

CHAPTER II PREVIOUS RELATED LITERATURE

A. The Concept of Reading

1. Definition of Reading

Reading is one of important skills that students must have, with reading skill it will help the students to understand the other skill when they learn about the other language. There are a lot of definitions of reading, and most linguists had made definition of reading base on their point of view. Some of them have presented as follow:

Albert J. Harris and Edward R. Sipay state that “Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader’s language skills and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer.”¹

Albert J. Harris and Edward R. Sipay state that “Reading is a complex process I which the recognition and comprehension of written symbols are influenced by readers’ perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read”.²

¹Albert J. Harris and Edward J. Sipay, *How to Increase Reading Ability* (New York: Longman Inc, 1975), p.8.

²Albert J. Harris and Edward J. Sipay, *How to Increase Reading Ability* (New York: Longman Inc, 1975), p.10.

H. Douglas Brown state that “Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability”.³

From some definitions above, the writer can conclude that reading is a process analyzing or a reception when the reader tries to understand the aim from the writer. In other words, reading is a process carried out by the reader to obtain information that the writer wants to convey through writing. In short, reading is a process of understand the meaning of information or ideas.

2. Kinds of Reading

Learning to read does not require the memorization of letter names, or phonic rules, or a large vocabulary. This is in fact taken care in the course of learning to read. Learners will not be able to make sense of phonic rules without experiences of reading. In language teaching there are three kinds of reading, namely: reading aloud, silent reading, and speed reading.

a. Reading aloud

Reading aloud requires a reader to investigate the meaning of a text with their limited cognitive resources. In this case, the reader has to deal with both pronunciation, intonation, and at the same time to extract meaning from the text. Reading aloud is one of the most important things teachers can do with their students.

³H. Douglas Brown, *Language Assessment : Principle and Classroom Practices*, (United States of America , Longman : 2004), p.185.

Reading aloud builds many important foundational skills like introduces vocabulary, help to improve speaking ability and the pronunciation of the students⁴.

According to Tinker, reading aloud is a kind of reading where a reader expressed orally word in the text. The purpose of the reading aloud is to improve the student's ability in pronouncing the words, stressing the word and having good information about every sentence in the passage.¹⁵

b. Silent reading

Silent reading is reading activity that doesn't need word to pronounce because the reader need to finding out the meaning from the text. The reader has full concentrate with what they read and it needs much attention.

Silent reading is believed to be a mode that prepares learners for life-long reading. Furthermore, McCallum found that silent reading in the context of an individual assessment of reading comprehension leads to greater efficiency⁶. Silent reading is frequently done by a reader who wants to comprehend the tests in reading comprehension process.

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

⁴Mohsen Jafari, *A Comparison between Reading Aloud and Silent Reading among Iranian EFL Learners*, (Gazimagusa : 2013), p.20.

⁵Tinker. A. Miles and Cullogh. *Teaching Vocabulary Elementary Reading* (New Jersey: Practice_Hall Inc. Englewood Cliffs: 1975), p.5.

⁶Mohsen Jafari, *A Comparison between Reading Aloud and Silent Reading among Iranian EFL Learners*, (Gazimagusa : 2013), p.20.

but also how to understand the idea that express in the passage. Speed reading involves selecting the appropriate pace to support students learning and being able to efficiently skim their readings for important information⁷.

This kinds reading is use to improve speed and comprehension in reading. This skill of speed reading must run side with the main purpose of reading that is comprehension. The rate of reading speed, however, depends on the kinds of reading material. The rate of the reading story of narration will be different from the reading a scientific materials.²⁸

3. Technique of Teaching Reading

One of the first things that important to learn about teaching is that there are different reading techniques and the students should be aware of which technique is most suited, depending on the reading task required by the text. Smith and Johnson states that in English language, there are three kinds for reading technique, they are⁹:

4. Survey Reading

In survey reading, a reader surveys some information that they want to get. Thus, before reading process, a reader must set what kind of information the reader needs. The survey involves getting a quick idea of the whole writing piece. For

⁷Waterloo Student Success Office, *Speed Reading Study Guide*, (University of Maryland & Coles Notes : 2010).

⁸H. Douglas Brown, *Language Assessment : Principle and Classroom Practices*, (United States of America , Longman : 2004), p.189.

⁹Smith, J, Ricard & Johnson, D, Dale, *Reading Instruction for Today's Children*, United States of America: Printice Hall, Inc. 1980, p.402.

example, reading the introduction or summary of a book will be enough to get an idea of that book.

a. Skimming

Skimming is technique used to need for the gist of what the author is saying without a lot of detail. This is used if the reader only wants a preview or an overview of the material. According to Smith and Johnson, skimming is reading technique for getting information to satisfy certain reading purpose rapidly. Skimming will certainly save a lot of time and useful when your goal is to preview the text to get a better idea of what it is about.

b. Scanning

Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text. For highlighting the important points of a book the readers can skim through the summary of the preface or the beginning and end chapters of that book. Scanning is also a technique to finding information without reading the entire selection, Smith Johnson, 1980: 402, when a reading need a locate a specific information, he might read carefully to find information that they read.

5. The Purpose of Reading

The purpose of reading is to connect the ideas on the page to what we already know. Grabe and Stoller state the purpose of reading as follow¹⁰:

a. Reading to search for simple information.

¹⁰Willian Grabe, Fredricka L. Stoller, *Teaching and Researching Reading* (London: Pearson Education Longman, 2002), p.13.

Reading for specific information involves understanding what information or what kind of information the students looking for. Sometimes, reading for specific information also involves reading to see if information is contained in a text.

b. Reading to skim quickly.

Reading to skim (i.e sampling segments of the text for a general understanding) is a common part of many reading task and a useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text until a general idea is formed.

c. Reading to integrate information, write and critiques texts.

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

d. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

B. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Reading with comprehension is variously defined both practice and theory. Reading comprehension is something defined by comprehension tests. If a test says it measures comprehension, whatever that test happens to measure became what comprehension is supposed to entail¹¹. Reading comprehension as composed of a multiple number of skills and abilities those are interrelated and interdependent³.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities⁴.

a. Level of Comprehension

In teaching reading comprehension, the teacher should be aware of levels of comprehension, so that they have some criteria by which to judge the materials they use in the classroom, and also the level of comprehension use by the students at any particular time. Levels of comprehension divided into three categories:⁵

b. Literal comprehension

¹¹Alexander, dkk, *Teaching Reading*, (USA: Little, Brown, and Company, 1997), p. 133.

³Arthur W. Heilman, Timothy R. Blair, William H. Rupley, *Principles and Practices of Teaching Reading* (Fifth Edition, United States of America, 1981), p.238.

⁴Arthur W. Heilman, Timothy R. Blair, and William H. Rupley, *Principles and Practices of Teaching Reading*, (Colombus Toronto London Sydney : 1981), p. 242.

⁵Arthur W. Heilman, Timothy R. Blair, and William H. Rupley, *Principles and Practices of Teaching Reading*, (Colombus Toronto London Sydney : 1981), p. 246.

Literal comprehension represent the ability to obtain a low-level type of understanding by using information explicitly stated. This category requires a lower level of thinking skill than the other levels. Answer to literal questions simply demand that the pupil recall what the book says⁶.

Literal comprehension is the understanding of the written meaning of a passage: the definition of words, the context of the writing, the main idea of the passage, and the sequence thought chosen by the author. In short, literal comprehension is what is actually stated. Like fact and details, role learning and memorization, and surface understanding only.

c. Interpretive comprehension

Interpretation is the text step in the hierarchy. This categories demand a higher level of thinking because the questions are concerned with answer not directly stated in the text but suggested or implied. To answer question at the interpretive level, readers must have problem solving and be able to work at various levels of obstruction. The interpretive level is the one at which the most confusion exists when it comes to categorizing skills. All the reading skills in interpretation rely on the reader's ability to "infer" the answer in one way or other. However, by grouping all the interpretive reading skills under inference, "some of the most distinctive and desirable skills would become smothered and obscured"⁷.

Interpretive comprehension is what is implied or meant, rather than what is actually stated. In this level of comprehension the readers read between the lines

⁶Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, (New York: CBS College Publishing, 1982), p.208.

⁷Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.208.

make connections among individual stated ideas, make inferences, draw conclusions, or experience emotional reaction.

d. Critical comprehension

Critical comprehension is more than evaluating the quality of the text or stating an opinion about it. Critical comprehension requires reader to make judgments about what they are reading based on an evaluation of several text-grounded factors, such as the quality of the writing, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable. In short critical comprehension is analyzing, evaluating, and personally reacting to information presented in a passage.

C. The Concept of Authentic Material

1. Definition Authentic Materials

Authentic materials is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort or authentic materials are those created for some real-world purpose other than language learning, and often, but not always, provided by native speakers for native speakers⁸. Authentic materials are not designed for pedagogical purpose and commonly they don't come from a course book.

⁸Eve Zyzik, Charlene Polio, *Authentic Materials Myths : Applying Second Language Research to Classroom Teaching*, (United States of America : 2017), p.1.

According to Nunan, authentic material is any material which has not been specifically produced for the purpose of language teaching and this easily differentiates it from course book⁹.

A material is authentic when it contains authentic text. According to Tomlinson, an authentic text is a text which is not written or spoken for language teaching purposes. A newspaper article, a song, a novel, menus, recipes, poems, or movie reviews¹⁰. Authentic texts have been used in language classrooms since the early days of the grammar-translation method, which was aimed at teaching students to read and translate literary texts¹¹.

In short, authentic material is a real text, refers those taken from real life sources and they are not designed for teaching and learning purposes.

2. Types of Authentic Texts

Many authentic materials are used in foreign language teaching. These materials can be classified depending on some characteristic into four categories. These are authentic listening viewing materials, authentic visual materials, authentic printed materials, and real objects.¹²

⁹Mark & John, *Authentic Material in English as Second Language (ESL) Classroom*, (University College Plymouth ST Mark & ST John : 2010), p.3.

¹⁰Andi Bulkis Maghfirah Mannong, *The Effect of Using Authentic Materials to Improve the Reading Comprehension of the Ninth Grade Students of SMPN 36 Makassar*, (Skripsi Universitas Negeri Makassar : 2016), p.96.

¹¹Eve Zyzik, Charlene Polio, *Authentic Materials Myths : Applying Second Language Research to Classroom Teaching*, (United States of America : 2017), p.2.

¹²Sri Wahyuni, *Using Authentic Materials to Improve Reading Comprehension of the Seventh Grade Students of SMP Muhammadiyah 10 Yogyakarta*, (Thesis Universitas Negeri Yogyakarta: 2013), p.12.

a. Authentic Listening-Viewing Materials

This category of authentic materials is used for various activities, especially listening and viewing. These materials include TV news programs, TV advertisements, talk's shows, music video clips, cartoon, movies, etc.

b. Authentic Visual Materials

This category of authentic materials is concerned only with seeing or sight activities. These materials include photographs, painting, postcards, stamps, traffic signs, posters, web pages, etc.

c. Authentic Printed Materials

This category of authentic material is in printed forms. These materials include newspaper or magazine articles, song lyrics, restaurant menus, tourist information brochures, etc.

d. Real Objects

This category of authentic materials includes real objects. Those are masks, dolls, puppets, etc.

3. Advantages of Authentic Materials

In general, according to Berado using authentic materials in the classroom has some advantages:¹³

- a. Authentic materials have a positive effect on learner motivation.
- b. They provide authentic cultural information.

¹³Amir Marzban, Solmaz Davaji, *The Effect of Authentic Texts on Motivation and Reading Comprehension of EFL Students at Intermediate Level of Proficiency*, (Iran : January 2015), p.86.

- c. They provide exposure to real language.
- d. They relate more closely to learners' needs and interests.
- e. They support a more creative approach teaching.

4. Disadvantages of Authentic Materials

There are some issues over using authentic materials for students. According to Lewis Lansford the biggest disadvantage of using authentic materials is that they contain more unfamiliar language that learners can possibly cope with. Often, they are too long, dense and/or complex¹⁴.

Richard cited in Kilickaya pointed out that alongside with the advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes¹⁵. Martinez mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts¹⁶.

5. Using Authentic Materials in Teaching

In using authentic materials, there are many factors which should be considered due to the positive and negative impacts. The sources of authentic materials are various such as newspapers, internet, magazines, brochures, letters, and

¹⁴Lewis Lansford, *Authentic Material in the Classroom: The Disadvantages*, (Cambridge University Press : 2014).

¹⁵Ferit Kilickaya, *Authentic Materials and Cultural Content in EFL Classrooms*, (Middle East Technical University, Turkey: 2004).

¹⁶Ferit Kilickaya, *Authentic Materials and Cultural Content in EFL Classrooms*, (Middle East Technical University, Turkey: 2004).

so on. Due to the various sources, it is important to select the proper authentic materials out of the wide range. Nuttall in Brown gave three main criteria in selecting authentic materials to be used in classroom¹⁷.

First, the material must suitability of content. The text should be interesting, motivating and also relevant to the students' needs. Second is exploitability. It refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process. And the third is readability. 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.

D. Previous Related Research Findings

The importance of reading made many researcher have been explored and reported that the students' improvement in reading comprehension can be got by using various methods and they have been proved to make process more successful. In this part, the researcher presents several research results from several previous researchers.

Andi Bulkis Maghfirah Mannong, his research entitled "The effect of using authentic materials to improve the reading comprehension of the ninth grade students of SMPN 36 Makassar" indicated that the students' reading comprehension achievement in experimental group is higher than the students' reading comprehension achievement in control group. It was proven by the students' mean score in experimental group was 77.95 higher than the students' mean score in

¹⁷Andi Bulkis Maghfirah Mannong, *The Effect of Using Authentic Materials to Improve the Reading Comprehension of the Ninth Grade Students of SMPN 36 Makassar*, (Skripsi Universitas Negeri Makassar : 2016), p.103.

control group 70.13. The result of the students' interest in the use of authentic materials was high. Thus, it can be concluded that H_1 (alternative hypothesis) of this research which stated the use of authentic materials significantly could improve students' reading comprehension was accepted¹⁸.

Amir Marzban, his research entitled "The effect of authentic texts on motivation and reading comprehension of EFL students at intermediate level of proficiency", this study has presented evidence on a strong relationship between authentic texts and reading comprehension of intermediate learners. Authentic reading can increase not only students' comprehension but also promote other aspects of language learning such as motivation. Using independent samples t-test and mean of gain scores of groups on pre-post tests revealed that reading authentic texts has positive effect on the reading comprehension of intermediate students. Conducting the motivation questionnaire on the authentic group showed positive changes on four domains of motivation¹⁹.

Yanuarti Apsari, her research entitled "The use of authentic materials in teaching reading comprehension", this study has presented evidence on the effect of using authentic materials in teaching reading comprehension. From the analysis and findings of this research, the use of authentic reading text in comparison to created materials (non-authentic reading text) did not produce significantly better learning outcomes. It was indicated by the fact that significant values were less than 0.05.

¹⁸Andi Bulkis Maghfirah Mannong, *The Effect of Using Authentic Materials to Improve the Reading Comprehension of the Ninth Grade Students of SMPN 36 Makassar*, (Skripsi Universitas Negeri Makassar : 2016), p.67.

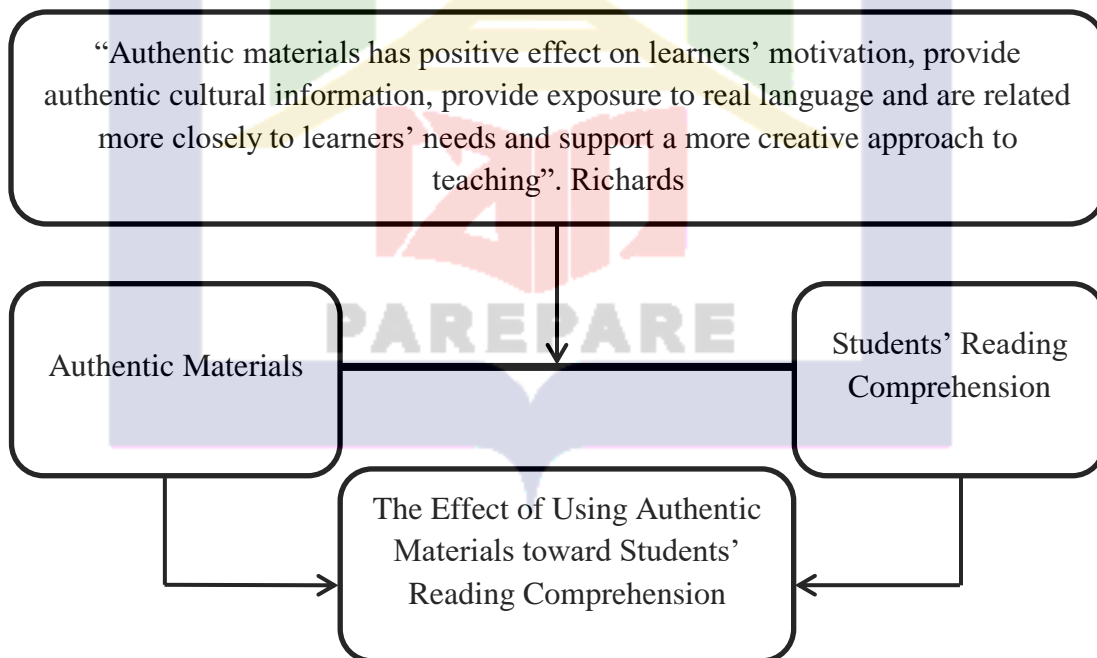
¹⁹Amir Marzban, *The Effect of Authentic Texts on Motivation and Reading Comprehension of EFL Students at Intermediate Level of Proficiency*, (Journal Theory and Practice in Language Studies: 2015).

Additionally, the effect size was small. From conclusion of her research suggested that the students' reading comprehension was affected not only by the reading materials, but also by other factors. Nevertheless, it was recommended that teachers use authentic materials for a change. Furthermore, when bringing authentic materials into classroom, they should be used in accordance with students' ability, as well as with suitable tasks being given.²⁰

E. Conceptual Framework

Conceptual framework is a picture of the pattern of the relationship between the variables that will be used to explain the theoretical regulation between the variables to be studied.

The conceptual frame work underlying this research in given the following diagram:



²⁰Yanuarti Apsari, *The Effect of Authetic Materials in Teaching Reading Comprehension*, (ELTIN Journal : 2014), p.93.

Based on Richards' statement above, that using authentic materials can improve students' motivation, provide authentic cultural information, provide exposure to real language, and also more closely to learners' needs and support a more creative approach to teaching. Therefore, the researcher conclude that using authentic material can give a significant influence to the students' reading comprehension.

F. Hypothesis

Hypothesis comes from Greek which has two words: *hupo* (temporary) and *thesis* (statement or theory). Because the hypothesis is a provisional statement that is still weak in truth, it is necessary to test its truth, then experts interpret the meaning of the hypothesis as an assumption of the relationship between two or more variables. On the basis of the above definitions, it can be interpreted that the hypothesis is an answer or provisional assumption that must be tested for truth.²¹

Based on the theoretical review, the writer formulates to hypotheses as follow:

1. The null hypothesis (H_0): The use of authentic material has no effect toward the students' reading comprehension at MA DDI Kanang.
2. The alternative hypothesis (H_1): The use of authentic material has effect toward the students' reading comprehension at MA DDI Kanang.

²¹Syofian Siregar, *Metode Penelitian Kuantitatif* (Print II, Jakarta: Kencana, 2014).

G. Variable and Operational Definition

1. Variable

There are two variable in this research, they are independent variable and dependent variable. Independent variable is authentic materials and dependent variable is reading comprehension.

2. Operational Definition

a. Reading

Reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally they reach their understanding about the meaning of the text they read. Each student has a different way of reading, whether it is read aloud or in silence. So, in choosing reading material, they must be careful in accordance with their abilities.

b. Authentic Material

Authentic materials are natural, practical, useful, interesting, and appropriate materials that already exist in real life and that are not artificially constrained to be used in language classes but amenable and adaptable to explanation for language teaching purposes.

