

CHAPTER I

INTRODUCTION

This chapter discusses the reason why this research is conducted and why the topic is chosen. The discussion is presented in the following subtitles: Background, Research Question, Research Purposes, Research Significances, Rationale, Hypothesis, and Previous Research.

A. Background

Trending topic article is one of the authentic articles that is easily found in this era. It consists of a hot topic and a controversial issue which became trending and controversial in the society. According to Tomlinson (2004), a trending topic article is one of the examples of authentic texts which is not written for language teaching purposes. Trending topic articles have been used in reading classrooms in English Education Department at UIN Sunan Gunung Djati Bandung. The lecturer gives the students trending topic articles which are related to students' daily life. Then the students are instructed to search for facts and opinions in the texts. The students are required to think and express their opinions within the group, then conclude the results.

Based on the lecturer explanation, the trending topic articles are used to engage students to the text. Then, this engagement is closely related to students interest, it helps students to think about the information in the text. The use of trending topic article is relevant to Bound argument in Camassola and Notari (2017), learning through the online newspaper works with events and experiences. It is also a way to encourage the students to build connections between the topics

explored in the classroom and their personal experiences, values and beliefs, as well as to investigate how and what they learnt. Bound also assumed that when trending topic articles used for reading, it helps students to develop the ability to become aware of their process of knowledge construction.

Furthermore, the connection of students' interests and trending topic articles need to be explored in order to know how effective the uses of trending topic articles in reading class. It helps the lecturer to choose teaching material that supported to the teaching learning process.

In general, interest is not a simple term. According to Eidswick in Gultom et al (2013), interest involves three different aspects. The first aspect is individual interests including reader preferences for a particular topic of text or subject. This interest exists before reading particular texts. The second, situational interest refers to the interest caused by situational factors that will not long-lasting, such as the topic which emerged and developed in society. And the third is the topic interest which refers to a certain topic or theme.

There are several research results regarding the use of authentic articles in English teaching. One of the research was provided by Parmawati (2017). This research was conducted to the second-semester students at STKIP Siliwangi. The result indicated that the students' interest increased and their reading achievement was better after the authentic material used in reading class. Another research was conducted by AbdulHussein (2013) to third-year college students and teachers of the English language in Misan Governorate. The result indicated that the teacher and the students have different attitudes towards the authentic text. The students

having stronger positive attitudes. They decided to use authentic teks rather than a textbook. However, the teacher decided to use a combination of authentic texts and textbooks. From the previous research, the authentic material has affected students' interest in reading class.

Furthermore, this research aims to explore the use of authentic material in reading class including the effect of students' interest. But in this research, the lecturer used the trending topic articles as authentic material.

B. Research Questions

From the description above, The problems in this study are formulated in the following questions:

1. How is the process of developing students' reading interest by using trending topic articles?
2. What are the students' responses toward trending topic articles used in reading classes?

C. Research Purposes

Based on the research questions mentioned previously, this study is intended to find out:

1. To find out the process of developing students' reading interest by using trending topic articles.
2. To find out the students' responses toward trending topic articles used in reading classes.

D. Research Significances

This research gives several significances. *Practically*, this research is useful for a lecturer, that trending topic articles can be used as alternative reading material in reading class.

Theoretically, this research can be useful to enhance students' reading interest, so that will increase the students' reading comprehension ability.

E. Rationale

Flynn (2016) stated that students' interests influence their ability to comprehend. Belloni and Jongsma's (1978) supported "students comprehend better when they are interested in what they are reading". Therefore, reading comprehension could not be separated from reading interest.

Thomas in Squires (2014) stated reading interest is referred to as readers' excitement when reading a text in order to learn new information. According to Mc Kool in Khairudin (2013), reading interest is defined as readings done when students are outside the school. Al-nafisah and Al-shorman (2011) stated that students have a wide range of reading interest such as stories, magazines, local and world newspaper, etc.

Furthermore, Schraw et al. (2001) identified two types of interest. Situational interest and personal interest. Situational interest is spontaneous, transitory, and environmentally activated (Krapp et al., 1992). Situational interest appears to be especially important in catching students' attention. It is supported by Rotgans and Schmidt (2017), defined that arousing situational interest affects individual interest. It means that readers will be interested when an issue develops

in the environment. However, personal interest is less spontaneous, enduring personal value, and activated internally (Schiefele, 1999).

Alexander and Murphy in Schraw et al (2001) also stated that situational interest is related to knowledge. It means when students have knowledge about a topic, they will attract to find more information about that topic.

Another research is provided by Moser and Morrison (1998) The result indicated that students' reading interest is influenced by environment (parents, society, teacher, etc.), reading activities and also reading materials which related to their daily life. Andri Donal (2015) supports that the factors influencing students' reading interest are from internal (students' motivation) and external (environment involving parents, teacher, etc.). Another research is provided by Flynn (2016) the study found that students can better comprehend nonfiction texts. From the explanation, we can conclude that the factors which are influences reading interest are environment, knowledge, and reading materials which is nonfiction and related to daily life.

According to Wallace (1992) in Khairudin (2013), we are surrounded by written materials covering almost all aspects of our lives. Such as newspapers, books, journals, magazines and other electronic sources which are utilised to get information because as a global society, we cannot separate with technology. So its easy to find the reading material which consists of some factors that mentioned before.

Therefore, this study used trending topic articles as the material in reading class to develop students' reading interest and to engage students to the text, so

that the students can more active in the learning process. Trending topic articles can be found in magazines, newspaper, internet, etc. It will attract students attention because it consists of hot news with a controversial topic which is nonfiction and the topic is being emerged and develop in the community.

F. Previous Studies

There are some previous studies which are related to this research. They consist of some information which will support this research.

The first, written by Fatima Rahim Abdul Husein in 2013. The title of the study is *Investigating EFL College Teachers' and Learners' Attitudes toward Using Authentic Reading Materials in Misan*. The purpose of this study was to investigate EFL College teachers' and learners' attitudes toward using authentic reading materials in Misan Governorate. The total number of the participants are 85, it consists of third– year college students and teachers of the English language. All the participants are given a questionnaire, and to achieve the first aim, 'T- Test' formula has been applied in order to analyse the participants' attitudes toward authentic materials. The result show that teachers use different materials based on a combination of experiences and preferences, In fact, they indicated that an ideal reading class should use a combination of both authentic texts and textbooks. However, a t-test analysis shows statistically significant differences between teachers' and learners' attitudes with the learners having stronger positive attitudes.

The second, written by Aseptiana Parmawati in 2017. The title of the study is “*Using Authentic Material to Improve Students' Reading Interest*”. The purpose

of this study was to explore how effective the use of the authentic material in improving students' reading interest. The participants of this research was second-semester students of STKIP Siliwangi Bandung. Before teaching and learning activity, all the participants are given a pre-test. And after teaching and learning activity, the students are given a post-test and a questionnaire. There were three scores of students (pre-test, questionnaire, and post-test). The score analysed by comparing the mean of each test to find out the improvement in students' achievement in reading. The result shows that Authentic Material can improve students' reading interest. The improvement of students' reading interest can be identified from the improvement of reading achievement. Authentic Material can improve reading classroom into a better situation. They were motivated in joining the reading class. Their motivation was reflected in their efforts in providing sources – the information materials – to support their reading interest. The strength of the implementation of Authentic Material in a reading classroom can raise student's participation in reading class.

The third study is written by Marli Camassola and Daniel Luis Notari in 2017. The title of the study is "*Online newspapers as an effective tool to generate interest in reading for students of Youth and Adult Education*". The purpose of this study was to explore how effective reading newspapers online to generate an interest in reading. The participants of this research are students of youth and adult education. All classes of the Youth and Adult Education of the Elementary School Engineer Dario Granja Sant'Anna, Caxias do Sul, RS, Brazil participated in the realisation of online reading. There are two kinds of class. The first is a

computer laboratory and classroom. All class were able to access the site of local newspapers, and the students had to read the news. At the end of the class, all of the participants were given a questionnaire. The findings indicated 100% of the students were satisfied with the activity. However, when reading in the Computer Laboratory and classroom were compared, the evaluation that employed computer tools was far superior to the classroom. It can be concluded that although online newspaper reading is quite simple and easy to be implemented, it is an important tool to stimulating and developing the taste and habit of reading and is effective for different audiences.

From the explanation, it is concluded that the past studies have a different objective with this present research. The first previous research conducted by Husein (2013) aims to investigate teachers and learners attitude toward authentic materials in reading classrom. The second research conducted by Parmawati (2017) aims to explore how effective the use of the authentic material in improving students' reading interest. The third research conducted by Marli Camassola and Daniel Luis Notari in 2017 aim to explore how effective reading newspapers online to generate an interest in reading. Furthermore, this research aims to explore students' interest in reading trending topic articles and their reading comprehension in reading classrooms.