

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It is discussed the definition of reading, reading skills, problems in reading, reading principles, reading levels, authentic materials, important factors in choosing authentic reading materials, the advantages and disadvantages of authentic materials, the use of authentic reading materials in the classroom, and achievement.

A. The Definition of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build a meaning. The goal of reading is comprehension. ¹Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.²Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

¹David Nunan, *Practical English Language Teaching: First Edition*, (New York: McGraw-Hill, 2003), 68.

²Jeremy Harmer, *The Practice of English Language Teaching* (New York: Long Man, 1991), 190.

In more pragmatically, reading is an understanding a message conveyed by the writer through visual and non-visual information (Smith, 1978). While based on a modern psycholinguistic perspective reading is considered as “a psycholinguistic guessing game” (Goodman, 1982). This activity involves an interaction between thought and language. By guessing the readers predict, test, and confirm the content of the text. This implies that the learners’ background knowledge is important to help understand the text.³

From the statements above the writer concluded that reading is an essential skill for learners of English, even though English as a foreign language. It is an activity that needs understanding in order to know the meaning and purpose of a message or text. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.

B. Reading Skills

Students need to be able to do a number of things with a reading text. They need to be able to **scan** the text for particular bits of information they are searching for. This skill means that they do not have to read every word and line on the contrary, such an approach would stop them scanning successfully.⁴

When scanning, they are looking over a text very quickly to try to locate a key

³ Endang Fauziati, *Teaching English as a Foreign Language (TEFL)*, (Surakarta: Muhammadiyah University Press, 2005), 139.

⁴ Jeremy Harmer, *How to Teach English*, (England: Pearson Longman, 2007), 100-101.

piece of information.⁵

Students also need to be able to **skim** a text – as if they were casting their eyes over its surface – to get a general idea of what it is about. Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

Whether readers scan or skim depends on what kind of text they are reading and what they want or need to get out of it. They may scan a computer ‘Help’ window to find the one piece of information they need to get them out of a difficulty, and they may skim a newspaper article to pick up a general idea of what’s been happening in the world.

Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.

Many students are perfectly capable of doing all these things in their daily lives. For both types of student, types of student, we should do our best to offer a mixture of materials and activities so that they can practice using these various skills with English text.⁶

Reading activity is supported by eyes function, when we read our eyes

⁵ Jane Dupree, *Help Students Improve Their Study Skills*, (London: David Fulton Publishers, 2005), 39.

⁶ Jeremy Harmer, *How to Teach English*, 100-101.

view and move following what pronunciation we read. Eyes will stop from one word to another word, and then transfer it to our brain to be translated or to understand the meaning of words. So, we have to concentrate first. We will not get the result if we do not concentrate.⁷

1. According to John Langan, there are four general steps in order to be able to read Concentrate as you read
2. Skim material before you read it
3. Read the selection straight through with a pen in hand
4. Work with the material well and be a better reader.

The following hints will help to apply each of the reading skills⁸:

1. Vocabulary in context

To decide on the meaning of an unfamiliar word, consider its context.

2. Subject or title

Remember that the title should accurately describe the entire selection. It should answer the question what is this about? As specifically as possible.

3. Main idea

Choose the statement that you think best expresses the main idea – also known as the central point – of the entire selection. Remember that the title will often help to focus on the main idea.

⁷ Martinis Yamin, *Kiat Membelajarkan Siswa*, (Jakarta: Gaung Persada Press, 2010), 119-120.

⁸ John Langan, *College Writing Skills with Reading, Seventh Edition*, (New York: McGraw Hill, 2008), 637-640.

4. Key details

To determine the key details, ask yourself, what are the major supporting points?

5. Inferences

Answer these questions by drawing on the evidence presented in the selection and your own sense. Ask yourself, what reasonable judgments can I make on the basis of the information in the selection?

C. Problems in Reading

For some students reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be an uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary which cannot be mastered will affect the students do not understand what they read and make them bored and forced reading repeatedly to get the meaning and conclusion from the vocabulary which cannot understand.⁹

There may some reasons of the students why they do not want to and not be used to read:¹⁰

1. Reading makes them dizzy.
2. They believe that they will be ashamed because the teachers usually force

⁹ Ibid, 114.

¹⁰ Lou Anne Johnson, *Pengajaran yang Kreatif dan Menarik: Cara Membangkitkan Minat Siswa melalui Pemikiran*, trans. Dani Dharyani (San Fransisco: PT. Macanan Jaya Cemerlang, 2009), 271.

them to read loudly and other students will laugh for them. (unfortunately, the teachers sometimes do it too)

3. They are asked to read some not interesting materials.
4. They know that they are asked to finish for reading text that started in the class; however the text is long, difficult, or bored.
5. They know that they will be tested based on the text that they has read, making it becomes a duty, not an effort to get some information, viewing a new perspective, or something fun.
6. They are often confused when they read because of the inappropriate basic understanding.
7. They believe that the effort to reach “behind” will be nothing.
8. They believe that they will be asked to give opinion from a book or story verbally or written but they will get a bad mark if they say honesty.

D. Reading Principles

To avoid the problems in reading the teacher should design a set of principle that can help the student to develop the reading skill successfully. According to Jeremy Harmer, there are six principles for teaching reading, they are¹¹:

1. Encourage students to read as often and as much as possible.

The more students read the better. Everything we do should encourage

¹¹ Jeremy Harmer, *How to Teach English*, 101-102.

them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with students.

2. Students need to be engaged with what they are reading.

During lessons, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

3. Encourage students to respond the content of a text (and explore their feelings about it), not just concentrate on its construction.

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic – thus provoking personal engagement with it and the language.

4. Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues – the book cover, the headline, the web page banner – our brain starts predicting what we are going

to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students ‘hints’ so that they also have a chance to predict what is coming.

5. Match the task to the topic when using intensive reading texts.

We need to choose good reading tasks – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

6. Good teachers exploit reading texts to the full.

Good teachers integrate the reading text into interesting lesson sequences, using topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life.

The teacher’s principal responsibilities in developing reading skills and the enabling sub skills needed may be summarized as follows¹²: To

1. Clarify the situations so that students can understand the major purpose of the passage
2. Extend and enrich the experiences of students so that they will understand the elements in the situation (people, place, time, topics, and cultural allusions)
3. Present the sounds and meaning of unfamiliar vocabulary

¹² Mary Finocchiaro and Christopher Brumfit, *The Functional-National Approach: from theory to practice*, (New York: Oxford University Press, 1983), 144.

4. Teach the sound symbol correspondences
5. Assist students to read words in logical groups
6. Help learners understand the grammatical function of structures and word groups
7. Help them comprehend and relate the formality and informality of the communicative expressions and notions to the situation
8. Enable them to comprehend and/ or guess the meaning of words and discourse connectors such as moreover, on the other hand, etc, in single statements and connected discourse.
9. Enable them to distinguish between the main theme and supporting details
10. Increase their speed in reading since slow, labored reading decreases comprehension.

E. Reading Levels

When we ask students to read, the success of the activity will often depend on the level of the text we are asking them to work with. According to Jeremy Harmer, at lower level reading authentic texts – in other words, texts which are not written especially for language learners, but which are intended for any competent user of the language, teaching reading can often present insuperable problems since the amount of difficult and unknown language may make the texts impenetrable for the students. A balance has to be struck between real English on the one hand and the students' capabilities and interests on the other.

There is some authentic written material which beginner students can understand to some degree: menus, timetables, signs and basic instructions, for example, and, where appropriate we can use these.

How well the students are able to deal with reading material will depend on whether the texts are designed for intensive or extensive reading. If we want them to read for pleasure, therefore, we will try to ensure that they do not attempt material that is just too difficult for them – as a result of which they may be put off reading. This is why lower-level students are encouraged to use simplified or graded readers for extensive reading.¹³

F. The Definition of Authentic Materials

The definitions of authentic materials are slightly different in literature. What is common in these definitions is exposure to real language and its use in its own community. Nunan (1985) defines that authentic materials are “produced for purposes other than to teach language” (1992:99).¹⁴ Rogers (1988) defines it as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real life and meaningful communication (p. 467). Gonzalez (1990) researched the effect of authentic materials on learners’ attitude, motivation, and culture and language achievement.

¹³Ibid, 100.

¹⁴ Christina Kristiyani, “Employing Authentic Materials As A Tool for Teachers’ Self-Development in Reading Class”, *LLT Journal*, 1(February 2007),29.

Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento & Morley (2001, p. 347).¹⁵

From the statement above, basically the meaning of authentic materials, here, same with the authentic texts as mentioned before. Because the writer uses the materials for reading activity that is in a text. The writer concluded that authentic materials, in this case, are print materials students encounter in their daily lives. It is not created specifically to be used in the classroom, but it makes excellent learning tools for students precisely because they are authentic.

According to Alejandro G. Martinez in today's globalized world, examples abound, but the sources of authentic materials the most commonly used perhaps are: newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories), and so forth.¹⁶

While according to Sacha Anthony Berardo the sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually

¹⁵Ferit Kilickaya, "Authentic Materials and Cultural Content in EFL Classrooms", <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>, accessed on March 11th, 2014.

¹⁶Alejandro G. Martinez, "Authentic Materials: an Overview", <http://www3.telus.net/linguisticsissues/authenticmaterials.html>, accessed on March 11th, 2014.

stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one.

From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material.

Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics.¹⁷

In relation to this, Prakash (2011) states that¹⁸:

.....the use of authentic materials is an important principle of communicative language learning and it contributes to the development of an individual learning style and learner autonomy. We can overcome these shortcomings quite successfully if we provide supplementary authentic texts. Thus the language learners will become better readers, confident in their ability to cope with reading in real life situations.

¹⁷Sacha Anthony Berardo, “*The Use of Authentic Materials in the Teaching of Reading*”, <http://www.readingmatrix.com/articles/berardo/article.pdf>, accessed on March 11th, 2014.

¹⁸ English Education Department, Post graduate program Ganesha University of Education Singaraja, Indonesia.2013

G. Important Factors in Choosing Authentic Reading Materials

Before demonstrating the authentic materials in the classroom, it is necessary to know some factors in order to use the suitable materials and appropriate for students. Also, the authentic materials can be effective.

There are several important points to consider when choosing authentic materials. A teacher should make sure that she or he has enough copies of the materials to be used so that each student or pair of students can have a copy to use. It is best not to use material with too many pages, unless the pages are clearly numbered for easy reference. If the teacher plans to use the same materials in more than one class, it is important that they be hardy enough to withstand a lot of handling and they should be easily refolded and put back together.

Materials with multiple pieces or pages that fall out or come apart should be avoided. Also, keep in mind that some materials are more easily dated than others. For example, a menu can be used as long as the prices remain contemporary. Remember to choose material that is appropriate for the students' level. However, a certain amount of adjustment can be made depending on the type and level of questions used in the accompanying question handout.¹⁹ In other words, some considerations are described as follow.²⁰

¹⁹Charles Kelly, et.al, *“Effective Ways to Use Authentic Materials with ESL/EFL Students”*, <http://iteslj.org/Techniques/Kelly-Authentic.html>, accessed on April 2nd, 2014.

²⁰Sacha Anthony Berardo, *“The Use of Authentic Materials in the Teaching of Reading”*,

Suitability of Content:

1. Does the text interest the student?
2. Is it relevant to the student's needs?
3. Does it represent the type of material that the student will use outside of the classroom?

Exploitability:

1. Can the text be exploited for teaching purposes?
2. For what purpose should the text be exploited?
3. What skills/strategies can be developed by exploiting the text?

Readability:

1. Is the text too easy / difficult for the student?
2. Is it structurally too demanding / complex?
3. How much new vocabulary does it contain? Is it relevant?

Presentation

1. Does it "look" authentic?
2. Is it "attractive"?
3. Does it grab the student's attention?
4. Does it make him want to read more?

Besides that, there are other criteria for selecting teaching materials for classroom use:²¹

1. The materials make clear the link between the classroom and the wider world.
2. The materials foster independent learning.
3. The materials focus the learner on the learning process.
4. The materials are readily available.
5. The materials accord with the learners' expressed needs.
6. The materials can be used at more than one level of difficulty.
7. The pedagogical objectives of materials are clear.

H. The Advantages and Disadvantages of Authentic Materials

The use of authentic materials in classroom there are some advantages and also disadvantages. So, as a teacher we have to know and pay attention them well.

Using authentic materials in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongst which are:²²

1. Students are exposed to real discourse.
2. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are

²¹ Christina Kristiyani, "Employing Authentic Materials As A Tool for Teachers' Self-Development in Reading Class", *LLT Journal*, 1(February 2007),29-30.

²²Alejandro G. Martinez, "Authentic Materials: an Overview", <http://www3.telus.net/linguisticsissues/authenticmaterials.html>, accessed on March 11th, 2014.

educators working within the school system, so education and general development are part of our responsibilities (Sanderson, 1999).

3. Textbooks often do not include incidental or improper English.
4. They can produce a sense of achievement.
5. The same piece of material can be used under different circumstances if the task is different.
6. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.
7. Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.).
8. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
9. They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

While the disadvantages mentioned by several writers are:

1. They may be too culturally biased, so unnecessarily difficult to understand outside the language community.
2. The vocabulary might not be relevant to the student's immediate needs.
3. Too many structures are mixed so lower levels have a hard time decoding the texts.

4. Special preparation is necessary which can be time consuming.
5. With listening: too many different accents.
6. The material can become outdated easily, e.g. news.

I. The Use Of Authentic Reading Materials In The Classroom

One of the main ideas of using authentic materials in the classroom is to “*expose*” the learner to as much real language as possible. Even if the classroom is not a “*real-life*” situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity: “As soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity.” (Wallace 1992:79) Even if true, the learner is still exposed to real discourse and not the artificial language of course textbooks, which tend not to contain any incidental or improper examples. They also tend to reflect the current teaching trend.

Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to “*real*” language (Guariento & Morley 2001). They also reflect the changes in language use, (again something that does not occur in textbooks, which become

very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom: “Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.” (Nuttall 1996:172)

The wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. The more the learner reads, the better a reader he will become, not only improves his language level but also confidence. If the text interests the learner it can also be related to his own experiences. One of the aims of authentic materials is to help the student react in the same way L1 speakers react in their first language (L1). Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes/skills are required. We can claim that learners are being exposed to real language and they feel that they are learning the “*real*” language.²³

J. Reading Achievement

Information on student achievement is crucial to teaching and learning. As teachers we need information on student progress. We need to monitor achievement of objectives as part of course implementation. We need to monitor the functional ability of students; what they can do.

²³Sacha Anthony Berardo, “*The Use of Authentic Materials in the Teaching of Reading*”, <http://www.readingmatrix.com/articles/berardo/article.pdf>, accessed on March 11th, 2014.

Formal tests devised for monitoring achievement can also be extremely helpful to individual students, can help identify areas of strength or weakness and provide focus for future learning objectives. They can also be motivational, by providing an idea of progress.

Achievement tests can also help in making decisions about changes to programs if they are to be run again. They can help determine which objectives have been met and where changes might have to be made; an important contribution to curriculum improvement.²⁴

Achievement is the progress on toward the instructional objective of specific study or training program.²⁵ From the statement above, in this case, the writer concluded that reading achievement is the level or amount of ability in reading that students have gotten and it is measured after learning process by following examination or test.

So, achievement cannot be separated from learning process and it means mastering knowledge and skill developed by lesson and showed by score or mark. It is achieved by students after studying materials and they have a test as the instrument of evaluation. They also get evidence of their work. In this case, the students get reading materials then the teacher gives test to know how well and how far they have mastered the materials. The result of the test is called as achievement.

²⁴ Cyril Weir, *Understanding and Developing Language Test*, (New Jersey: Prentice Hall International, 1993), 167-168.

²⁵ David P. Haris, *Testing English as a Second Language*, (New York: Prentice Hall, 1974), 92.