II. LITERATURE REVIEW

This chapter discusses certain points related to the theories used in this study, such as, reading comprehension, teaching reading, authentic materials, non-authentic materials, procedure of teaching reading comprehension, advantages and disadvantages of authentic and non-authentic materials, by referring the concepts theoretical assumption and hypothesis are constructed.

2.1. Reading Comprehension

Reading is a process done by the readers to get the messages expressed by the writer through the written language (Hogden in Karyani, 2000: 20). But reading is not a simple process as what Harris and Sipay (in Kariani, 2000: 21) note that “Reading is a very complex process in which the recognition and comprehension written symbols are influenced by the perceptual skills, the decoding skills, the experience, the language background, the mind sets, and as reasoning ability of the readers, and the basis what they read”.

While, Burn (in Karyani, 2000: 23) states that reading is thinking process. In this case, the readers must be able to use the information to make reinforcement and read critically and creatively to understand the figurative language, determine the author’s purposes, evaluate the idea presented and apply the ideas to the actual situation.
The reason for a person to read depends on the purpose of reading. Reading can have three main purposes, *for survival, for learning or for pleasure*. Reading for survival is considered to be in response to our environment, to find out information and can include street signs, advertising, and timetables. It depends very much on the day-to-day needs of the reader and often involves an immediate response to a situation. In contrast reading for learning is considered to be the type of reading done in the classroom and is goal orientated. While reading for pleasure is something that does not have to be done. For Nuttall (1996) the central ideas behind reading are:

1. The idea of meaning;
2. The transfer of meaning from one mind to another;
3. The transfer of a message from writer to reader;
4. How we get meaning by reading;
5. How the reader, the writer and the text all contribute to the process.

Our knowledge and experiences of the world around us also influence how a text is read or processed; this is known as *schema* theory (Bartlett 1932). It operates actively and constructively, with our knowledge of the world being a continuous process that upon receiving new information interprets it on the basis of what is already known. Good readers have an idea of what is normal (linguistically and conceptually) and of how the world works, therefore when reading they make use of existing schemata and then modify them with any new information. They also have expectations or make predictions before reading that are reinforced, challenged or modified after reading. Often a writer will presume that the target reader has the relevant schemata to read the text and will therefore leave certain
facts out or unstated (presuppositions) but this creates problems when the writer and reader do not share the same relevant schema.

Reading is the process of searching meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Kintsch 1998; Van Dijk & Kintsch 1983).

In line with the explanation above, it can be inferred that reading comprehension is not only a process in which the readers may create meaning by interacting with the text, but also reading can make the readers find something new which is different from the stage before reading. Reading also gives the reader a pleasure and from reading the readers get the new knowledge and experience that can be used for their future.

2.1.1 Concept of Reading Aspects

In reading there are five aspects which help the students to comprehend the English text, they are:

1. Main Idea

Segretto (2002: 12) states that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it
tells about what is the text tells about. The sentence that states the main idea is
called topic sentence or topic statement and it can be located in the beginning, in
the middle or at the end of the text.

2. Specific Information
Supporting details are the facts and ideas that explain or show the topic sentence
or main idea. It is supported by Mc. Whother (1986: 36) who states that
supporting detail or specific information develops the topic sentence by giving
definition, examples, facts, an incidents, comparison, analogy, cause and effect
statistics and quotation. Supporting details help the reader to understand the text
and it position sometimes after the main idea or topic sentence.

3. Inference
Inference is an educational guess or prediction about something unknown based
on available facts and information (Kathleen, 1986; 31). It is an important skill
since inference helps the reader fill information a writer only suggest.

4. Reference
According to Latulippe (1986: 20) reference is word or phrase use either before or
after the inference in the reading material. In other word, such word are used, they
are signals to the readers find the meaning elsewhere in the text.

5. Vocabulary
According to Marchado (2012: 56) a child vocabulary is strongly related to his
comprehension and ease of learning to read. Knowing the meaning of the word on
the page is essential for reading comprehension. Concerning with those statements
indeed vocabulary is primary for everyone who wants to speak or to produce
utterances of reading.
2.2. Teaching Reading

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent “higher” forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. Reading authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

In teaching reading the teacher should provide wide varieties of materials to the students to serve different type of reading tasks. Therefore, reading material should be matched to reading purpose. As Suparman (2005) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). The researcher assumed that in teaching reading, appropriate and possible material should be applied based on the purpose of reading in order to get the comprehension. Thus, authentic and non-authentic materials would be a way of researcher to find better materials.

It can be assumed that in teaching reading, appropriate and possible material should be applied based on the purpose of reading in order to get the comprehension. Authentic material as one of material is possible to be applied by
the Junior High School students in their reading. This material is considered as a material that is not specially prepared for pedagogical purpose, but for informal activity. However, it is positive effect on learner motivation because they are intrinsically more interesting. It is also provides exposure to real language rather than the artificial texts found in non-authentic materials that have been specially written to illustrate particular grammatical rules.

On the other hand, a non-authentic material also has positive effect in motivating learners since it is design purposely for education. Non-authentic material contains more appropriate language and vocabulary needed by the learner since it has been simplified or written to any lexical or linguistic guidelines.

2.3. 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”. 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). Harmer (1991) defines authentic texts as materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language. Jordan (1997, p. 113) refers to authentic texts as texts that are not written for language teaching purposes. When we talk about authentic text we refer to texts such as news articles, novels and short stories in their original form written for native English speakers also texts that are from internet.
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). We can claim that learners are being exposed to real language and they feel that they are learning the ‘real’ language. These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems.

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. Even it is 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 or 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. An advantage of taking a complete newspaper or magazine into classroom, rather than photocopies of an article, is that students can actually choose what they want to read. The more the learner reads, the better a reader he will become, not only is improving 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.

When bringing authentic materials into the classroom, it should always be done with a purpose. Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with pedagogical support. Authentic materials should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, one solution is to simplify them according to the level of the learner. This can be done by removing any difficult words or structures but this can also remove basic discourse qualities, making the text “less” authentic. The basic parameters to consider when simplifying a text are:

- Linguistic simplicity: grammatical structures, lexical items and readability;
• Cognitive simplicity: age, education, interests of the learner;

• Psychological simplicity: does it follow traditional social norms?

Another possible solution is to give text related tasks. They are three basic types:

*Pre-reading:* used not just to test or compensate for linguistic/socio-cultural inadequacies but also used to activate existing schemata;

*While-reading:* used to encourage the learner to be a flexible, active reader also to
Promote a dialogue between reader and writer;

*Post-reading:* often are questions that follow a text, used to test understanding

But sometimes good schemata will be enough.

Rather than just simplifying the text by changing its language, it can be made more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading and then asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading. The reading approach must be authentic too. Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom. Reading is an activity with a purpose. The purpose for reading guides the reader's selection of texts. The purpose for reading also determines the appropriate approach to reading comprehension.

From all the theories that have been mentioned above, it can be stated that authentic material has not been made for education purposes. Authentic material is used to help the students understand clearly about the material and the uses of it
in a real situation that happen in their social life. The purpose of it is to makes them easier to understand the material since it is related to their daily and social life. In short authentic materials is the materials that made by the native speaker by including their own culture and the purpose of authentic materials are not for education term.

1. Characteristics of Authentic Materials

There are several characteristics of authentic materials. Biber in Maroko (1971) states that authentic materials have the following characteristics: First is that they are objective as opposed to intuitive. Second, when adopted as a teaching resource, authentic texts allow for verification of classroom facts. Third, authentic materials are pedagogic in that as teaching materials, they bring variety of learning methodology to the classroom, thereby enhancing learner motivation.

Authentic materials are one of the learning sources that are used by the teacher in the classroom in reading class, in which authentic materials mean that studying about the text that has been given to students without course book, but the materials are taken from magazine, articles or newspaper. Then, the students will implement them outside the classroom (Kodotchigova in Chavez, 1998: 21).

On the other hand, Hancock (1994: 19) states that language program is focused on alternative assessment are likely to instill the students to increase their skills related to critical thinking that build the feature of learning, and enable them to evaluate what they learn outside of the language class. In this case, the teachers will have a larger range of evidence to help the students to determine their
knowledge and authentic assessment will involve the students in selecting and reflecting their learning.

Furthermore, authentic materials are materials that are taught by the English teacher to the students in which learning experience connected with the real life experience that is focused on the social and instrumental function of language. The teacher has increasingly recognized about the foreign language learners in English pedagogy. The use of language is emphasized on communicative and integrative approach. Communicative approach in language teaching is started from a theory of language communication. The target of language teaching is to develop what Hymes (in Yule, 1984: 16) referred it as “communicative competence”.

Furthermore, Taylor (1994: 3) defines authentic materials as the context, which gives validity of the texts. There are four types of authenticity that should be taken by the teacher in authentic learning that are authenticity of the text, authenticity of the interpretation of the text, authenticity of the objective, and authenticity of the class.

The first and the second part is the text directed given to the students. The texts have any means, which will enable the learner to interpret the texts into good sentences. The third types of authenticity are the authenticity of the objective. It is related to communication task and learning task. Taylor (1994: 7) draws a distinction between authentic communication and authentic learning task, where authentic communication task is the form of language that is used by the native speaker and is able to practice in the classroom or outside of the classroom.
Moreover, authentic learning task is the activity in the classroom related to the materials that is directed in the classroom. Authenticity of the classroom is manifestation of communication task and learning task. Taylor (1994: 4) further concludes that the most authentic activity in the teaching and learning situation is that of meta-communication. Meta-communication is used beyond the context to describe of what is being communicated. This concept will lead us to affirm that authenticity is validated within the teaching and learning situation.

From explanation above, it can be concluded that authentic materials have three characteristics: authentic materials are objective, corresponding to the facts that students learn in the classroom, and be able to bring variety of learning methodology to the classroom.

2. Developing Authentic Material

Authentic materials that are the materials that are retrieved from magazine, newspaper, TV programs, menus, movies, songs, brochure, comics, internet etc. In this study, the researcher will use authentic material taken from internet which is modified by the teacher to teach reading comprehension. The procedure of teaching the material are:

1. Find the authentic material from internet (narrative text) that will be modified.
2. Find the appropriate idea of the text with students’ age.
3. Find the difficult word in the text.
4. Explain to the students the meaning of those difficult words

The text below is the example of authentic text and the procedures to teach:
The Monkey and the Crocodile

Once upon a time, a clever monkey lived in a tree that bore juicy, red rose apples. He was very happy. One fine day, a crocodile swam up to that tree and told the monkey that he had traveled a long distance and was in search of food as he was very hungry. The kind monkey offered him a few rose apples. The crocodile enjoyed them very much and asked the monkey whether he could come again for some more fruit. The generous monkey happily agreed.

The crocodile returned the next day. Soon the two became very good friends. They discussed their lives, their friends and family, like all friends do. The crocodile told the monkey that he had a wife and that they lived on the other side of the river. So the kind monkey offered him some extra rose apples to take home to his wife. The crocodile’s wife loved the rose apples and made her husband promise to get her some every day.

Meanwhile, the friendship between the monkey and the crocodile deepened as they spent more and more time together. The crocodile’s wife started getting jealous. She wanted to put an end to this friendship. So she pretended that she could not believe that her husband could be friends with a monkey. Her husband tried to convince her that he and the monkey shared a true friendship. The crocodile’s wife thought to herself that if the monkey lived on a diet of rose monkeys, his flesh would be very sweet. So she asked the crocodile to invite the monkey to their house.

The crocodile was not happy about this. He tried to make the excuse that it would be difficult to get the monkey across the river. But his wife was determined to eat the monkey’s flesh. She pretended to be very ill and told the crocodile that the doctor said that she would only recover if she ate a monkey’s heart. If her husband wanted to save her life, he must bring her his friend’s heart.

The crocodile was aghast. He was in a dilemma. On the one hand, he loved his friend. On the other, he could not possibly let his wife die. The crocodile’s wife threatened him saying that if he did not get her the monkey’s heart, she would surely die.

So the crocodile went to the rose apple tree and invited the monkey to come home to meet his wife. He told the monkey that he could ride across the river on the crocodile’s back. The monkey happily agreed. As they reached the middle of the river, the crocodile began to sink. The frightened monkey asked him why he was doing that. The crocodile explained that he would have to kill the monkey to save his wife’s life. The clever monkey told him that he would gladly give up his heart to save the life of the crocodile’s wife, but he had left his heart behind in the rose apple tree. He asked the crocodile to make haste and turn back so that the monkey could go get his heart from the apple tree.

The silly crocodile quickly swam back to the rose apple tree. The monkey scammed up the tree to safety. He told the crocodile to tell his wicked wife that she had married the biggest fool in the world.

http://www.moralstories.org/the-monkey-and-the-crocodile/

Look at the text above, this text is the authentic text that taken from internet. We can simplify the text above to be less authentic so that it appropriate for Junior High School students by:
1. Look at the underline sentences!

The underline sentences are the supporting details of the text that are not important for the text so we can tell the students that those sentences are not needed to pay more attention at those sentences.

2. Boldface words.

In that text the boldface words indicates that it is a difficult word from the text. We can give a brief explanation to the students about the meaning of those words since it is a authentic text certainly there are some difficult words in it that makes the students hard to understand the meaning of the text

3. Italic words.

The italic words are the vocabularies that are not common for Junior High School so we can explain it with the synonym of those words that are common for them.

2.4. Non-Authentic Materials

According to Peacock (1997) a non-authentic texts are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of “false-text indicators” that include:

1. Perfectly formed sentences (all the time);

2. A question using a grammatical structure, gets a full answer;

3. Repetition of structures;

4. Very often does not “read” well.
Non-authentic text is the materials taken from course-book based on the curriculum. In choosing of material or text, it should be based on the students’ ability to know what they want.

The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be thought and often contains a series of false-text indicators, which include:

1. Perfectly formed sentence.
2. A question using a grammatical structure gets a full answer.

Berardo (2006) the artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. They are useful for teaching structures but are not very good for improving reading skills (for the simple fact that they read unnaturally). They can be useful for preparing the learner for the eventual reading of “real” texts.

Concerning the description above, researcher infers that non-authentic material is materials used by teachers or learners to facilitate the learning of a language and specifically designed for the language learners. They are either adapted or simplified or written keeping in mind the language proficiency of the learners in question. Obviously include cassettes, videos, CD, DVD’s, dictionaries, grammar books, workbooks, photocopies etc.
In conclusion, non-authentic materials are the materials that using for educational purpose only; for example text from text book, student work sheet or other educational practitioner that is adapted or reserved for pedagogical purpose.

1. Characteristics of Non-Authentic Material

The characteristics of non-authentic materials are contrary to authentic materials. From the definitions before, we can see that there are some characteristics of non-authentic materials below:

a) The materials that teacher uses are for teaching language purpose.

b) The materials that teacher uses are from workbook or text book.

c) The scope of the material that teacher uses is narrow and the text type is not varied.

d) The materials that teacher uses are sometimes monotonous of learning methodology to the classroom.

In brief, non authentic materials have four characteristics: non authentic materials are for teaching language purpose, taken from textbook, not varied in text type, and sometimes monotonous in leaning methodology.

2.5. Relevant Research

There are some relevant researches to this research. According to Syafi’i: “relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research”. Dealing with this research, the researcher took some relevant researches which had been investigated by previous researchers concerning about the area of reading.
One of the relevant researches is from Yusni (2013). She conducted the research to find out whether there is significant difference of students’ reading achievement between those who are taught using authentic and those using teacher-made materials at the first year at state SMAN 5 Bandar Lampung. It was a quantitative research. In her research, she found that there is a significant difference of students’ reading achievement between those who are taught using authentic and those using teacher-made materials.

Another research related to comparative study in reading comprehension carried out by Nurmala (2012) investigated the comparative study of students’ reading achievement between those who are taught through short story and those through mini dialogue. The aim of her study was to compare whether there is a difference of students’ reading achievement after learning reading using different materials and which one of the two materials is more effective to teaching reading. The result shows that short story is better than mini dialogue in reading achievement because the students more interesting to read story than mini dialogue, and they could find a new story from those short story. So, short story is more effective as teaching material for teaching reading than mini dialogue.

Considering those researches above, the researcher want to find out whether there is any significant difference of students’ reading achievement between those who are taught using authentic and those using non-authentic materials at the second year at state SMPN 1 Metro. Since there is one issue which has not been investigate about non-authentic material.
2.6. The Procedure of Teaching Reading

In doing the research, the researcher gives treatments to the students by teaching reading using authentic material and non-authentic material. The researcher applies the teaching procedures as follows:

1. **Pre activities**
   a. The researcher prepares the material.
   b. The researcher greets the students.
   c. The researcher do brain storm to the students about the material.

2. **While activities**
   a. The researcher gives a short narrative text.
   b. The researcher asks the students to read the text individually.
   c. The researcher asks the students about the difficult words in the text and discusses it in order to make the students understand the meaning of the text.
   d. The researcher asks the students understanding about the text by giving some questions about the text.
   e. The researcher asks the student about the generic structure of the text by identifying it.

3. **Post activities**
   The researcher asks the students to express about the problem in reading the text.

The procedure of teaching and learning above will be used for design lesson plan.
2.7. Advantages and Disadvantages of Authentic and Non-Authentic Materials

There are some advantages and disadvantages of authentic materials in teaching reading comprehension. According to Philips (in Chavez, 1998: 270) the main advantages of using authentic materials are as follows:

- It has a positive effect on students’ motivation
- It gives authentic cultural information
- It exposes students to the real language
- It relates more closely to students need
- It supports a more creative approach to teach.

One of the aims of the authentic materials is to help the students react in target language learning. Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading skills are required. Therefore, we can claims that learners are being exposed to the real language and they feel that they are learning the real language.

On the other hand, Taylor (1994: 18) states that the disadvantages in using authentic materials are difficulty of language, unneeded vocabulary items, and complex language structures, because it comes from the native speaker.

A. Difficulty language

The learners get difficulty in authentic learning, because the language is taken from the real magazine, articles, newspaper, etc that are written by the native speaker. Here, the learners will use dictionary to understand the text and to get the new vocabulary.
B. Unneeded vocabulary items

In this case, authentic materials are making the list of vocabulary, in order that the students are not confused about the content of the text.

C. Complex language structure

The language structure used is not perfect so that it is difficult to understand. Not only authentic material which is has advantages and disadvantages but also non-authentic material. The advantages of non-authentic materials are the language is easier and understandable, get clear objectives to develop, it is adapted for a particular aspect also materials are relevant, useful and focused on what students are learning at the point. The last, disadvantages of non-authentic materials are the topic of the materials are too common that lead students get bored and the vocabulary are less and simple so the students cannot improve their vocabulary.

2.8. Theoretical Assumption

Based on the frame of theories the researcher assumes that teaching reading through authentic material give a better effect in students’ reading comprehension achievement than through non-authentic material. Since it provides a real information and real situation that keep students informed about what is happening in the world, so they have an intrinsic educational value. In short, it will have possitive effect to their reading comprehension achievement.
2.9. The Hypothesis

The hypothesis of this research can be formulated as follows:

H₀ = There is no difference of students’ reading comprehension ability achievement between students who are taught through authentic material and students who are taught through non-authentic material.

H₁ = There is difference of students’ reading comprehension ability achievement between students who are taught through authentic material and students who are taught through non-authentic material.

In this chapter, researcher explains about reading comprehension, teaching reading, authentic materials, non-authentic materials, procedure of teaching reading comprehension, advantages and disadvantages of authentic and non-authentic materials, by referring the concepts theoretical assumption and hypothesis are constructed.