

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Previous Studies

Previous research was written to get an idea of the efficiency of authentic materials in teaching English. The selected studies have the same aims and scope as this research and were conducted within the last ten years, so the research findings are still relevant.

Related previous studies are first, Hatimah (2013), “The effect of using authentic materials on the tenth-grade students’ reading comprehension achievement at MA Islamiyah Syafi’iyah Sumberanyar-Paiton in the 2012-2013 Academic Year”. The research was conducted at MA Islamiyah Syafi’iyah Sumberanyar-Paiton with the tenth graders as the research population. Two classes were chosen as the research sample by using a lottery. Class XB which had 28 students was the experimental class and class XC which consisted of 20 students was the control class. The students’ pretest and post-test scores from the experimental class and control class were calculated by using ANCOVA (Analysis of Covariance) through SPSS (Statistical Packages for Social Science). The result of ANCOVA showed that the use of authentic materials had a significant effect on the students' reading comprehension achievement.

Second, Utami (2017), “Using the media of authentic reading material to improve student’s reading comprehension”. In conducting this research, the writer used classroom action research as a method. She applies authentic material through reading newspaper (Jakarta Post) to the students. The research consisted of two

cycles, each cycle consists two meetings. From this research, the students could improve their reading comprehension. It was proved by the scores of student's reading comprehension and cycle tests. The score improved in cycle test 1, it was in the first cycle, and the average was 69.28%. It improved again in the second cycle, the average was 79.10%. the time of research in February 2015. The data collection is by testing the students to answer questions about descriptive text. From the improvement of students' scores on the first and second tests, they had improved their reading comprehension ability. They could comprehend the text well. In addition, the use of Jakarta Post as an interesting media influenced the students to improve their learning activity.

Third, Anjani (2014), "The effectiveness of using authentic materials towards students reading comprehension of short functional texts". The sample of this study is 70 students taken from second grade of SMP Al-Hasra Bojongsari, which are 35 students as experimental class and 35 students as controlled class. The method used in this study was a quantitative method and the design used in this study was a quasi-experimental design. In collecting the data, the writer conducted pre-test and post-test by serving reading comprehension test which consists 20 multiple choice items for each test. In analyzing the data, the writer used t-test. The result of this study shows that there is significant difference on students' comprehension of short functional text by using authentic material. In the table of significance, it can be seen that on the  $df = 68$  and in the degree of significance 5% the value of degree of significance is 1.66. By comparing the value to is bigger than  $t_t$ . The result showed that  $t_{test} > t_{table}$  ( $2.29 > 1.66$ ). The alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. Therefore, it can be interpreted that teaching

reading by using authentic materials can enhance the students' comprehension of short functional text. It can be said that, using authentic materials in students' reading comprehension of short functional texts is effective.

Fourth, Yasrida (2017), "Using authentic material in reading comprehension of students low and high proficiency levels at SMAN 3 Bandar Lampung", this study aimed to find out the significant difference of students' reading comprehension between high and low proficiency level students who were taught through authentic material. The samples were the students of XI IPA 2 chosen by using purposive sampling. The data of this research were analyzed by using SPSS. The result of the research showed that there was significant difference of students' reading comprehension between high and low proficiency level students who were taught through authentic material. The t-value on Sig. (2- tailed) was .000 in both high and low proficiency level students which means that  $\text{sig.} < \alpha$ . Finding inference was the aspect of reading that mostly influenced reading comprehension in high proficiency level students while finding supporting details was the aspect that mostly influenced in low proficiency level students. Moreover, the high proficiency level and low proficiency level students have a positive perception in teaching and learning through authentic material.

Fifth, Aryanti (2016), "The use of authentic materials in improving students reading interest". This research aims to determine the impact of using authentic material in increasing interest in reading at VIIIIC students at SMPN 4 Metro in the 2015/2016 academic year. Data collection was carried out by observing during the English teaching and learning process in class, giving questionnaires to students, and

selecting authentic texts based on certain criteria. Data on students' reading interest were analyzed using quantitative and qualitative techniques. These findings reveal three important results. First, there are three types of materials that meet the authenticity criteria. Namely advertising, announcement and descriptive texts in the form of articles taken from High End Teen magazine. Second, there are four types of students' positive attitudes towards the application of authentic material. These are students' willingness to have material, students' willingness to use authentic material at the next meeting, students' willingness to use authentic material in original form compared to copied material, and students' willingness to use authentic material in original form compared to copied material. willingness to comment on topics and images of original material. Third, there is quantitative and qualitative data related to increasing students' interest in reading. Both types of data show that there is some significant increase in students' reading interest after authentic materials are used in class.

Based on previous research, the application of authentic material can improve student learning in reading English. Therefore, researchers are interested in conducting research to ensure the use of authentic material in training students' reading comprehension. Future researcher use authentic materials to design new teaching methods. The difference between this research and previous research lies in the research design and also the population where this research was conducted. Researchers want to ensure whether the use of Authentic Material in training students' reading skills can really increase students' understanding and interest in reading.

## **2.2 Theoretical Framework**

### **2.2.1 The Concept of Reading**

Reading is an activity with a purpose. According to Sheeba and Ahmad (2018), the purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. In brief, reading activity is activity which aims to achieve main information.

Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency (Sabouri, 2016). In short, reading is an imaginary activity to do a long with significant strategies in doing it.

### **2.2.2 The Importance of Reading**

Reading is very important and has main role in our life. Reading can enrich our experience and knowledge by reading. Therefore, reading also something crucial and indispensable. by reading, we can increase our knowledge about science, technology and easy way to get much information that is useful for us.

Reading is main skill to reach a successful study. students who only confire in what their teacher gives in the class without having an effort to read much reference will not pass in the time and success. more reading means more knowledge.

Moreover, reading as target language to build vocabulary for English lesson. it is realized that reading skill or reading activity will open knowledge widely give more vocabularies and information.

### **2.2.3 Process of Reading**

Process of reading is concerned with how people understand a passage. According to Sheeba and Ahmad (2018), state reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning.

#### **a. Pre-Reading activities:**

In pre-reading activities, the teacher reviews the material, selects key concepts and chooses a phrase, image or word in class to start a discussion. The teacher asks students to brainstorm everything they know about the topic. Brainstorming is very important, because listening to other people's associations and explanations causes students to increase their knowledge and helps teachers determine the level of previous knowledge students have about the subject.

#### **b. Whilst-Reading Activities**

In whilst-reading activities, students read the text in depth to check their predictions. Then, the teacher provides an explanation based on the global meaning of the text

after the students read the text. Students are required to have a summary of the text after the teacher provides the explanation and students write the structure of the text based on the summary.

### **c. Post-Reading Activities**

In post-reading activities, the students will write an article or an essay, using the phrases learned in the text and the students will be required to express their ideas about the text.

## **2.2.4 The Concept of Reading Comprehension**

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. Comprehension is frequently mentioned in cognitive and educational psychology. Based on the explanation above, reading comprehension is frequently mentioned in cognitive and educational psychology, as well as, of course, pedagogical literacy, especially in the ability to draw meaning from the page and interpret this information appropriately.

Reading comprehension is the activities of extracting and constructing meaning through written language. In comprehension a written language there was a mental process the text into meaningful information stored in the mind and the new information while they were reading. Hamidah (2016) said the students can get knowledge from the text that they read. Reading need comprehension to understand the context and got the new information of the text. Reading comprehension was the ability to understand or comprehend the text.sari

In addition, According to Jennings et al. (2014), comprehending a reading entails understanding the terminology, detecting the connections between words and concepts, organizing ideas, figuring out the authors' intentions, making judgments, and evaluating. Richards & Rodgers (2014) assert that readers read a text to comprehend its contents (comprehension).

This comprehension is the process of making sense of word sentences and connected texts. It is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. It can be concluded that reading comprehension is the goal of reading which have to be mastered by the students to can communicate with the writer through the text to get information.

### **2.2.5 Type of Reading Comprehension**

According to Burn et al (1984) in Yossuke (2011), there are four types of reading comprehension, they are:

1. **Literal Reading** : Reading for literal comprehension involves acquiring information that is directly stated in a selection. Answer to literal question simply demands the students from memory what the book says. Literal comprehension is the lowest level type understanding.
2. **Interpretive Reading** : The imperative involving reading between the lines or making is not directly stated in the text, but suggested or implied. Interpretive levels of reading comprehension go beyond literal comprehension.



3. Critical Reading : the critical reading revealed before, Burn views that the essential reading is evaluation of the ideas in the materials with known standard and conclusion about accuracy appropriateness. In the critical reading, a reader must be collected, analyze and synthesize the information.
4. Creative Reading : The creative reading involves going beyond the material presented by the author creative and requires the students to think as they read and to use their imagination. In creative reading, the reader tries to come up with a new or alternative solution to those presented by author.

### **2.2.6 Aspect of Reading Comprehension**

According to Nuttal in Butarbutar (2021) aspects of reading comprehension which the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information.

#### **1. Identifying Main Idea**

According to Nurhani (2016) The main idea is a series of important parts to understand the content of a piece of writing or reading. This main idea can be said to be the main idea or essence of the text being read. read the title or look at the picture in the text or you can also read the sentence at the beginning of the first paragraph which generally represents the whole idea of the reading. knowing the main idea of the text being read, being able to get an overview of the text as a whole, making overall understanding easier.

## 2. Understanding Vocabulary

The second step is understanding the vocabulary. By understanding it, it will definitely make it easier to understand the meaning of the text as a whole and by reading phrases or vocabulary that are near words whose meaning is less understandable.

## 3. Identifying Details

look for some difficult words, then understand them, the next step is to understand various detailed information in the text. for example, looking for important information, such as characters, the location where the event occurred, and the sequence of events.

## 4. Identifying Reference

Reference is a reference where the reader as a person is required to know who the owner of the pronouns or pronouns in the text are. An example of this reference is the sentence 'Andrian is a student of Junior High School and he never comes late'. The pronoun he in this sentence is used to replace Andrian. he has a reference to Andrian.

## 5. Making Inference

Making inference is aimed at making assumptions about various things related to the text being read. For example, related to what events will happen next, what if one of the events is changed, or what the author's purpose is in creating the text. In

this case, it is intended to further improve the reader's understanding of the entire text being read.

### **2.2.7 Model of Reading Comprehension**

According to ABB Nadea (2021), Various models of Reading Comprehension are Bottom-up, Top-down, and Interactive:

#### **1. Bottom-up model**

Bottom-up models consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows them to move up to morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer text. According to Ice Omaggio Hadley's reader begins essentially by trying to decode letters, words, phrases, and sentences.

#### **2. Top-down model**

It assumes that reading is primarily directed by reader goals and expectations. According to Goodman, this model should begin with the largest unit, the whole text. Top-down models characterize the reader as someone who has a set of expectations about text information and samples enough information from the text to confirm or reject this expectation.

#### **3. Interactive model**

This third type combines elements of both bottom-up and top-down approaches. The best readers in any language are those who combine elements of both.

### **2.2.8 The Concept of Authentic Material**

The term "authentic" can be defined as known to be real or true and the word "material" is information or objects. Authentic material refers to those taken from real-life sources and they are not designed for teaching and learning purposes.

According to C Wallace (1992), authentic materials have been defined as real-life texts, not written for pedagogical purposes. They are therefore written for native speakers and contain real language. It is one important feature of authentic material. The teacher may incorporate authentic material not only to motivate the students but also to give them the feeling that they are using real language. On the other side, M. Peacock (1997) defined them as (authentic texts) which are materials defined as that have been produced to fulfill some social purpose in the Language community. It can be concluded that authentic materials have not been produced for pedagogical purposes, but it produced for social purposes.

Authentic material is one of the materials that can be used in teaching, especially in teaching reading. Teachers often have difficulties in finding the appropriate learning materials for teaching reading. Without appropriate reading texts that suit them, students spend long hours in the classroom with poor achievement in reading comprehension. Authentic materials are a great source of material to improve students' reading comprehension. Authentic materials keep the students interested and talking for hours on a whole range of subjects.

### **2.2.9 Types of Authentic Material**

Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available to everybody. To get beyond the limitation of text, many teachers adapt or create authentic materials. The internet is regarded as a very important and rich source of authentic materials, with the Internet, can take advantage of an endless supply of English language materials for lessons. Authentic materials include anything that is used as a part of communication. According to Gebhard (1996), classified authentic materials into three categories as follows:

1. Authentic listening/viewing materials, such as radio news, documentaries, dramas, quiz shows, cartoons, songs, professionally audio taped short stories and novels; rock, pop, folk, and children's songs; home video, professionally videotaped travel logs, sales pitches, etc.
2. Authentic visual materials, such as slides, photographs, paintings, sketches, calendar pictures, pictures from travel, news, ink blots, postcard pictures, stamps, X-rays, wordless picture books, street signs, magazines, newspapers pictures, postcards, etc.
3. Authentic printed materials, such as sports reports, newspapers, cartoons, advertisements, movie advertisements, astrology columns, obituary columns; science, math, and history books, restaurant menus, train tickets; bus, plane, train, taxi, and jitney schedules; postcards, comic book, greeting cards, business cards, etc.

### **2.2.10 The Advantages and Disadvantages of Authentic Material**

English teachers have to access great authentic materials in the learning process. Authentic materials are useful for students in various ways. It provides exposure to the learners. Learners benefit from being exposed to the native-like. However, it is not always easy for non-native speakers to take equal advantage of authentic materials. Heitler explained the advantages of authentic materials as follows:

1. Authentic materials bring learners into direct contact with reality.
2. Authentic materials drawn from periodicals are always up-to-date and constantly being updated.
3. Authentic materials provide us with a source of up-to-date materials that can be directly relevant to English learners' needs.

### **2.2.11 The Concept of Descriptive Text**

Descriptive text is a text which is intended to describe a particular person, place or thing (Siahaan 2013). It means that descriptive text describes about something specifically. According to Mutiara (2014) descriptive text is a text which lists the characteristics of something. Based on Sumarsih & Sanjaya (2013) descriptive paragraph is a paragraph that describes a particular person, place or event in great deal. Based on several definitions above, the researcher concludes that descriptive text is a text which presents information about particular person, animal, thing and place specifically.

### **a. Generic structure of Descriptive Text**

According to Rahmaniah, Sada, & Novita (2012) the generic structures of descriptive text consists of two, they are:

1. Identification : It is needed to introduce the object to be described in the descriptive text.
2. Description : It presents the detail characteristics of the object such as parts, physical appearance and characteristics of the object. It explains the object in detail.

### **b. Language features of Descriptive Text**

1. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim.
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

## **2.3 Research Hypothesis**

Based on the theory above, the researcher formulated a hypothesis as follows:

### **1. Alternative Hypothesis (Ha)**

There is a significant effect of using authentic material in improving students' reading comprehension at the tenth grade of SMAN 7 Bandar Lampung.

## **2. Null Hypothesis (H<sub>0</sub>)**

There is no significant effect of using authentic material in improving students' reading comprehension at the tenth grade of SMAN 7 Bandar Lampung.