CHAPTER II

REVIEW OF RELATED LITERATURE

In related to the introduction section in the preceding chapter, chapter II will discuss about review of related literature. In this section, the researcher is going to explain more about the nature of reading, teaching reading, authentic materials and also authentic materials to teach reading. Each section will be presented as follows:

2.1 The Nature of Reading Comprehension

Reading is counted as receptive skill because in this case the readers procure new knowledge, and they do not produce anything. Reading is about how we construe the written form of text as a purpose of procure a new knowledge or just deepen our understanding about something. Based on (Finochiarro, 1973), reading is defined as a process of bringing meaning to and getting meaning from printed or written material.

According to (Desitarahmi, 2013), reading is a process of receiving information; here, the readers do not need to produce any language while reading, they play a role as receivers, the one who receive message of the text and get to understand it. Moreover, Reading is the process of receiving and interpreting information encoded in language form via the medium of print (Urquhart, 1998). Further, (Urquhart, 1998) states that reading means dealing with language message in written or printed form. Reading can be defined loosely as the ability to make sense of written and printed symbols.
Reading is an involute skill which comprises the mental process a means to comprehend the written text. As noted by (Mickulecky, 2001), reading is a conscious and unconscious thinking process, the reader applies many strategies to reconstruct the meaning that the author is assumed to have intended; the reader does this by comparing information in the text to his or her background knowledge and prior experience. Moreover, another perception of reading was stated by (Sukadewi, 2016), reading consists of two related processed; word recognition and comprehension. Word recognition is the process of making sense of words, sentences and connected texts. Readers typically use their background of knowledge, vocabulary, grammatical knowledge, experience and other strategies to help them comprehend the written text.

Additionally, According to (Olson & Diller, 1982), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. Other than that, Harris and (Sipay, 1980) say that reading comprehension ability is learned to be a set of generalized knowledge acquisition skills which permits people to acquire and exhibit information gained as a consequence of reading printed language. Reading comprehension is the ability to gain information from the texts for the purpose to know the whole information deeply. So that it will force the readers to read the whole texts to gain the covert information.

In language teaching there are three kinds of reading, namely: Reading aloud, Silent reading and Speed reading (Mc Woter in Omid & Azam, 2016)
a. Reading aloud Reading aloud is important to do in reading where the students who are known as a reader are required to read aloud to practice their tongue about how pronounce every word found in the reading text.

b. Silent reading Silent reading is frequently done by a reader who wants to comprehend the tests in reading comprehension process. Reading silent needs a reading much attention to what is they read: the reader should have a full concentration.

c. Speed reading Speed-reading is way that required by the teacher for reader to be read text rapidly and comprehend it at once. Between reading comprehension and speed faster but also how to understand the idea that express in the passage.

In line with the above explanations, it can be shortened that reading is a process of comprehend the meaning of a text and recognize the assumption of the author and then compare it to the readers’ knowledge.

2.2 Teaching Reading

Teaching reading is a process of transferring knowledge which is focused on the students’ reading skill. In this case, the teacher as the one who distributes the knowledge to the students has to know the characteristics of the students in order to know of how and what to teach and make the knowledge is delivered properly to the students. As mentioned by (Brown, 2001), a course that deals with reading skill, then, will also deal with related listening, speaking, and writing skills. That is why reading is important because it is related to another skills. The more we read, then it will be easier for us to learn another skills. According to Urquhart and Weir cited
in (Hanum, 2017), reading is the process of receiving and interpreting information encoded in language form via the medium of print. Grabe also state that reading is an interactive process in two ways. They are pattern of parallel interaction and also the interaction between the reader and the writer. Meanwhile, (Carrel et al, 1988) define reading as an ‘interactive process’ where readers employ their background knowledge and past experience to make sense of the text.

(Snow, 2002) states reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In the comprehension there are three elements. They are the reader who is doing the comprehending, the text is to be comprehended and the activity in which comprehension is a part. It adds in the sociocultural context which mediates students’ experiences and vice versa. In order to reach language acquisition, students should be exposed to input and internalize it without even realizing it (Ugalde, 2007). Likewise, (Apsari, 2014) elucidated that if the text interests the learners, they will feel more confident and more secure when reading the texts, it means they are not only improve their language level but also confidence. Therefore, in teaching reading we have to use an interesting and attractive text as a means to attract students’ interest and help them to be more confident to communicate in a foreign language.

According to (Hughes, 2016) “Reading is an interactive, problem-solving process of making meaning from texts”. Thus, reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading
and writing language and the reader’s language community which is culturally and socially situated.

In teaching and learning process, reading is designed to communicate with the target language in a form of written text. The students are expected to read and understand the English texts to deal with the real life communication where there are a lot of authentic materials there (Desitarahmi, 2013). Therefore, in teaching reading there are some approaches according to (Mikulecky, 2008) which is elaborated as follows:

1. Focus on one skill at a time.
2. Explain the purpose of working on this skill, and convince the students of its importance in reading effectively.
3. Work on an example of using the skill with the whole class. Explain your thinking aloud as you do the exercise.
4. Assign students to work in pairs on an exercise where they practice using the same skill. Require them to explain their thinking to each other as they work.
5. Discuss students’ answers with the whole class. Ask them to explain how they got their answers. Encourage polite disagreement, and require explanations of any differences in their answers.
6. In the same class, and also in the next few classes, assign individuals to work on more exercises that focus on the same skill with increasing complexity. Instruct students to work in pairs whenever feasible.
7. Ask individual students to complete an exercise using the skill to check their own ability and confidence in using it.

8. In future lessons, lead the students to apply the skill, as well as previously mastered skills, to a variety of texts.

2.3 Authentic Materials

Authentic material is a material which is taken from the real life. As noted by (Thanajaro, 2000:34), authentic language is that which is used by native speakers communicating orally or in writing. Moreover, According to (Heitler, 2005), authentic material gives some benefits such as it brings learners into direct contact with a reality level of English, drawn from periodicals are always up-to-date and constantly being update, and it provide the students with a source of up-to-date materials that can be directly relevant with the learners’ needs. The activities in this material were also designed based on the students’ preferred activities. In designing the activities, the researcher saw the result of needs analysis. The activities designed have to appropriate with the students’ preferred activities because it can make them involved in learning activities in the classroom. Their involvement will be increase if they like the learning activities. While according to (Wallace, 1998), authentic materials are real life text, not written for pedagogic processes. Authentic material such as advertisement from newspaper provides the real word using in real life, so it makes the students easier to remember the word enrich their vocabulary.

According to (Jacobson et al, 2003; p.1), authentic materials are print or learner contextualised materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes. Authentic Materials
in the classroom therefore are stretches of real language, produced by real speakers or writers for real audiences and designed to convey real messages of some sort.

In accordance with the above explanations, it can be summed up that authentic materials are the texts which are taken from the real life and made by the native speakers which are not designed for teaching and learning purposes.

### 2.3.1 The Advantages of Authentic Materials

Newspaper, magazine, songs, literature and other materials from the internet are well known as the sources of authentic materials that can be used in the classroom. Therefore, below are the advantages of using authentic materials in teaching and learning process.

1. An advantage of taking a complete newspaper or magazine into classroom, instead of photocopies of an article, is that students can actually choose what they want to read. They are much more likely to read with enthusiasm if they have made decision about what they want to read (Apsari, 2014).

2. Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them (Berardo, 2006).

3. 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 (Guarente, 2001 & Morley in Berardo, 2006).
4. The use of aural authentic materials allows students to experience the language used as the primary vehicle of everyday communication among native speakers (Thanajaro, 2000).

5. The Authentic Materials will expose learners to a wide range of natural business language that is employed in the composition of the functional texts in the workplace. Hence, learners will get to know that functional writing has a register that varies from general English (Maroko, 2010).

6. Instead of constructing idealistic texts for instructional purposes, most of the authentic materials will be readily available, inexpensive teaching resources. Such texts as notices, advertisements, obituaries, forms, and memos are easy to access (Maroko, 2010).

7. Authentic Materials will necessarily add variety to classroom activities and support a more creative approach to teaching. Thus, the learners will have a chance to practice the skills learnt in the classroom in real life situations. This strategy will certainly have a positive effect on learner motivation (Maroko, 2010).

2.3.2 Authentic Materials to Teach Reading

Reading is one of skills that need to be learned in English teaching and learning process. Reading activity requires the readers to understand the meaning of the text. However, teaching reading is not easy because the teacher has to find an appropriate material that will be used as the object of reading itself. In this case, the teacher has to use an attractive material in order to attract students’ interest. Without appropriate reading textsthat suit them, students spend long hours in the
classroom with poor achievement, students’ performance varies according to the type of reading texts given to them (Apsari, 2014). Choosing materials is a difficult task and instructors must be aware of many aspects before selecting specific material for their students; for example, whether the level is appropriate, the activities meaningful, or the material helpful for the students to reach the stated objectives (Uglade, 2007). Therefore, choosing an appropriate material that will be used in teaching reading should be based on the students’ need and also their interest.

Regarding with the problem stated above, an authentic material is one of English materials which can be used to teach reading and attract students’ interest because this material is made and designed from the real life. By virtue of (Apsari, 2014), authentic materials are often more interesting because they reflect real life phenomena. Actually Authentic Materials are not proposed for teaching and learning purposes.

Authentic Materials had been used for language learning for several years ago due to the rise of communicative approach, the goal of that approach is to develop communicative competence in a real life (Desitarahmi, 2013). Authentic Materials are important features in order to improve the skills because they help to bring the real world into the classroom in condition to be selected and well controlled (Almi & Bentouzi, 2015). As noted by (Azri & Rashdi, 2014), students learn the language better when we as teachers use authentic materials as a teaching aid. Furthermore, as it was already mentioned before, it was concluded that authentic materials are helpful in developing learners' reading skills. "Without the
use of authentic materials while exposing learners to EFL situations, it is difficult to anticipate how the learner will perform in the real situations”. Therefore, the students can gain real information and know what is going on in the world around them (Apsari, 2014). Consequently, the existence of authentic materials can be used to improve students’ communicative aptitude or to develop students’ communicative skills about the real world and bring it into the classroom activity.

2.3.3 The types of Authentic Materials

There are many authentic materials sources that can be used as the reading text. (Gebhard, 2006) stated that there are four kinds of authentic materials EFL/ESL teachers have used.

1. Authentic Listening/Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2. Authentic Visual Materials: slides, photographs, paintings, children’s artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

3. Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone
books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

4. Realia ("Real world" objects) Used in EFL/ESL Classrooms: coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (*Realia are often used to illustrate points very visually or for role-play situations*).

As noted by (Berardo, 2006), 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. Moreover, (Maroko, 2010) proclaimed that authentic materials in the classroom therefore are stretches of real language, produced by real speakers or writers for real audiences and designed to convey real messages of some sort. However, in choosing the materials that will used to teach reading, the teacher should consider the text whether it is appropriate to the students’ need or not. Teachers therefore need to reflect on the following questions before selection of the materials (Maroko, 2010):

1. Does this text help my students to get what they want?  
2. Does this text inform my students on the rules that they might follow?  
3. Does this text help my student to establish or maintain a personal relationship with someone?  
4. Does this text help my students to express their personal thoughts?  
5. Does this text help my students to explore the world?  
6. Does this text help my students to express or create for someone an imaginative world?
7. Does this text provide the information my students want or need?

In line with the explanation above, the teacher can be easily find an appropriate authentic material which can be used as a reading text by means of the computer technology, television, etc. Yet, the text chosen should be agree with students’ need, and level.

2.4 English for Specific Purpose (ESP)

ESP should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of speciality (Lamri, 2016). Another teaching/learning process corresponding to ESP and advocating the use of authentic materials is content-based instruction. This approach according to (Tarnopolsky, 2009) is primarily based on four principles. The first principle is ensuring the systematic selection of the content of the course in a way to develop learners' professional knowledge. The second criterion is “ensuring professional authenticity of learning materials”. The features of such materials include rendering professional content information, having been prepared by native speakers who are professionals in the field, and having been prepared for native speakers who are also professionals in the area of the content. Accordingly, materials which may be used are genuine texts. The third feature of content-based teaching, and as (Tarnopolsky, 2009) swans the “focal principle”, is the authenticity of professional-related learning activities in ESP classes.

According to (Belcher, 2004) ESP is an attempt to help learners accomplish their academic and occupational needs and goals. (Farhady, 2005:10) proposes a
list of theoretical underpinnings which are inherent in ESP as being based on learner needs, being goal directed, serving a utilitarian purpose, relating in content to a certain discipline, having the possibility in focusing on a particular language skill, following the prefabricated methodology, paying attention to the instructional contexts and finally the learner and teachers’ characteristics. The following figure illustrates parameters for an ESP course.

![Diagram of ESP parameters](Image 2.1)

**Image 2.1 Materials for ESP learners**

In preparing and choosing materials for ESP learners, (Palmero, 2003) introduces different challenges that an ESP instructor may face. According to him these include the authenticity, simulation of real situations, flexibility on the part of topics used, and relevance to the discipline they aim to destine. She further provides a list of possible sources of materials for designing ESP courses. One of the sources that may be used is English for General purposes courses materials. For this purpose she claims that updated manuals which include sections specified for business, science, technology, health, and education may be used. This source is
recommended by her particularly for the ESP learners whose proficiency level is low and who experience the course for the first time.

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics (Lamri, 2016). The characteristic of ESP according to (Dudley et al, 1998), as cited in (Lamri, 2016) are:

- **Absolute Characteristics:**
  1. ESP is defined to meet specific needs of the learners;
  2. ESP makes use of underlying methodology and activities of the discipline it serves;
  3. ESP is centred on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

- **Variable Characteristics:**
  1. ESP may be related to or designed for specific disciplines;
  2. ESP may use, in specific teaching situations, a different methodology from that of General English;
  3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
  4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.
2.5 Foreign Language for Specific Purposes (FLSP)

Foreign Language proficiency requirements for the students of non-linguistic faculties, not only in terms of the ability to produce professional information, but also the ability to exchange information at the understandable level for recipients. In this case, the analysis of such skills in practical terms allows us to identify insufficient level of development of communication skills. From this it follows that there is a need for such an organization process of teaching foreign languages, which would encourage integrating didactic, psychological, linguistic, socio-cultural and methodological tools that contribute to the successful development of professional communicative competency (Shaturnaya, 2009)

2.5.1 The Purposes of Teaching Foreign Language for Specific Purposes

The purpose of teaching language for specific purposes shall be to achieve the level sufficient for its practical use in the future professional activity. Professionally-oriented training provides professional focus not only on educational content, but also the activities of developing professional skills. Modern graduate is expected not just to be able to read and translate professional texts, but also use foreign language in various fields of communication. Thus, the objectives of the study were to (Matukhin, 2015):

1. Summarize first-hand and faculty members’ professional experience in teaching foreign language.
2. Carry out explicit content analysis of the scientific papers on teaching methods of foreign language for specific purposes.
3. Cover the main tendencies in exposing pressing issues of teaching ESP and to emphasize the breakthroughs in given field of expertise.

2.6 Participation

According to Tannenbaum and Hahn in Sukidin, et al. (2002) participation, in the context of learning in the classroom, is an activity carried out by students at the level of the extent to which the role of the students involves and contributes energy and thoughts in the implementation of learning activities, Meanwhile, Davis in Sastroputro (1989) states that participation is a mental and emotional involvement of a person in a group discussion that encourages them to contribute to the group in an effort to achieve the goals and responsibilities in the effort concerned. George Terry in Winardi (2002) asserts that participation is one’s involvement both mentally and emotionally to contribute to the decision-making process, especially regarding the issue where the personal involvement of the person concerned carries out the responsibility to do so. In addition, “the students’ participation is often interpreted as the involvement of the students in planning, implementing, and evaluating the learning” (Mulyasa, 2004). Based on the above assertions about participation, the definition of participation that the researcher intends is the involvement of the students both mentally and emotionally in the implementation of learning activities.

2.6.1 Kinds of Participation

Sukidin (2002) suggests that “students’ participation in the learning process can be in the form of contributive participation and initiative participation”.

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1) Contributive participation includes the courage to convey reflection to the teacher in asking questions, responding (including submitting suggestions / opinions), giving objections, taking the lessons well, doing structured assignments in class and at home well.

2) Initiative participation is spontaneous student participation in carrying out independent task without structuring to request formative and summative verbally, to study and do on subject matter that have not and will be taught and to make concise notes.

Based on the above participations’ form, this research is contributive participation research with the following indicators:

a. Asking question
b. Responding (including conveying suggestions / opinions)
c. Giving objections
d. Following the lesson well
e. Doing structured assignments in class and at home well.

2.6.2 Factors that cause participation

According to Sudjana (in Hayati 2001) students’ participation in the learning process is a form of mental and emotional involvement. In addition, participation is a form of behavior determined by five factors, including:

a. Cognitive knowledge, in the form of knowledge about themes, facts, rules, and skills in making translations.

b. Situation and conditions such as:
   - Physical environment
- Social environment
- Psychosocial
- and social factors.

c. Social habits, such as sedentary habits and the environment.

d. Needs, including:
   - Approach needs (get closer)
   - Avoid, individual needs.

e. Attitude, including:
   - Views/feelings
   - Willingness to act
   - Social interactions
   - Interest and attentions.

2.6.3 Prerequisite for the occurrence of participation

Based on Keit Davis and Newstrom’ view (in Hayati (2001), there are several prerequisites for participation, which include:

a. Enough time to participate, it means that there must be enough time to participate before action is needed. It denotes that participation is almost inappropriate when in an emergency situation.

b. The advantage is greater than the disadvantage. This means that the possibility of obtaining an advantage should be greater than the disadvantage obtained.

c. Relevant to the students’ interest. This means that the task must be relevant and interesting for students.
d. Students’ ability. This means that students should have knowledge such as intelligence and knowledge to participate.

e. Mutual communication skills. This means that students must be able to communicate reciprocally to speak the right language with others.

f. There is no feeling of being threatened for both parties. It means that each party should not feel that their position is threatened by participation.

g. Still in discretion field. This is a participation to continue the action in learning that can only take place in the discretion field of study with certain limitations to maintain the unity of the whole. In essence, learning is an interaction between students and their environments.