

CHAPTER I INTRODUCTION

This chapter discusses about seven parts that describes the background of the study, statements of the problem, purposes of the study, significant of the study, hypothesis, scope of limitation and definition of the key terms in this research.

1.1 Background of the Study

Many students have complicated problems based on the background knowledge of the reading comprehension in English classroom, Those happened because many things like as: the lack of students of motivation, the limited of the vocabulary and the difficulty of the material in reading comprehension (Iftanti, 2012) Those happened because of the teachers often forget that motivation is the basic part of learners' English language learning activities which the students control the activeness of learning according to their motivation. So there is no pulse and no life in the class. When students learn to incorporate direct approaches to generate motivation in their learning, they will become happier and more successful learners.

The students need to comprehend reading texts well to be successful in their next employment, it looks that there is a direct relationship between reading comprehension and reading motivation (Morgan & Fuchs: 2007). If the reading motivation is high, reading comprehension will also increase. Conversely, if the reading motivation is low, reading comprehension also decline. So these two things can not be separated.

Disinterested of the students for reading causing the students are lazy to read so they only have a little vocabulary. The limited of vocabulary is the second problem of reading comprehension. Reading comprehension is a complex skill because it needs other skills such as vocabulary (Becker, McElvany, Kortenbruck, 2010).

The biggest problem of reading comprehension is the difficulty of the material. So it is not efficient reading to be a difficult skill to master due to its complex process. Reading is a complex, interactive mental activities of

constructing meaning from written text. In reading, readers do not only rely on the features of the text they are facing but it also involves the features of readers and tasks (Ebrahimi, 2012) and(Jayanti, 2016). As the consequence, reading instruction must be tailored in such a way that can help students get through the reading process effectively. Some researchers said comprehension have same levels, there are literal, inferential, interpretive and applied, assimilative, critical, evaluative levels(Gunning, 2010).

According to some previous studies, the researchers used authentic materials in the class which can enhance students' reading comprehension and reading involvement in the reading class activity (Desitarahi, 2013) and (Wilarsih, 2018) and use short functional text in their teaching and learning reading activities that the material which always studied by students in secondary school also they learn from their experience. Then, teaching reading using authentic materials here not only learn about kinds of short functional text and their generic structures to improve students' reading comprehension but also learn about materials to support students' reading while they are studying short functional text. Authentic materials are real-life texts, not written for pedagogic processes. The authentic material such as advertisement from newspaper provides the real world using in real life, so it makes the students easier to remember the word and would enrich their vocabularies (Wallace, 1998) and(Wilarsih, 2018).

By using authentic materials for teaching, it is expected that students can learn language naturally. Furthermore, "every text that learners encounter should be authentic and that most tasks should be authentic too, otherwise the learners are not being prepared for the reality of language use" (Tomlinson, 2012) and(Wagner, 2014). So it can improve their vocabulary because it is very familiar for students then they feel easy and enjoy the task or the reading material. They also produce a sense of achievement. In addition, authentic reading materials support students to acquire their communicative competence in using English (Guariento & Morley, 2001) and(Access, 2016).

The authentic materials implemented in the teaching-learning activity in a real situation. (Seal,2004 : 131) and (Bharati, 2019). Problem-based learning

is critical thinking of learning that seeks the solution and answer of the problem in authentic reading material. It involves problem-based where the solutions are possible to use in solving the problem (Mainali, 2012 :6).

From those issues, the researcher is interested to conduct this study to use authentic problem -based learning as approach or strategy combined with video-discuss as tool to get knowing the significant different in teaching reading comprehension and student's motivation. The application of this combination enhance the individualist and collaborative students self learning. Moreover, the researcher eagers to prove that Authentic problem-based learning (APBL) can fulfill the need of thinking critical and analytical in teaching reading comprehension and shares creativity that can be applied in teaching EFL classroom.

1.2 Statements of the Problem

Two research questions are explored in this study:

- a. What is the significance effect of using authentic problem -based learning in enhancing students' reading comprehension achievement?
- b. How can authentic problem - based learning enhance student's motivation in reading comprehension achievement?

1.3 Purposes of the Study

Based on the problem statement above, this study is conducted to:

- a. To know the significant effect using authentic problem - based learning in enhancing reading comprehension achievement ?
- b. To describe the student's motivation in authentic problem – based learning in enhancing reading comprehension achievement?

1.4 Statements of the Hypothesis

Ho : The use of authentic problem-based learning cannot enhance the students' motivation and achievement in reading comprehension.

H1 : The use of authentic problem –based learning can enhance the students' motivation and achievement in reading comprehension.

1.5 Significance of The Study

This research is expected to give some contributions to students, English teachers, and language researchers. The contributions are as follows:

- a. This research can hopefully give contribution to the students to be more active in teaching learning process using authentic problem-based learning that enhance reading comprehension
- b. This study can be used by the teacher to provide a better approach or strategy for teaching reading comprehension in junior high school.
- c. The result of the study can be a reference for the school to support the utilizing of teaching authentic problem- based learning strategy for teaching reading comprehension.
- d. The procedures and outcomes of the research hopefully can inspire other researchers to do research concerned with similar themes.

1.6 Scope of Limitation

In this study, the researcher only focuses on using the effect of authentic problem-based learning in enhancing teaching reading comprehension in strategy for junior high school students.

1.7 Definition of key terms

a. Authenticity

Authenticity, is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability of materials (Tatsuki, 2006).

b. Problem-Based Learning

Problem-Based Learning (PBL) that students learn through the experience of solving problems, they can learn both content and thinking strategies, an instructional method in which students learn through facilitated problem solving, student learning centers on a complex problem what they need to learn in order to solve a problem (Dee Fink, 2009).

c. Reading Comprehension

Reading Comprehension: is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow,2002:2, Mikulecky, 1990:2 and Yulianti, 2014).

d. Authentic problem-based learning

Authentic problem - based learning is Realness of experience solving problems (Tatsuki, 2006) and (Dee Fink, 2009).

