CHAPTER 2

LITERATURE REVIEW

This chapter shows the information about learning materials, kinds of learning materials, authenticity, authentic materials, kinds of authentic materials, the adventages and disadventages in using textbook, the adventages and disadventages in using authentic materials, the explanations of 2013 curriculum about standar proses, lesson plan, previous study, and conceptual framework.

2.1 Learning Materials

Learning materials are the key component in english teaching. Learning materials generally present as the cornerstone for students' language input and the language practice that occurs in the classroom. In this case, inexperienced teachers can use materials as a form of teacher training bacause learning materials provide ideas on how to plan and teach lesson as well as formats that teachers can use.

Cunningsworth (1995) as cited in Richards (2001) summarizes the role of materials (particularly course books) in language teaching. The first role is a source for representation materials (spoken or written). The second role is a source of activities for learner practice. Third role is becoming a reference source for learners on grammar, vocabulary, and pronounciation. Fourth, the role of learning materials as a source stimulation and ideas for classroom activities. Fifth, learning materials as a syllabus. In this case, the role of learning materials refer to learning objectives that have been already determined in the lesson plan. The sixth

role is becoming a support for less experienced teachers who haven't had enough experiences.

2.2 Kinds of Learning Materials

According to Richards (2001), learning materials are classified into authentic materials and created materials. Authentic materials refer tothe use of texts, photographs,video selections, and other teaching resource that were not specially prepared for pedagogical purposes. Different with authentic materials, created materials (non-authentic materials) refer to textbooks and other leraning materials which is specially designed or written for pedagogical purposes.

2.3 Authenticity

Authenticity is a significant thing to prepare the students for the real life situation in order to reach the target language. Al - Azri & Al-Rashdi (2014) define authenticity as a vital element for both materials designers and language teachers, who are willing to employ authenticity in language teaching in EFL classrooms. According to Tatsuki (2006) authenticity is related to the genuineness, realness, truthfulness, validity, reliability of materials. In order to clarify the term of authenticity and genuineness, Widodowson said that genuineness is a characteristic of the passage itself and authenticity is a characteristic of the relationship between the passage and the reader.

Mishan (2005) informed that there are three approaches which are regarded as the basis for the term authenticity in language teaching. These are communicative, materials-focused and humanistic approaches. Communicative

approach is talking about how the students can use the language in order to have communication in the real situation. Materials-focused approach is talking about the text which is appropriate to be used in the classroom. Humanistic approach is about emphasizing students awareness in learning second language.

She also mentioned about five criteria for authenticity. First is provenance and authorship of the text. It can be said that a text is authentic if it is writen by native speaker. Second is original communicative and socio-cultural purpose of text. Text is usually regarded as authentic if it is not for teaching purposes but for a real-life communicative purpose (Lee 1995: 324). Third is original context . the original context is related to the socio-cultural context and the source of the text. in this case, if students want to learn second language, they can not avoid learning the culture of the seond language itself. Fourth is learning activity engendered by the text. The fifth is learners' perceptionof and attitude to the text. It is related to the learners understanding about what is written in the text.

Breen (1985: 61) said that there are four types of authenticity. There are text authenticity, learner authenticity, task authenticity and classroom authenticity. Text authenticity is related to the use of texts as learning materials for second language learning in order to improve students' understanding of authentic texts. Authentic texts are those being used bynative speakers in culturally authentic contexts of use(Kramsch *et al* 2000: 78). Second, learner authenticity is reflect to studens' ability in interpreting the meaning from the text like native speaker do in the real life. In other word, learner authenticity is talking about how learner's response to the text. Third, task authenticity is related to the various task for

students in order to involve them on authentic communication for learning. Then, classroom authenticity is the important role of classroom which bring through students to discuss the content and the problem of language learning. Classroom authenticity can be interpersonal sharing in small group or public sharing. It is conducted in order to make a social activity among students in the classroom.

2.4 Authentic materials

Richards (2001) defined authentic materials as the use of texts, photographs,video selections, and other teaching resource that were not specially prepared for pedagogical purposes. Martinez (2002), defines authentic materials as the materials which are prepared by native speakers and not designed to be used for teaching purposes.According to Herod (2002) authentic learning 'materials and activities' are designed to imitate the real world situations.

Kilickaya (2004) related the term of authentic materials to the community. He said that authentic materials exposure to the real language and use in its own community. The other argument come fromLittle et al (1988, as cited in Guariento & Morley, 2001), authentic material is materials that have been produced to fulfill some social purpose in the language community in which they were produced.In this case, the community means students from many level such as beginer, intermediate, and advance level. Teacher must prepare the materials which is appropriate based on their level.

On the other hand, some experts associate the definition of authentic materials to the communicative purpose. As stated by swaffar (1985), authentic

material refers to an authentic text, oral or written which is primary intent to communicate meaning for the purpose of the foreign language classroom. Larsen-Freeman (2000 :129) said that one of the characteristics of communicative language teaching is using authentic materials. Communicative purpose here means that teaching a foreign language must give oppurtunities tostudents to have a lot of practice their target language. Thus, students can see and have experience of the real situation intended. For example, when teacher provide the real menu and students are asked to practice conversation about ordering food in the restaurant, then the conversatation become real in their life. It means that as far as possible, the classroom situation can be changed into real life situation by using authentic materials.

In using authentic materials, there are three notions about the use of authentic materials for language learning. They are culture, currency, and challange. When teachers use authentic materials in the classroom, they are implicitly put in and present the culture of the target language through the materials. Authentic materials also contain the currency. Currency is talking about 'up-to-date-ness' or the current issues/topic in the real life. In this case, it is more beneficial to use current news paper to search curent information about the environtment or political condition in a country than use an outdated newspaper. The last notion is challenge. Challenge is reflect to students' respond to authentic materials. Authentic materials is often perceived as barrier to achieve the target language. In fact, it is an adventage because it is a challage for students. It means that challenge is positive encouragement in learning.

2.5Kinds of authentic materials

Teaching materials are an essential part in teaching and learning a foreign language. Nowadays, those materials are easy to be got. Teacher can get it from many sources. Remembering that we are living in the advancement of technology, one of those sources is internet. In internet, many sources that can be used as learning materials for teaching a second language is easy to be accessed. In this case, It is possible if second languge teacher can get and use sources which can be created as learning materials originaly from native speaker. In other word, authentic materials are easily obtained by the teacher.

The sources of authentic materials (whether spoken or written) are infinite. The most common sources are newspapers, magazines, TV, video, radio, literature, and the internet. According toGenhard (1996) authentic materials are categorized into authentic listening, authentic visual, authentic printed materials, and realia. The example of authentic listening materials are radio news, cartoons, and song. Then, street signs, magazines, and post cards can be presented as authentic visual materials. Authentic printed materials can be the forms of sports reports, newspapers, restaurant menus, and train tickets.

2.6The Advantages and Disadventages in Using Textbook

Textbook is the most familiar learning source in teaching and learning process. Textbook can become the guidance for teachers in managing the learning materials when teaching in the classroom. In this case, textbook can facilitate

teachers in managing the classroom because textbook contains various activities like exercises, texts, and the explanations about the topic that being studied.

According to Richards (2001) states that there are some advantages and disadvantages in using textbooks. First advantage of using textbook is providing structure and a syllabus for a program. Without textbooks, a program may have no central core. Second advantage is helping standardize instruction. Using textbook in a program can make students in different classes receive similar content and can be tested in the same way. Third advantage is maintaining quality. Fourth advantage is providing a variety of learning resources. Textbooks are often equipped by workbooks, CDs, and cassettes which support the learning activities. Fifth advantage is efficient. Textbook can save teachers' time because teaching resource has been available in textbook. Sixth advantage is providing effective language models and input. Textbook can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own. Seventh advantage is training teachers. In this case, if teachers have limited number of teaching experience, a textbook can become teaching training. The last advantage is visually appealing. Textbook usually provides interesting pictures to make students interesting.

Beside the advantages, textbooks are also have several disadvantages. First, textbook may contain inauthentic language. Textbooks sometimes present inauthentic language because texts, dialogues, and other aspects of content tend to be specially written to pedagogical puroses. Second, textbooks may distort content. Textbooks often present an idealized view of the world or fail to

represent real issues. Third, textbooks may not reflect students' need. Because textbooks are often written for global markets, they may not reflect the interests and needs of students. Fourth, textbooks can deskill teachers. In this case, if the teachers use textbooks as the primary source of their teaching, leaving the textbook and teachers' manual to make the major instructional decisions for them, the teachers' role can become reduced. Fifth, textbooks are expensive. Commercial textbooks represent a financial burden for students in many parts of the world.

2.7 The Advantages and Disadvantages in Using Authentic Materials

The main point of using authentic materials in the classroom is to expose students for the real language and make them perceived that they are in the real situation of language used. Richards (2001) mentions some advantages and disadvantages in using authentic materials.

These are the advantages in using authentic materials. First, authentic materials have a possitive effect on learner motivation. In this case, authentic materials intrinsically more interesting and they can motivate students to find out aspects of the real language. Second, authentic materials provide cultural information about the target culture. Materials can be selected to illustrate many aspects of the target culture, including linguistic and non-linguistic behaviour. Third, authentic materials exposure to real languge. Fourth, authentic materials relate more closely to learners' needs. This kind of learning materials provide a link between the classroom and students' needs in the real world. Fifth, authentic

materials support creative approach of teaching. In using authentic materials as a source for teaching activities, teachers can develop their full potential as teacher.

On the contrary, using authentic materials contain several disadvantages. First, authentic materials often contain difficult language. In using authentic authentic materials, there are some unneeded vocalulary items because different with created materials, authentic materials need to be simplified. Second, using authentic materials is a burden for teachers. In order to develop learning resources around authentic materials, teachers have to spend more time in preparing and developing activities and exercises to accompany the materials.

2.8 The Explanation of 2013 Curriculum about *Standar Proses*

Before explaining about Standar Proses in 2013 Curriculum, Undang Undang Republik Indonesia No.20 Tahun 2003 about the national education system defines curriculum as:

> *"Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu."*

According to Permendiknas No.65 Tahun 2013, *Standar Proses* is the criteria regarding the implementation of learning in education unit in order to achieve*Standar Kompetensi Lulusan.*In accordance with *Standar Kompetensi Lulusan*, learning objectives consist of the development of the realm of attitudes, knowledge, and skills that are elaborated for each educational unit. In this case, those realms are called as*Kompetensi Inti.*

In 2013 Curriculum, there are four *Kompetensi Inti or KI*. The first Kompetensi Inti talks about religious. The second KI talks about attitudes. The third KI talks about knowledge and the fourth KI talks about skill. Based on these explanations, Kompetensi Inti 3 and Kompetensi Inti 4 can be mentioned as the target language in teaching English.

Since 2013 curriculum uses scientific approach, the learning activities based on this curriculum are devided into *Kegiatan Pendahuluan, Kegiatan Inti, and Kegiatan Penutup. Kegiatan Pendaluluan* is learning activity which aims to prepare the students before moving to the main activity. *Kegiatan Inti* is the main activity in teaching and learning process. In *Kegiatan Inti*, there are activities such as observing, questioning, exploring, associating and communicating. Then, *Kegiatan Penutup* is the activity in which the teacher gives feedback from the main activity.

Because 2013 Curriculum uses scientific approach, learning principle in 2013 Curriculum explains that from learners who is usually informed by the teacher become learners who try to find out the information. In addition, the other principle is from teacher who become the only learning source, 2013 Curriculum recommends to use various learning sources. In other word, 2013 Curriculum allows the teacher to use various kinds of learning materials.

2.9 Lesson Plan

As mentioned by Cunningsworth (1995) in Richards (2001), one of the role of learning materials is as syllabus. The term of syllabus here reflects on learning objectives that have been already determined. In this case, learning objectives can be known from the lesson plan.Lesson plan is the detail information about what students need to learn and how it will be done effectively during the teaching and learning process. Woodward (2001) argues that planning can happen before, during, and after learning. But, the lesson plan as the formal written concept is designed before learning begins. It means that lesson plan would be better to be written before teaching and learning process.

Lesson plan according to Permendiknas RI No. 65 Tahun 2013 about Standar Proses contains at least identity of lesson plan, goal, learning objective, learning activity, material, method, and assessment. From this Permendiknas's explanation, It can be concluded that lesson plan is a set of written document which is include time allocation for the topic of learning, goal, leaning objective, learning activity , learning material, method or teacher's way to teach, the assessment which is created carefully with the consideration of the content in curriculum. Bailey and Nunan on 1996 wrote "A lesson plan is like a road map which describes where the teacher hopes to go in a lesson, presumably taking the students along." It means teacher has to guide students to the right place. From those explanations, It can be concluded that lesson plan is a set of document which is completely represent the teaching and learning process.

2.7 Previous Study

In writing this study, the writer also find out previous related studyof the use authentic materials. It was written by Anjani in 2014. She concerned on the effectiveness of using authentic materials towards students' reading comprehension of short functional texts. She used a quasy-experimental study to examine the effectiveness of using authentic materials towards students' reading comprehension of short functional texts in SMP Al-Hasra Bojongsari. From her study, she found that using authentic materials towards students' reading comprehension of short functional texts is effective.

2.8 Conceptual Framework

From the explaintions above, the writer used operational definition of authentic materials as something that concern to the reality of native speaker language use such as radio news, songs, and sports reports. The writer used operational definition of authentic materials to make her easier to find authentic materials intended in research questions. since this study is aimed to obtain information about the kinds of authentic materials used in teaching english atJunior High School and to investigating how to implement authentic materials in teaching English.