and our senses of English.

In accordance with the explanation, reading is one of English skills that we need to learn in order to get a new knowledge or just deepen our understanding
about something. 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.

However, reading an English text is not easy even for university students. As noted by (Desitarahmi, 2013), reading is considered as a difficult language skill to be mastered since the majority of the students have low reading skills and interest. Therefore, in this case the teacher has to find an interesting and appropriate teaching method or material in order to attract students’ interest to read English text. Knowing that this is will need a touch of interaction in order to make the students not only have something different in learning new methods but also we need to make sure that it will be still in shape of the objectives, because reading is not just extracting meaning from a text but a process of connecting information and ideas in the text with the knowledge the reader brings to the act of reading. The teacher also has to find a teaching material which is different from usual in order to evade students’ boredom.

Some previous studies concerning the used of Authentic Materials to improve students’ reading ability had been done by some researchers. As the
research which was conducted in SMP 15 Yogyakarta by (Desitarahmi, 2013), she found that before the authentic materials were implemented, the students were less motivated to read and indolent to join the teaching and learning process. They found a trouble in comprehending the texts and were not familiar with the reading materials. However, after the materials were applied, the students felt motivated and kept their attention to the researcher. They were willing to join the teaching and learning process. Shortly, the texts and activities were successfully increase students’ motivation. As the result, they showed improvements in their reading comprehension after the implementation of authentic materials.

Related to the above explanation, the researcher had done a preliminary study which was conducted in FLSP (Foreign Language for Specific Purpose) reading subject at accounting department in University of Muhammadiyah Malang. The researcher found that the students’ were so interested in reading English text because their lecturer used authentic materials to teach. FLSP itself is a course which aims at meeting the students’ needs and objectives and which were consequently tailored to students’ needs and objectives. Therefore, in this case the researcher is going to do more research on how the lecturer teaches FLSP reading at accounting department by using authentic materials and also to know how does the students’ response towards the authentic materials that are used by the lecturer to teach them on FLSP reading subject. Authentic material is chosen to be analyzed since the researcher wants to give more understanding about teaching materials that can be used to teach English for non-English students. Since we know that teaching
FLSP learners should be based on learners need and their purposes in studying English.

Based on previous studies above, researchers want to know in revealing the effects of using authentic materials on teaching reading comprehension and increasing students' interest in learning. Therefore, researchers formulated the research title "The Use of Authentic Materials in FLSP (Foreign Language for Specific Purposes) reading for Accounting Department Class of University of Muhammadiyah Malang”.

1.2 Statement of Problem

In accordance to the background of study elaborated above, the researcher formulated a research problem which is mentioned as follows:

1. What kind of authentic materials are used by the lecturer to teach FLSP reading at first semester Accounting Department University of Muhammadiyah Malang?

2. How are the authentic materials implemented by the FLSP lecturers when teaching reading at accounting department of UMM?

3. How do accounting department students react toward the authentic materials used by the FLSP lecturers in reading subject?
1.3 Purpose of Study

In line with the research problem formulated above, the purposes of this research are:

1. To find out the kinds of authentic materials that are used by the lecturer to teach FLSP reading at first semester accounting department in University of Muhammadiyah Malang.

2. To investigate the implementation of authentic materials that are used by the lecturer to teach FLSP reading at accounting department at University of Muhammadiyah Malang.

3. To investigate accounting department students’ react towards the authentic materials that are used by the lecturer to teach them on FLSP reading subject.

1.4 Significance of Study

The existence of this study is expected to be useful for all or parties such as the students, English teachers, and also the next researchers:

1. For the Students

   Hopefully, the output of this research can help the students to improve their reading skill through reading an authentic material.

2. For English Lecturers

   This research is expected to be useful for English lecturers in reading class. It is expected that the lecturers can find the right solutions to attract students’ interest to read English texts. Moreover, the output of
this research is also expected can help the lecturer to find an appropriate material to improve students’ reading skill.

3. For the Next Researchers

This research is expected to be an additional reference for those who are interested in conducting a research in the same field.

1.5 Scope and Limitation

The scope of this research focused on teaching ESP reading by using authentic materials and also find out the students participation towards the authentic materials that are used by the lecturer to teach ESP reading subject. Meanwhile the limitation of this study is the ESP reading lecturer who teaches the first semester students of the accounting department (F Class only) at University of Muhammadiyah Malang.

1.6 Definition of Key Terms

The Definition of key terms of this study are formulated as follows:

1. Reading comprehension is the process of making meaning from text (Woolley, 2011).

2. Authentic materials are text used for teaching purposes, they contain a real language as the native speakers used in real life communication, when they come to the language teaching and learning, they are used in a similar way to their purpose when they are designed for (Desitarahmi, 2013).
3. ESP (*English for specific purpose*) is a course which aims at meeting the students’ needs and objectives and which were consequently tailored to students’ needs and objectives (Baghban, 2011).

4. Participation is the process during which individuals, groups and organizations are consulted about or have the opportunity to become actively involved in a project.