CHAPTER II
THEORETICAL REVIEW

A. Reading

1. The Definition of Reading

Reading is very important and essential for the students. In principal, reading is a process to understand the message available in the text. Tompink (in Maryam, 2011: 7) states that reading is a process and students use skills and strategies in order to decode words and comprehend what they read. It means that when the reader reads the text that is written by the writer, reader can understand what the writer means. Otherwise, when the writer writes the text that will be read by the reader, they want to deliver their ideas by writing. From writing, the readers can read the writer’s writing.

As the description of reading mentioned previously, it can be concluded that reading is an activity to gain information or knowledge. The knowledge, skills, and strategies are used to determine what the meaning is. On the other hand, a person may also read for enjoyment, enhance knowledge of the language by reading.

2. The Importance of Reading

Reading is very important to develop knowledge. It is also the important aspect in learning language. Learning without reading is
meaningless. Therefore, students who had lack reading skill will have difficulty to understand all references, books, and newspapers that are written in English. More reading means more knowledge. Ramelan (1990: 2) also said even after leaving school, reading will be useful for the students. By reading magazines, newspapers, and books on some kinds of subject, their mind will increase in maturity. Moreover, they have to remember that there is no journey to educate them.

It can be concluded that reading is very important for students either at school or after they graduate from their study.

3. The Purpose of Reading

The main purpose of reading is to seek and acquire the information involving the contents of reading and understanding the meaning of the reading text. Here are some important things about the reading purpose, as follows:

a. The reader tries to find or know the experience of someone; what he has done or something that happens to him or the way how to solve his or her problem. Reading here is reading for details or fact.

b. Reading for sequence or organization

The reader tries to know what happens in each part of stories, action, etc.

c. Reading for inference

The reader tries to find out the conclusion from the action or the idea in the text.
d. Reading for classify

The reader tries to classify some information or action of the writer in the text or paragraph.

e. Reading for evaluate

The reader tries to evaluate what the writer has done or what he tries to explain in the paragraph.

f. Reading to compare or contrast

The reader compares the plot of story or the content, whether have similarity with himself or even contrast.

(Tarigan, 1986: 30)

B. Definition of Teaching

The process of teaching is very complex. It is not only conveying the information from the teacher to the students. According to Brown (2000: 8), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that a teacher has to be able to facilitate the learning process and the learner as well as setting the condition for learning so that a good learning result can be gained.

Further, Sugito (1984: 2), states that teaching is delivering knowledge and experience to the students in order that the knowledge and the experience which is delivered to the students can be understood.

Teaching and learning is a condition which is done intentionally.
Teaching is a process of spilling the information from the teacher to the students. It needs many activities which must be done to achieve a good result of teaching. If his activities are to be called teaching, must act in a manner. Because a manner is important, not every activity will count as teaching. Teaching involves relationship between teacher, students, and materials.

When deciding what teaching material to use teacher consider students’ background knowledge, environment, and their learning goals as well as standardized curriculum as determined by the relevant authority.

The increasing use of technology, specifically the rise of the internet over the past decade has begun to shape the way teachers approach their role in the classroom.

C. Authentic Material

1. The Definition of Authentic Material

Authentic text has been defined as “real-life texts, not written for pedagogic purpose”. Authentic reading is authentic text as materials, which are designed for native speaker; they are real text; designed not for students but for the speaker of language (Maritimes: 2006). Authentic would be material which is used in the classroom if it was designed before.

Another definition of authentic reading material is an authentic text that is not written for language learning purpose. Authentic materials are significant since it increases students’ motivation in learning. It makes learners be exposed to the real language.
There are many possible sources of authentic materials. There are a lot of authentic materials available on the internet. The teachers can search for materials when they have free time. TV also a good source, it provides a variety of materials, the information is current and the language nature but the content has to be chosen carefully.

Using authentic materials in the classroom is significant for many reasons even though it is not done in the authentic situation.

Here are some benefits of using authentic materials in the classroom.

a) Students are exposed to real discourse.
b) Authentic materials keep students informed about what happening in the world so the students have an intrinsic educational value.
c) Relating more closely to student’s needs; supporting more creative approach to teach.
d) Giving authentic cultural information.
e) The students can encourage reading for pleasure because the topic is interest.
f) The students can produce a sense of achievement.

2. The Use of Authentic Materials in the Classroom

According to Dumitrescu (2000: 23), the use of authentic materials in the language classroom presents instructors with several challenges. One of the challenges is to develop effective research skills required to
manage the vast amount information available in written, spoken, and multimedia format. The second challenge is how to select materials which are appropriate to the objectives of a curriculum, a course, or even a single task, and an additional challenge is how to implement the materials and how to adjust the instruction that may not be limited to a traditional classroom setting.

Therefore, in using authentic materials, teachers have to find appropriate techniques that can be applied in the class. Kelly (2002: 14) recommend that texts which are accompanied by questions can be a technique in using authentic materials. However, in order to make authentic materials effective, the questions following the text must be well constructed. Some criteria that the questions have to fulfill are giving English learners an opportunity to practice the language, helping the learners to gain confidence in their English ability, exposing cultural and customs differences, and helping the learners develop their ability to find out information from the text quickly.

Moreover, Kelly (2002: 16) also propose several types of questions that can be used in the classroom. The first type is tour questions, which contain easy multiple choic or fill-in factual questions. The second type is cultural and personal questions, which contain questions that can be used to bring attention to cultural differences in packaging, sizes, and pricing. The last type of the questions is challenging and time consuming questions.
Concerning the suitable techniques which teachers have to discover, Linder (1999: 7) proposes some simple methods in using authentic texts (written or spoken) in the ESL/EFL classroom.

The first method is using authentic texts for input. Authentic texts serve as texts in their own right and as models for output tasks. For example, authentic menus are first analyzed as texts and then used to model a menu-writing exercise as output.

The second is giving tasks for text analysis. Teachers have to design tasks to be used in the classroom and determine these tasks according to students' ages, interests, and competence level. The task can be analyzing the text from a discourse perspective by analyzing the participants in the communicative act, the purpose of it, the form, and the content. Depending on the students, these analytical tasks can vary from simple ticking or matching exercises to gap-filling exercises.

The third is giving tasks for language practice such as vocabulary, grammatical structures, and pronunciation. Teachers may select language features for the practice tasks that will enable students to do the output task best. For example, with an authentic menu text and a menu-writing output task, teachers can select not only appropriate vocabulary items such as foods but also typical vocabulary items that appear in menus, such as a delicious blend and with a touch of. These production tasks, which are designed to offer practice in accuracy, may be gap-fills, long-answer questions, and so on.
The fourth is using the output task. The output task mirrors the input text, so in a broad sense it is a role play in which students produce the output text and step into the role of the input text producers. In a menu-writing output task, the students produce a menu for a restaurant. Teachers should give clear instructions for the output task in order to make it appropriate for the students' age, interest, and competence. Also, teachers should give the students plentiful flexibility for creativity in other aspects of texts that make them functional in their authentic contexts.

The last method is using students' output as an input. Teachers may use student outputs for additional exercises.

In addition, according to Berardo (2006: 65), considering the importance of authentic materials in developing learners' ability, simplifying a text is one way to overcome the problems created by difficult authentic materials.

Teachers can consider some basic parameters when simplifying the text. The first parameter that teacher should consider is linguistic simplicity of the text. It includes grammatical structures, lexical items and readability. The second is cognitive simplicity which concern to learners' age, education, and interest, and the last is psychological simplicity which concern to learners' traditional social norms.

On the other hand, Berardo (2006: 54) adds that rather than just simplifying texts by changing its language, teachers can make the texts more approachable. It can be done by eliciting students’ existing
knowledge in pre-reading discussion, reviewing new vocabulary before reading, and then asking students to perform tasks that are within their competence, such as skimming to get main idea or scanning for specific information before they begin intensive reading.

In teaching reading, Berardo (2006: 56) suggests that teachers should use variety of texts in order to make the lesson more interesting. He recommends using pictures, diagrams, and photographs as aids in teaching reading. The aids can help learners put the text into a context. It also helps the readers not only understand the meaning of the text better but also know how to use it.

3. Source of Authentic Materials

The most commonly used perhaps are: newspaper, menus, magazines, brochures, comics, literature (novels, poems, and short stories) and so forth.

D. Basic Assumption

After discussing more about the theoretical review, the writer concludes that authentic material should occupy a central role in any second language learning process. Because by using authentic material the students’ are more interested in reading than texts which have invented to illustrate the usage of some feature of the target language. Learners are thus likely to find them more motivating than invented texts. Beside that, authentic texts provide a wide range of various text types and language
styles, which are not always found in textbooks. This is one of the most important features of authentic text-based activities. This wide variety serves as an excellent tool in the hands of the teacher while organizing exercises dealing with phonology, morphology, lexicon, syntax or discourse. Therefore, the writer has a basic assumption that authentic materials become one of the most valuable tools for the student to develop students’ achievement especially in reading achievement.

E. Hypothesis

Based on the basic assumption mentioned previously, the hypothesis can be concisely stated as follows: “it is effective to teach reading using authentic materials.”