

Chapter Two

Literature Review

In this chapter, the researcher explains about literature review from the expert. Literature review here is related to the study and it can be supporter in making interview guideline for gathering the data. However, this chapter also discusses about review of related study.

Definition of Authentic Materials

There are many definitions of authentic materials stated by several experts. According to Gebhard (1996), in description of the term “authentic”, authentic material means anything that is used to communicate. Nunan (1999) defined authentic materials as spoken or written language data that has been produced in the course of original communication. In line, Apsari (2014) stated that authentic material refers to materials that are taken from real life sources and they are not designed for teaching and learning purposes. Furthermore, Widdowson (1990, as cited in Marinez, 2002) states that “authentic materials can be defined as the materials designed for native speakers and they are used in the classroom in a way similar to their purpose when they are designed for” (p. 2).

In line with those definitions above, Gilmore (2007) said that authentic materials contain real language that produced by real speakers or writers for a real audience and designed to expose a real message. It means that the language that is used in authentic materials is real and it is used in the real life situation. In the other hand, authentic materials can be used for exposing students about the real

world situation. As Walkin (1976) in Guariento and Morley (2001) said that “exposure will help them to acquire an effective competence and to bridge the gap between the classroom knowledge and their participation in the real world” (p. 347). In other words, authentic materials can be used as a bridge to connect the students in the classroom with the real world situation.

According to Mishan (2005) the main purpose of using authentic materials in the classroom is ‘*the 3c’s*’ (culture, currency, and challenge). He said that authentic materials represent the cultures of the target language’s writer. The topics and the language in the authentic materials are accurate which is revealed the real situation of the target language. Furthermore, the authentic materials are more challenging for students in the low level of proficiency.

There are some characteristic of authentic materials. As Nunan (1988) said that there are three characteristics of authentic materials: (1) The aim of producing the materials is to teach language in the classroom using materials that used in a real life context. (2) The materials are taken for certain sources. They are not adapted from other sources. (3) The outlook is original. It is not changed either the language or the spelling (p. 4).

In summary, authentic materials are material which is not used for teaching purposes. They contain a real language as the native speakers used in real life communication. In the teaching and learning process, they could bridge the gap between the classroom and the real world situation.

Types of Authentic Materials

Some experts found several types of authentic materials. According to Gebhard (1996), there are four types of authentic materials which have used by the teachers in the classroom: (1) Authentic listening / viewing materials, such as silent films, TV commercials, quiz shows, cartoons, news, comedy shows, dramas, movies, songs, home videos. (2) Authentic visual materials, such as photographs, paintings, stamps, calendar pictures. (3) Authentic printed materials, such as newspaper articles, magazines, movie advertisements, history books, comics, novels. (4) Realia, such as dolls, puppets, stones, phones, sand, manikins (p. 100).

Different types of authentic materials stated by Vaiciuniene and Uzpaliene(2010, as cited in Špirochová, 2014) who distinguish three broad types of authentic materials: daily objects such as business cards, bank leaflets, photographs, receipts, catalogues, currency, reports, financial statements, instructions, bank accounts, application forms, pictures, registration forms, letters/emails, diagrams, agreements, etc; broadcast texts such as newspapers, journals, TV and radio programmes, films, documentaries, general or special literature, etc; and websites. The Internet is a wonderful and very much up to date source of authentic materials for EFL learners, “providing EFL practitioners with a diversity of ‘take- awayformats’ (video, audio, pictures and texts)” (Bocanegra-Valle 2010, as cited in Špirochová, 2014) all of which are relevant to the students’ field of study. Whereas newspapers and other materials date very

quickly, the Internet is continuously updated, more visually stimulating as well as interactive.

As mentioned above, there are many types / sources of authentic materials which is available to use in the classroom. According to Akbari and Razavi (2016), the common sources are newspapers, magazines, TV, video, radio, literature, and internet. Moreover, comparing to the other sources, the internet is more useful. In addition, Berardo (2006) said that the internet is always updated, so teachers can get articles, audio clips, podcasts and videos from the internet. However, as Miller (2003) states, TV is the most used medium for obtaining authentic listening materials for language instruction. When choosing materials from the various sources, it is important to consider about the purpose of the lesson (Akbari and Razavi, 2016). Moreover, selection the materials for teaching is needed.

Advantages of Using Authentic Materials

There are some arguments which show the positive response toward the use of authentic materials in the classroom.

Intrinsically interesting. Some experts found that authentic materials are interesting. As Richards (2001) stated that authentic materials are intrinsically interesting and motivating for students. There are so many sources in media and internet which is closely related to the interest of language learners. In line, Nunan (1999) argued that the use of authentic materials in the classroom leads greater interest of the learners.

Show cultural situation of the target language. Authentic materials have benefit in the cultural aspect. According to Herawati (1996), students will understand the culture and situation on the other side of the world by reading authentic materials in the classroom. This argument is supported by Richards (2001). He argued that authentic materials provide cultural information about many aspect of the target culture. By choosing the most suitable authentic material for learning process, it means that the students do not only study about language but also the culture of the target language.

Connect the classroom and the real world situation. Some researchers found that authentic materials can connect the real world and the classroom. Brinton (1991), authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Another researcher Richard (2001) found that authentic materials relate more closely to learners' needs and provide a link between the classroom and students' needs in the real world.

Contain some rare features of non-authentic materials. Nunan (1999) argued that authentic materials contain some features of the authentic communication that rarely appear in non-authentic materials (p. 212). In this case, Burns and Joyce (1997) claimed that authentic spoken texts prepare students for the unpredictability of everyday communication.

Give good effect for students. Authentic materials has good effect for students in different learning style (Mishan 2005). Especially the target culture

media has a lot of choices that different types of learners will find suitable for their preferred style of learning (Mishan 2005: 31). In other words, the number of choices within authentic materials is bigger than within language textbooks and therefore serves different kinds of learners better.

Improve language proficiency. Focusing on reading, Astari (2013) said that authentic materials introduce the students to how language is used in the real world and improve their overall language proficiency as well as reading comprehension, communicative competence, grammatical, lexical, and stylistic knowledge (p. 14). In line, Vigil (1987, as cited in Rojas, 2008) showed that using authentic materials in the classroom gives the students effect on improving reading comprehension skill.

Based on the discussion above the summary of the advantages of adopting authentic materials to language learners are as follow. First, they are intrinsically interesting and motivating for students. Second, students will understand the culture and situation on the other side of the world by reading authentic materials in the classroom. Third, authentic materials as a bridge between classroom situation and real world situation. Then, authentic materials contain some features of the authentic communication that rarely appear in non-authentic materials. Next, the number of choices when using authentic materials is bigger than when using language textbooks. Finally, authentic materials improve students' overall language proficiency.

Challenges of Using Authentic Materials

Many researchers revealed several challenges in using authentic materials in reading class.

Difficult for some students. Some experts believe that authentic materials may be difficult for low level students. Nunan (1989) stated that many low level students may be found difficulties when they exposed authentic material for the first time. Richards (2001) pointed out that authentic materials often contain difficult language, unneeded vocabulary, and complex language structures which is challenging for the teachers and students in low level classes. In that case, the students might feel frustrated and panic to understand the information in authentic materials. As Kilickaya (2004) revealed that the use of authentic materials at low level students causes students to feel frustrated and demotivated since students at these levels lack many lexical items and structures used in the target language.

Culturally biased. Second challenge of using authentic materials in the classroom deals with culture bias. As Martinez (2002) stated that authentic materials may be too culturally biased and too many structures are mixed, causing low level students are challenged in understanding the information in that materials. This condition caused students misunderstand in certain cultures. Tamo (2009) said there are many headlines, adverts, signs, and so on in authentic materials that can require good knowledge of the cultural background. Another expert, Al-Musallam (2009) stated that authentic texts from one culture may give a false impression to a student indifferent culture.

Extra time preparation. Time also must be considered in using authentic materials in the teaching and learning process. As Kienbaum et al. (1986, as cited in Firmansyah, 2015) pointed out that selection and planning for using authentic materials require considerable extra preparation time. They also found that many instructors admitted having spent a lot of time selecting appropriate materials for the courses.

Rejection from the students. The next challenge in using authentic materials for teaching reading deals with the students attitude toward those materials. Since authentic materials are basically not created for educational purpose, some students will not accept authentic materials and media as being valuable learning source (Gebhard, 1996). In addition, Gebhard (1996) also stated that the problem that might come up is the rejection from the students toward the use of authentic materials in the classroom considering them as an entertainment things.

Authentic Materials for Reading Class

The sources of authentic materials for reading are beyond. According to Santos (2009) the source of authentic reading materials ranges from newspapers to abbreviated texts to novels. Another expert, Berardo (2016) found that such as newspapers, internet, magazines, novels and so on. He also said that one of the most useful sources is the internet where there are wide ranges of sources provided and they are continuously updated and also easy to access. The other example of authentic materials that useful in reading class are newspapers and magazines. As Grundy (1993) found that newspapers and magazines are useful

tools in the classroom for improving students' reading skills and enhancing their knowledge of current affairs. Moreover, Okonkwo (2008, as cited in Santos, 2009) mentioned that newspapers articles show the situations in the real world and it is meaningful to students in understanding the real-world situation of the target language. Novel is another kind of authentic materials that can be used in reading class. According to Puspitasari (2016), novels are one of literary works that can be used as areading material. She said in addition, novels help the students in vocabulary building, and developing their affective skills.

Berardo (2006) mentioned that although the authentic materials taken from real world and not designed for language teaching and learning purposes, they may become usable and interesting with the creativity and imagination of the teachers. Furthermore, Milal (2010) stated that authentic materials which are relevant and interesting or cognitively and emotionally engaging are more likely to be better and more effective (p. 11). Thus, the teachers should provide the students the materials that can encourage them to keep learning by selecting the materials based on the criteria of good authentic materials (Apsari, 2014).

When selecting the authentic materials from the various sources, there are some criteria that should take into consideration. Nuttal (1996, as cited in Berardo, 2006) pointed out three important criteria when choosing authentic materials for teaching reading such as suitability, exploitability, and readability. Suitability means the reading materials should be interesting for students, appropriate to their needs, and motivating them to read. It can be regarded as the most important of these three aspects. Exploitability refers to how the reading materials can be used

to develop the student's competence as readers. The teachers have to exploit the reading materials by choosing texts that will be used in the classroom. Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

Together with those criteria, Berardo (2006) also added two more criteria in his study. They are variety and presentation. Variety refers to the various of the types of the texts. Presentation refers to how the texts are presented in the classroom, whether the texts look interesting or not. The more attractive and interesting the text is, the more students are motivated. In addition, He said that the use of pictures, diagrams, and photographs helps the students to understand the meaning of the text.

Moreover, Maroko (2010) stated that authentic materials chosen by the teachers should functions as instrumental (it helps the students get what they want), regulatory (it contains the information that the students may follow), Interactional (it maintains and establishes a personal relationship with someone), personal (it can express the students' personal thought), heuristic (it can help the students to explore the world), imaginative (it helps the students to create the imaginative world for others), informative (it provides the information which is needed by the students).

After choosing the material used in reading class, it is also important for teachers to understand students' attitude toward the materials. As Ajzen (2005) said that attitude is the most important factor in learning a language; it can help

the teachers to identify students' difficulties when they are exploring the reading materials. In addition, He said that knowing students' attitude helps teachers in choosing the most appropriate materials for the students. Furthermore, Azwar (1995, as cited in Sasongko, 2012) concluded that attitude could be seen into three aspects, which are cognition, affective, and action. Cognition refers to the perception of the student toward the materials. Affective is related to the students' feeling on the materials. Whereas, action is related to the students' reactions toward the materials.

In short, the sources of authentic materials are infinite. Those sources of authentic materials have advantages and disadvantages for the students in reading learning process. The role of teachers is needed in choosing the appropriate materials that they use in class for developing students' reading comprehension.

Review of Related Research

There were some previous studies related to this research. In this section, the researcher reviews three studies related to this research. The review of three related research is explained below:

The first research entitled Students' Perception on the Use of Authentic Materials in Senior High School by Firmansyah (2015). This study aims to find out the senior high school students' perception on the use of materials (authentic and non-authentic) in the classroom. This research used quantitative method. The participants are ten first grade Senior High School students. A questionnaire was used to collect the data. The findings showed that from all questionnaires, the

students admitted that they were more actively involved in the learning when they were being taught using authentic materials. Students could concentrate more when they were learning English using authentic materials than the non-authentic ones. It was also found that on average, the students paid better attention to the authentic materials compared to the non-authentic materials. The findings also showed that the students preferred to work harder when they were given the authentic materials than when they were given the non-authentic ones.

The second research entitled, ELESPP students' perception on the use of authentic materials in basic reading I class by Astari (2013). This research aimed to find out students' perception on the use of authentic materials in basic reading I class in Sanata Dharma University. This research used survey research methods to probe the students' perception on authentic materials that they used in Basic Reading class. The participants were 69 Basic Reading I class students' in Sanata Dharma University. In this research the researcher used questionnaires and interviews to obtain the data in order to answer the problem. The researcher found that the use of authentic materials in Basic Reading I Class was able to increase the students' motivation for reading English texts since the topic and outlook were interesting. In other words authentic materials gave positive impact on the improvement of students' reading motivation. This research also revealed that there were only few students who faced the challenges on the use of authentic materials.

The third research entitled students' attitudes toward the use of authentic materials in SMPN 2 Ampel. The purpose of this research is to investigate the

students' attitude toward the use of authentic materials in reading in SMPN 2 Ampel. This research used descriptive method to find out students' positive and negatives responses on authentic texts in reading. There were 63 respondents were involved in this research. The data were collected by giving the questionnaire to the respondents. The result of this research presented that students agreed that the English texts were easier to understand if it is related to daily life. The students agreed that authentic materials are motivated them to read English texts, except newspapers and magazines which are hard to understand for them.

In summary, from the related research above, students are motivated to read many sources of authentic materials. They are more active to read when they were given the authentic texts. Though some students considered certain authentic materials are hard to understand. Authentic materials are giving advantages to the students in reading learning process. In the other hand, some of the students face the challenges when they read the authentic texts.

Conceptual Framework

There are many studies exploring students' perceptions on using authentic materials as teaching materials in learning process in reading class which are related to the sources of authentic materials, the advantages and the challenges of authentic materials. However, the researcher tries to explore a study about students' perception on authentic materials in reading class that has never been conducted before in PBI UMY field. A study about these topics is very important to be existed.

This section showed the literature review to answer the research question to investigate about students' perception on authentic materials in reading class. The theories above are used to provide an investigation of students' perception on using authentic materials in reading class toward their motivation to read and the effect of those materials to them in their reading comprehension.

The researcher classified the result into three perceptions of the students on authentic materials. They were students' perceptions about the sources of authentic materials that motivate them to read, students' perceptions about the advantages of authentic materials toward their reading ability, and students' perceptions about the challenges of authentic materials toward their reading ability.

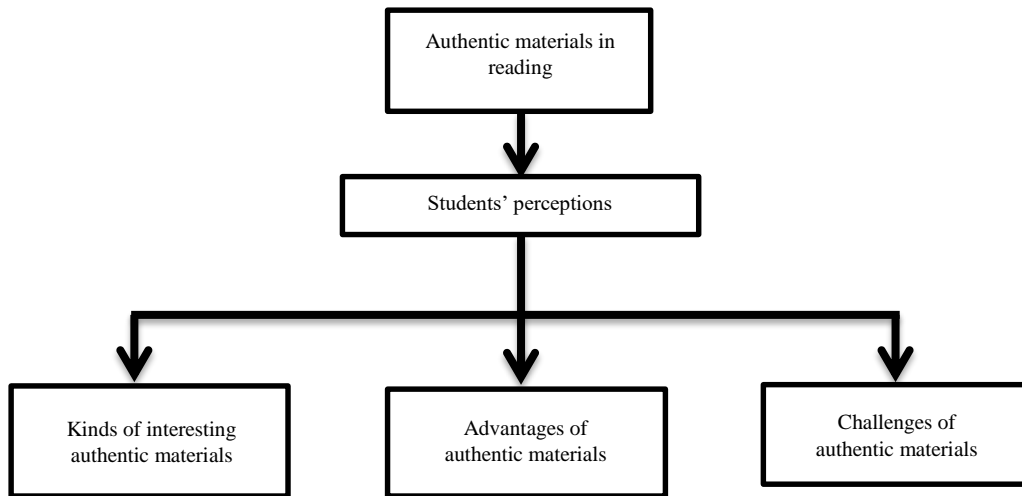


Figure 1. *Conceptual Framework*