

## **II. LITERATURE REVIEW**

In relation to this study, there are several points of theories and previous studies which should be reviewed. This chapter deals with two major points, first review of previous related research and second review of related literature.

### **2.1 Review of Previous Related Research**

The researcher is interested in discussing about previous research that investigated about material in reading skill because she wants to see what had been gotten by the previous research and what kind of problems which are still unsolved.

From the research that had been conducted by Cakrawati, Laxmi Mustika (2011) from UPI Bandung. The study was aimed to investigate the effectiveness of using authentic materials in improving English as a Foreign Language (EFL) students' reading comprehension and to find out students' response towards the use of authentic materials in the classroom. The study applied quasi-experimental method by using non-equivalent control group pre-test and post-test design. The study was conducted in SMA 10 Bandung and involved two classes of the first grade which were chosen based on purposive sampling. One class was taken as experimental group and another class was taken as control group. The result of data analysis by using independent sample t-test shows that there is a significant

difference in terms of mean between the students' post-test score in the experimental group ( $M = 78.05$ ,  $SD = 9.307$ ,  $SE = 1.490$ ) and the students' post-test score in the control group ( $M = 66.77$ ,  $SD = 13.460$ ,  $SE = 2.155$ ). It is supported by the result of  $t$  obtain ( $76$ ) =  $4.305$  which is higher than  $t$  critical ( $2.000$ ) with  $p$  ( $0.000$ )  $< 0.05$  and also represented by a large effect size ( $r = 0.443$ ). Moreover, based on students' responses on questionnaire, it is shown that students' give positive response towards the use of authentic materials. Therefore, the findings of this study indicate that the use of authentic materials is effective in improving students' reading comprehension.

Another research related to comparative study in reading comprehension carried out by Nurmala (2012) has investigated the comparative study of students' reading achievement between those who are thought 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. Three times treatment reading through short story and three times reading through mini dialogue were given to the two chosen classes in three meetings and 80 minutes in each meeting by the researcher. The result shows that short story is better than mini dialogue in reading achievement because the students more interesting to read story than read a 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.

Based on the preview research made by Widiono (2007) from Lampung University, the study is about comparative study between Sustained Silent Reading (SSR) and Reading Aloud (RA) technique by means of authentic text in reading. The study was aimed to investigate the difference of the second year students' reading comprehension achievement between both of those two techniques. There are two classes and in each class there are thirty-five students. One class was taken as experimental class (SSR) and another class was taken as control class (RA). The result of his study shows that SSR technique can increase the students' achievement in reading.

Considering those researches above, there is still one issue which has not been investigated, that is, the investigation the use of authentic material and teacher-made material in teaching reading comprehension.

## **2.2 Review of Related Literature**

### **2. 2.1 Concept of Reading Comprehension**

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and about sharing information and ideas. According to Cooper et al (1988:3) reading, as one of the language skills to be taught, is a process of constructing or developing meaning of printed text. This definition implies that the reading process includes an interaction between the reader and the prints. The reader tries to understand the ideas presented by the writer in the text.

Reading activity is not simply defined as an activity in which readers read words by word in a text. Grabe and Stoller (2002: 9) state that reading is ability of drawing meaning and interpreting information in the printed page appropriately. Similar to this, according to Williams (1989: 11) reading is a process of looking at and understanding what has been written. The statement means that the reader should comprehend the text when they are reading.

Based on the definition on reading, Grabe and Stoller (2002: 17) define reading comprehension as the ability of understanding and interpreting information in a text correctly. It also said by Texas Reading Initiative (2002), the purpose of reading is comprehension or to get meaning from written text. Thus, a major goal of reading instruction is to help the students develop knowledge, skills, and experiences that they have to be competent and enthusiastic readers.

Rubin (1993: 194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading. Basically, in these concepts, it can be understood that reading implies comprehension.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in

finding and determining main idea and topic sentence from the text. Without comprehension, reading would be empty and meaningless. That is why, comprehension is the most important part in reading. Without comprehension it is useless if readers or students only want to look at each letter of alphabet in the written texts. So, reading is more than recognizing all the words in the written texts. It is the process of gathering information, ideas, and new knowledge from the texts.

Then, when the readers are in the process of comprehending the content of the written text, they try to construct the meaning of the written text by recognizing the words in the written texts automatically to ease them in relating their background knowledge to the writers' ideas and information drawn in the written texts. As Suparman (2005) states that comprehending the content of the reading texts is a process of gathering the meaning of the text by relating the students' background knowledge to the writers' knowledge poured out in the text. It is more than just pronouncing each letter occurred in the text. In this activity, the readers try to find a set of letters that form a meaningful word and a range of words that form a whole meaningful sentence for them. The whole meaningful sentences will be able to be understood by the students if they have a good background knowledge that can be used to relate it to the knowledge of the text.

In addition, (Suparman,2012) states that, there are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text deeply, which is as follow:

1. Identifying a Main Idea

The main idea is the most important piece of information for the reader to know about the concept of the paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words.

## 2. Identifying Details

It means looking for the information that relevant to the goal in mind and ignores the irrelevant.

## 3. Making/Confirming/ Reference

Reference is the intentional usage of one thing to show something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A cataphoric reference unit is another units which is introduced later on in the text. Meanwhile, an anaphoric reference is another unit that was introduced earlier on in the text.

## 4. Making/Confirming/Inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence or passage understand and conclude it logically.

## 5. Understanding vocabulary

It means comprehend what the words mean. When vocabulary mastery improves, comprehension will be deeper.

Finally, it can be said that reading comprehension is the students' ability in comprehending the content of the text. It is the students' ability to gain meaning from the content of the text. By using their ability, the students can gather any new information and knowledge from the text. It can be done by relating their background knowledge to the writers' ideas and information drawn in the written texts. The teacher can increase their students reading comprehension by using more appropriate teaching reading material to their students in teaching reading activity in the class. So, in this research the writer try to find out the more appropriate teaching reading material between two teaching reading material, they are authentic material and teacher-made material.

### **2. 2.2 Concept of Teaching Reading**

The aim of teaching reading is to develop students' skills that they can read English texts effectively. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading material. These can be real when the students read and interact with various types of texts, i.e. authentic and teacher-made materials.

According to Alyousef (2005: 143) says that in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teachers can ask students questions that arouse theirs

interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercises, cloze exercises, cut-up sentences, and comprehension questions.

In teaching reading the teacher should provide materials to the students with purpose for reading to anticipate different type of reading texts. Therefore, reading material should be matched to reading purpose to read efficiently and effectively. 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 teacher-made materials would be a way of researcher to find the possible material.

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 Senior 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 has positive effect on learner motivation because they are intrinsically more interesting than a common material. It also provides exposure to



real language rather than the artificial texts found in common materials that have been specially written to illustrate particular grammatical rules or discourse types.

As a conclusion, teacher-made material refers to textbooks and other specially developed instructional resources. This material can also be motivating for learners as it also often designed to look like teenage magazines and other kinds of real world materials and may be just as interesting and motivating for learners. Teacher-made 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. 2.3 Concept of Authentic Material**

According to Tamo (2009), the use of authentic material in an English Foreign Language (EFL) classroom is what many teachers involved in foreign language teaching have discussed in recent years. There are persuasive voices insisting that the English presented in the classroom should be authentic.

Rogers (1988) defines authentic material as “appropriate” and “quality” in terms of goals, objectives, learners need and interest and “natural” in terms of real life and meaningful communications. They have a positive effect on learner motivation because they are intrinsically more interesting and motivating than created materials. There is a huge supply of interesting sources for language learning in the media and on the web and these closely to the interests of many language learners.

Moreover, related to reading, a research study conducted by Berardo (2006) shows that authentic materials are effective in teaching reading. Students find out that the use of authentic materials are motivating as well as challenging. Since the use of authentic materials gives sense of achievement and encourages further reading, the students also reflect changes in the use of language after using those materials in the classroom.

Authentic materials contain a lot of information from all aspects of life. It is very important for students to increase their knowledge. As Martinez (2002:1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic texts have educational value for students. Besides containing a lot of information needed by students to increase their language knowledge, these reading texts also help students in increasing their background knowledge.

Authentic materials also provide a lot of happiness for students because this reading text offers many entertainments for them. As Martinez (2002:2) notes that 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 materials to be used in class. It means that authentic materials have a large variety of topics that can make the students to be interested in. And, it is important for teachers to give a chance to students in determining the topic of authentic reading materials that will they read.

Concerning the description above, using authentic material is one of the mainstays of an imaginative and motivating. The term of authentic material or authentic text refers to any text that the language learners will find in the real life. It is not written specifically for language learning purpose but it is written to say something, to convey a message, and not to exemplify language.

In that case, there are many reading texts or materials that can be called as authentic materials. Martinez (2002:2) state that in today's globalize world, example are abound, but the most commonly used perhaps are: Newspaper, TV programs, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems, and short stories), and so forth. it means that every reading text that is always found or read by every person can be called authentic text if this text has same characteristic explained above.

## **2. 2.4 Advantages and Disadvantages of Authentic Material**

### **Advantages of authentic material**

There are some advantages that can be obtained from using authentic texts or materials in teaching reading comprehension.

- a. Authentic material can provide many chances for teacher and students to understand about how to use the target language (in this case English) in the real life. As Homolova (2004:1) explains that authentic material can provide resources for ESL/EFL teacher can offer them to opportunity to expose learners to materials produced for real life and for-out classroom context. By authentic material, we understand materials with “real language”, produced by

real speaker for a real audience. It can be said that by using the authentic materials, both of teacher and students will understand how to use the target language in the real life. They will understand how to use the target language in communicating to the native speaker (that is a person who's their first language for teacher and students).

- b. Authentic materials provide a large amount of the ways of using English (target language) in the real world. This reading texts supply a lot of ways of expressing various feelings and thoughts for students. Homolova (2004:1) says that if teachers use authentic materials sensibly they provide learners with secure bridges into the real world of using English use. It means that this type of reading texts can protect students from doing any mistakes in expressing their feelings and minds in the target language (English).
- c. Authentic materials contain a lot of information from all aspects of life. This advantage is very important for students to increase their knowledge. As Martinez (2002:1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic materials have educational value for students. Besides containing a lot of information needed by students to increase their language knowledge, these reading texts also help students in increasing their background knowledge.
- d. Authentic materials provide a lot of happiness for students. As Martinez (2002:2) notes that 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 materials to be used in

class. It means that authentic materials have a large variety of topics that can make students to be interested in. And, it is important for teacher to give a chance to students in determining the topic of authentic reading materials that will be read by them.

### **Disadvantages of Authentic Material**

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. Authentic materials often contain difficult language and unneeded vocabulary items, which can be an unnecessary distraction for teachers and learners.
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. In order to develop learning resources around authentic materials, teachers have to be prepared to spend a considerable amount of time locating suitable sources for materials and developing activities and exercises to accompany the materials.
5. With listening: too many different accents.
6. The material can become outdated easily, e.g. news.

It is mean that authentic material can be inferred that it takes a time to prepare the authentic materials and it is quite difficult to match the materials with the students' background.

### **2. 2.5 Concept of Teacher-Made Material**

Teacher-made material is material of teaching that is commonly used by the teacher nowadays. According to Richards (2001: 252), created material refers to material that is specially developed instructional resources. In other words, created materials includes textbooks, LKS, and other resource that is created by teacher or other educational practitioner that is adapted or reserved for pedagogical purpose.

In addition, Goldberg and Eichelberger (1987) have defined that teacher-created materials are simply those materials that are made by the teacher. It means that, all of material that is designed in purpose of assisting teaching-learning activity in the class. It means that the teacher has a role as a central of teaching learning process in which he or she creates the material which will be given to the students

This material is important since teacher-made material can also be motivating for learners as it also often designed to look like teenage magazines and other kinds of real world materials and may be just as interesting and motivating for learners. The use of teacher –made material is important because teacher-made material contains more appropriate language and vocabulary needed by the learner since it has been simplified or written to any lexical or linguistic guidelines.

Thus, the use of teacher-made materials is very important as they are always used by the teacher in teaching English nowadays. One of the example of teacher-made material is textbook. Textbook are purposively designed to pedagogical purpose.

Textbook generally contained material that is already arranged to meet the learners' need. Thus, this study is designed to investigate whether it is really applicable and effective to be implemented in teaching reading.

## **2. 2.6 Advantages and Disadvantages of Teacher-Made Material**

### **Advantages of Teacher-Made Material**

Teacher-made materials are developed and produced by teaching professionals for their own students. These are different than materials created for educators because they are made to fit the needs of the students in the classroom. Imagination and some good arts and crafts skills are needed to make materials for your classroom. In consequence, there are several benefits of teacher made materials, they are:

#### **1. Save Money**

Materials purchased at education stores are expensive. Make the same material for less money by visiting a few hobby stores. For example, instead of buying a pre-assembled puppet-making kit, go to the store and buy the different parts needed and combine them in a plastic bag. Share your ideas with other teachers to help them save, too.

#### **2. Systematic**

Made materials may be superior to authentic materials because they are generally built around a graded syllabus and hence provide a systematic coverage of teaching items.

### 3. Student Focused

Teacher-made material can be designed with the specific needs of children in your classroom in mind, which ensures that their interest and developmental needs are incorporated into your classroom material. Custom material of this nature keep students engaged in activities and help them learn necessary.

### 4. Student Motivation

Teacher-made materials can also be motivating for learners. Published materials are often designed to look like teenage magazines and other kinds of real world materials and may be just as interesting and motivating for learners.

## **Disadvantages of Teacher-Made Material**

There are some disadvantages of teacher-made material, such as:

1. Teacher-made material are not real and may be not interesting
2. They do not provide the opportunity to gain real information and know what is going on in the world around them
3. They do not reflect the changes in language use and do not give the learner the proof that the language is real

## **2. 2.7 Concept of News Item**

In English subject, news item is one of short functional text that should be learnt by students of Senior High School especially in the first grade based on School



Based Curriculum (KTSP) 2006. They should learn how to get information that is state in news item.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Language features of news item text are focusing on circumstances and using material process. The generic structure of news item text is divided into three parts, they are:

1. Newsworthy event (tells the main event in a summary form)
2. Background events/elaboration (elaborate what happened, tell what caused the incident, it can be a background, participant, time, and place relating to the news)
3. Sources (comments by participants, witnesses, authorities, and experts involved in the event)

The example of news item can be seen as follows:

### **20,000 Excited Fans Welcome Psy to Paris**

Julie Jackson, Asia News Network (The Korea Herald) | Entertainment | Wed, November 07 2012, 12:44 PM

Psy continues to take the world by storm, beginning his European tour by arriving in Paris on a private jet and performing at a “Gangnam Style” flash mob that gathered 20,000 screaming fans on Monday.

The flash mob, organized by a French Radio Music channel NJR, was held across from the Eiffel Tower. After his promotions in France, Psy will be heading off to the United Kingdom and Germany where he will give a speech at Oxford

University and attend the MTV European Music Awards in Frankfurt, where he has been nominated for the Best Video Award.

“Gangnam Style” has now reached more than 650 million views on YouTube, officially surpassing Jennifer Lopez’s “On the Floor” to become the second-most watched video in the site’s history, behind Justin Bieber’s “Baby,” which currently stands at 796 million views.

Psy fans must wait a little longer to see a new dance to replace the notorious invisible horse. His much anticipated follow-up single, initially scheduled to be released on Nov. 20, has reportedly been postponed until early next year. However, the immeasurable popularity of “Gangnam Style” wave still shows strong signs of not only winning over more Psy fans, but also sparking global attention on Korea.

On Tuesday, the Culture Ministry announced that the singer would be awarded with the Okgwan Order of Cultural Merit, the fourth-highest honor, for his contribution to the spread Korean pop music on a global scale and in increasing the world’s interest and awareness of Korea.

A recent survey conducted by the Korea Tourism Organization found that nine out of 10 foreigners expressed a desire to visit Korea after seeing Psy’s “Gangnam Style” video. In the survey, 1,556 internationals from 77 countries were asked various questions regarding one of the most talked-about music videos this year. The survey concluded that 91.4 percent of the participants stated that they have thoughts about visiting Korea because of the music video.

( *taken from: [www.thejakartapost.com](http://www.thejakartapost.com), November 8<sup>th</sup> 2012*)

Furthermore, it is important to students to learn about news item since the text performs the social function, it is to inform readers, listener or viewers about events of the day which are considered news worthy or important.

## **2. 2.8 Procedure Teaching Reading through Authentic Material**

In doing her research, the researcher gives treatment to the students by teaching reading comprehension news item text as reading material. Based on William (1984) the researcher applies the teaching procedures as follows:

**1. Pre activities**

- a. The teacher distributes the material to the students one by one.
- b. The students are directed to the topic under discussion by asking some questions related to the topic presented, then she asks them to answer those questions together.

**2. While activities**

- c. The teacher give a text to the students
- d. The students read the news item text (authentic material) silently.
- e. The students have to find out the main idea of each paragraph, and then they have to discuss in group to find out the main idea of each paragraph.
- f. The students do task for practice about language feature such as vocabulary and grammatical structure.
- g. The students' task evaluated by applying peer-to peer correction.
- h. The students do some tests of reading comprehension based on the text they read, then, the teacher asks the students to discuss the result together.
- i. The students make a conclusion of the text. In this activity they have to discuss in group about the conclusion of the text.

### **3. Post activities**

- j. The teacher asks the students whether there are difficulties about the topic.
- k. The teacher repeats the material before closes the meeting.
- l. The students are given homework to be done at home as re-enforcement activity.
- m. The teacher closes the meeting.

## **2. 2.9 Procedure Teaching Reading through Teacher-Made Material**

In doing her research, the researcher gives treatment to the students by teaching reading comprehension news item text as reading material. Based on William (1984) the researcher applies the teaching procedures as follows:

### **1. Pre activities**

- a. The teacher greets the students
- b. The students are directed to the topic under discussion by asking some questions related to the topic presented, then she asks them to answer those questions together.

### **2. While activities**

- c. The teacher distributes the material to the students one by one.
- d. The students read the news item text (teacher-made material) silently.
- e. The students have to find out the main idea of each paragraph, and then they have to discuss in group to find out the main idea of each paragraph.

- f. The students do task for practice about language feature such as vocabulary and grammatical structure.
- g. The students' task evaluated by applying peer-to peer correction.
- h. The students do some tests of reading comprehension based on the text they read, then, the teacher asks the students to discuss the result together.
- i. The students make a conclusion of the text. In this activity they have to discuss in group about the conclusion of the text.

### **3. Post activities**

- j. The teacher asks the students whether there are difficulties about the topic.
- k. The teacher repeats the material before closes the meeting.
- l. The students are given homework to be done at home as re-enforcement activity.
- m. The teacher closes the meeting.

## **2.3 Theoretical Assumption**

Teaching reading comprehension by using authentic material can encourage learner motivation because they are intrinsically more interesting and motivating than common material. It also provides exposure to real language rather than the artificial texts found in common materials that have been specially written to illustrate particular grammatical rules or discourse types. In short, it will have positive effect to their reading comprehension achievement. Meanwhile, teacher-made material can also be motivating for learners as it also often designed to look like teenage magazines

and other kinds of real world materials and may be just as interesting and motivating for learners. Teacher-made material contains more appropriate language and vocabulary needed by the learner since it has been simplified or written to any lexical or linguistic guidelines. At last, both materials are considered as an effective material to improve students' reading comprehension achievement.