

II. THEORETICAL FRAMEWORK

This chapter concerns the following points: review of previous research, review of related literature, reading, teaching reading, concept of teaching reading, teaching reading using of authentic material, concept of authentic material, procedure of teaching reading using authentic material, and advantages and disadvantages using of authentic material.

2.1. Review of Previous Research

Considering the previous research above, it can be states that authentic material can be used to help students are easier reading comprehension significantly. The relation to the research that the researcher are applicable the authentic material in her research, because authentic material can make student more enjoy to read a text.

Some previous research Verhoven and Snow (2001:170), Soanes & Stevenson (2005), Pinheiro (2005:42), Nilsson (2005:42), and Ulfa (2008) prove that authentic material is an effective media for teaching reading easily and more fun. Verhoven and Snow (2001:170) state that to make sure that the students are motivated, the teacher allows students to take part in the choosing of the text, they will automatically be more interest in reading and working with it.

At the same time, letting students take some responsibility helped them to reflect on their own learning process. It encourages them to think about what they actually want to learn about and how they want to do this. The teacher help plan the students' learning process to be more motivated in the classroom and hereby create a better learning and class environment. By doing this, the teacher should teach them how to learn and this would be helped the students in their studies further on.

Soanes and Stevenson (2005) state that for teaching purposes this refers to English books, novels or articles that have been written by an English speaking author to a native audience or speaker, in these cases the language used has not been altered.

Pinheiro (2005:42) state that textbook is useful both to students and teachers. She believes that school material offers structure and guidance to students on how to read and learn. She further believes that through this kind of material the teacher saves some time when preparing the lessons.

Nilsson (2005:42) states that students' motivation in reading texts is higher than using text which full of article when the teacher using authentic texts in the classrooms. He further states that students today need situations where they can read, write about and discuss different issues they find important.

On the other side, previous research has been done by Ulfa (2008) at SMP Muhammadiyah 3 Bandar Lampung. She made an experiment using fairy tales to investigate whether it might increase students' reading comprehension. In her research, she found some problems that arise while the process of students'

learning about authentic material usage as well as their opinion and feelings toward the material. The result of her research is that most students are still confused about reading using authentic material.

So, authentic material usage can make the students more motivated. It also can help the teacher to learn in the classroom. Authentic material is easy media and its' content is interesting.

2.2. Review of Related Literatures

For further explanation about the students' and English teachers' perceptions in authentic material usage, the researcher will explain some related literatures about the reading comprehension.

2.2.1. Reading

According to Murcia (2002) states that reading is a skill that everyone needed whether in elementary, secondary, and university. In other words, reading is an important skill that must be achieve by the students in all education level.

Concerning to Howart (2006) reading is just as a communicative as any other form of language. It means that in reading, there is an interaction between the researcher try to encode the messages to the readers. Then, the readers try to decode the messages that sent by the researcher.

Furthermore, Walker (2004) states reading is a result of the interaction between the perceptions of graphic symbols and the written language form. In reading processes, the reader tries to recreate the meaning intended by the researcher.

There are various definitions of reading. Reading is an intrinsic part of the classroom teaching of the content. It means that the content of the curricula would be showed the importance of teaching students how to obtain information along with teaching subject matter. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability (Brown, 2004:185).

Cameron (2001:125) said that reading bring together visual information from written symbols, phonological information from the sounds those symbols make when spoken, and semantic information from the conventional meanings associated with the words as sounds and symbols. It means that when reading a text, the reader find new thing that he/she might not know yet and he/she also learns about new information that would be added his/her knowledge. He/she may also find information that would be helped him/her in learning something.

Moreover, reading is essentially about understanding, that the readers would be understood texts that they read by constructing a meaning for themselves, and that writers would be tried to ensure that their readers are able to understand what they write (Cameron, 2001:125). The writer is the encoder and the reader is the decoder. The decoder has a message in his/her mind (it may be an idea, a fact, a feeling, an argument, etc) that he/she wants somebody else to share. To make this possible, he/she must first put his/her ideas into words or in the written form as a text. The text is accessible to the mind of other person who reads it. Once it is decoded, the message enters the mind of the decoder and communication is achieved.

It means the reading is the process of interaction among the writers, the text, and the reader. In this process, the reader tries to receive the message from the writer through the text as well as possible.

Brown (2001:306-310) defined strategies for reading comprehension as follows:

1. Identify the purpose in reading.
2. Use grapheme rules and patterns to aid in bottom up decoding (especially for beginning level learners).
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
4. Skim the text from main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze the vocabulary.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

From the references of definition above, reading comprehension in this study is defined as the process of getting message from the author through a written text.

The message may be an idea, a fact, a feeling, an argument, etc.

So, from the statements above, we conclude that reading is a cognitive learning process which has meaningful interpretation of printed or written verbal symbols.

Reading also an active process because in there is an interaction between taught and language to get the information for the readers.

2.2.2. Teaching Reading

From this statement, we can see that emphasizes has been given on the relations among teaching variables. Grabe and Stoller (2002: 20) state that reading is a set of common underlying processes that are activated when we read. In other words that reading can make the students recall what we look before it, so they can understand the meaning from what they look.

According to Brown (2001) recent research on teaching reading has shown that a combination of top-down and bottom-up processing, so called interactive reading, is almost always a primary ingredient in successful teaching methodology because both processes are important. From the statements above, the researcher can be said that teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice.

Consider what the classroom demands of the teacher. Children's interest in reading must be stimulated through regular exposure to interesting books and through discussions in which students respond to many kinds of texts. For best results, the teacher must instruct most students directly, systematically, and

explicitly to decipher words in print, all the while keeping in mind the ultimate purpose of reading, which is to learn, enjoy, and understand.

2.2.3. Concept of Teaching Reading

Reading is viewed as the most important skill to be gained by the students besides the other skills. According to the 2006 SMA English curriculum, the objective of teaching reading in SMA is to enable the students to read (to comprehend in to interpret) any English reading texts.

It is also explained that the teaching of reading should emphasize on skill for comprehending various kinds of the text and increase the students' mastery is vocabulary and structure. In teaching English (reading), the teachers have to believe in their ability to choose the material we would be used for our classroom (Dubin, 1979:30).

But when the teacher choose the material as their tools of teaching reading, they must pay attention to student's level, method, knowledge, background, situation, experience, and material itself. The absence of several points above would make teaching less successful.

Brown (2004:185) says that for learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able master fundamental bottom up strategies for processing separate letters, words, and phrases, as part of that top down, conceptually driven strategies for

comprehension. Second, as part of that top down approach, second language readers must develop appropriate content and formal schemata background information and cultural experience to carry out those interpretations effectively.

Harmer (2004:68) said that reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and we construct sentences, paragraphs and texts. Lastly, good reading texts can be the springboard for well rounded, fascinating lessons.

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Brown (2001:313-315) gives principles for designing interactive reading techniques as follows:

1. In an interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skills.

2. Use techniques that are intrinsically motivating.
3. Balance authenticity and readability in choosing texts.
4. Encourage the development of reading strategy.
5. Include both bottoms up and top down techniques.
6. Follow the “SQ3R” sequence.
7. Subdivide your techniques into pre reading, during reading, and after reading phases.
8. Build in some evaluative aspect to your techniques.

2.2.4. Teaching Reading Using Authentic Material

Since it has been mentioned previously on the background, the researcher would like to try teaching reading by using authentic material. She hopes she may find something valuable during the implementation in authentic material usage in their reading comprehension. Here, the process of teaching as Williams (2005) proposes can be conducted such in the following steps:

1. The teacher starts by introducing and explaining the definitions of reading and also tells advantages and disadvantages.
2. Then the teacher demonstrated the material used an overhead transparency of the text concerned. Demonstrated will be done by presenting texts marked-up and discussing with the students about reading involved. It is to indicate to the students more motivated and feel interest in reading activity without boring.

3. The teacher presented a text and asked the students to identify. In this stage, the students work on the text in two or three, comparing and discussing their worked with the teacher as a roving consultant.

2.2.5. Concept of Authentic Material

G. Martinez (2002) authentic material is a real life material that a student encounters in everyday life but that weren't created for educational purposes. They include newspapers, magazines, and web sites, as well as driver's manuals, utility bills, pill bottles, and clothing labels. So, we can see that authentic material is very important to the students, it also interesting media because it can be a real life material so that the students can be easier to understand this media.

Authentic material is material created for native speaker of the language and use in a class in its original form and design. In other words, they are not changed in any way. Whereas genuine materials are authentic materials adapted for a class, e. g. jumbled paragraphs, cut out headlines etc. From this statement, we can see that authentic material not only used by the reader only but it also used by the native speaker.

So in this case, we would like to conclude that authentic materials are any materials that exist in the real world for native speakers in English. Examples of authentic materials include: newspapers and advertisements, bills and receipts, official letters and forms from governments or businesses, maps and directions, prescriptions and instructions, and written notes and messages.

The researcher can use authentic material in the classroom. She will hand out material to each student and would have them work individually. However, experience has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. The researcher gives each pair the authentic material and a question handout. Interestingly, the student with the stronger command of English is not necessarily the one who is able to extract the most information from the material.

Students of different abilities tend to complement one another and, as a result, do not get bogged down easily. Students tend to contribute individual strengths to the completion of the task. The researcher usually tell students that question handouts will be collected since this keeps them more focused on the completion of the exercise. The teacher's personal background information should be shared before the students begin concentrating on the material in the narrative text.

2.2.6. Procedure of Teaching Reading using Authentic Material

Other factors worth taking into consideration when choosing authentic material for the classroom can include whether the text challenges the students' intelligence without making unreasonable linguistic demands, does the language reflect written or spoken usage, is the language in the text natural or has it been distorted in order to try and include examples of a particular teaching point. It is also important that the text lends itself to being studied, can good questions be asked about it or tasks based on it created. Above all does the text make the

student want to read for them, tell themselves self something they don't know as well as introduce new and relevant of ideas.

The first, there is suitability of content. Here, the teachers have to consider so many things. For example the text can make the students can be interest, the second that material which used by the teacher is relevant for the students, and the last that the material can be represent by the students although use at outdoor the classroom.

The second is exploitability. Here, the people have to consider so many things. For example the text whether it is easy or difficult. After that, the teacher also has to see whether the text is too demanding or complex.

The last, the text whether it has new contain vocabulary or relevant. The last is presentation. Here, the teacher has to consider so many things. For example the text is look of authentic, people also have to see whether the text is attractive, the text can be grabbed the students' attention, and the text can make the students want to read more.

2.2.7. Advantages and Disadvantages Using of Authentic Material

2.2.7.1. Advantages of Using Authentic Material

Using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons. Some of them are: Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.

They provide exposure to real language:

1. Authentic materials have a positive effect on learner motivation.
2. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are 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. Authentic materials can produce a sense of achievement, e.g., a brochure on England given to students to plan a visit.
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.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (Martinez, 2002).
8. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
9. Authentic materials 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.
10. Authentic materials support a more creative approach to teaching.

2.2.7.2. Disadvantages of Using Authentic Material

It can be stated 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 people face some problems.

The disadvantages mentioned by several researchers are:

1. Authentic materials may be too culturally biased, so unnecessarily difficult to be understood 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. Too many different accents can be heard which can cause some confusion.
6. The material can become outdated easily, e.g. news.
7. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

From the explaining of advantages and disadvantages of authentic material above, it can be conclude that it can make the students can be interest, attractive, and also it so easy to used by them because the material is relevant and it can be used anywhere. Generally, the authentic material usage can make the students more motivated although it is too culturally for the students.