

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature. There are several literatures related to the study. It consists of language teaching, authentic materials, authentic materials for teaching English, and previous study. In language teaching the writer stated much explanation about the definition of language teaching, teaching English, and methods in teaching language. In authentic materials, there are more explanations about the definition of authentic materials and kinds of authentic materials. In authentic materials for teaching English there are the importance of authentic materials for teaching English and the advantages and disadvantages in using authentic materials for teaching English.

#### **A. Language Teaching**

Language teaching is a part of pedagogical aspect. The purpose is to acquire the language for the students. In this part, language teaching will be discussed more the about the definition of language teaching, teaching English, and methods in teaching language.

## 1. The Definition of Language Teaching

There are many definitions about language. DR. M. F. Patel quoted from Edward Sapir stated, “Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.” Moreover, he also quoted from Collins Cobuild Essential Dictionaries mentioned, “Language is a system of communication through which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.”<sup>11</sup> As the addition about the definition of language, Douglas Brown quoted from Pinker said, “Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction.” Moreover, he stated a standard definition about language that it is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another.<sup>12</sup>

There are several characteristics of language. According to Douglas Brown language should be systematic, a set of arbitrary symbols, not only vocal, but also visual, have conventionalized meanings to which they refer. Moreover, language is

---

<sup>11</sup> DR. M. F. Patel, *English Language Teaching* (Jaipur: Sunrise, 2008), 27

<sup>12</sup> Douglas Brown, *Principles of Language Learning and Teaching*, (England: Longman, 2000), 5

used to communicate. It operates in a speech community or culture. The last, language is essentially human, although possibly not limited to human.<sup>13</sup>

Those definitions can be concluded that the most important of language is the communication system of human being. Language as the function to communicate of one person to another person seems never separated by human life. We always need it and use it in our daily life. The important of language causes every person has to acquire it especially for their mother tongue.

Based on how people acquire language, there are first language and second language. Therefore, based on how the people use the language there is also foreign language. First language as how people acquire it is the language which is acquired naturally by the mother tongue. It is the first time how the person can speak up and influenced by the nature of social live. The second language is the language that acquire after the first language. Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas stated that second language is language used for several purposes in the country such as in government purposes, any media, and also educational purposes. They also stated for the foreign language which is defined as a language that is taught in school or some collages but do not use in any part of daily life.<sup>14</sup>

---

<sup>13</sup> Douglas Brown, *Principles of.....*5

<sup>14</sup> Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language* ( New York: Routledge, 2003), 6

Teaching as Brown quoted from Kimble and Garmez is “Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.”<sup>15</sup> Moreover, Jeremy Harmer quoted from Cambridge International Dictionary of English that “Teaching means to give (someone) knowledge or to instruct or train (someone).”<sup>16</sup> Teaching language is giving or training some knowledge to someone about language to get understanding about the language and to be able to use it in daily life of communication.

To teach language is not like to teach any other science. In order to get understanding about the language itself, the teacher should be able to stimulate the students to produce the language as the target of learning language. Jeremy Harmer stated, “Students must be encouraged to respond to text and situations with their own thoughts and experience, rather than just by answering questions and doing abstract learning activity.”<sup>17</sup> It seems that as the teacher they have to use the situational text to the teaching process and also to enclose the students to the real target of learning. The teachers have to be able to stimulate the students to produce the language as the target of learning language itself.

---

<sup>15</sup> Douglas Brown, *Principles of.....*p. 7

<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 1991), p. 56

<sup>17</sup> Jeremy Harmer, *The Practice of.....*p. 39

## 2. Teaching English

Teaching English is just as teaching other languages. It depends on the position of English used by the learner. According to the kinds of language learning, there are three kinds of them. They are the first language, the second language, and the foreign language. For the first language, the students do not need to learn the language because they have acquired it naturally. It will be possible for them to learn the formal standard of the language. It is significantly different from second language and foreign language. It is because both second language and foreign language learners do not understand the whole of the language (the form, the meaning and the use).

Jeremy Harmer stated that English was a lingua franca in most European country. Then he explains the lingua franca. He said, “..... A language widely adopted from communication between two speakers whose native languages are different from each other’s and were one or both speakers are using it as a ‘second’ language.” He added that it was also become one of the main languages of international communications. He also stated from Braj Kachuru that “He suggested that between 320- 380 million people spoke English as a first language, and anywhere between 250 - 350 million people as a second language.”<sup>18</sup> Moreover, Patel quoted from Radnan and Krisnan stated, “English is a language which is rich of literature, humanistic, scientific, and technical. If under sentimental we give up, we could cut

---

<sup>18</sup> Jeremy Harmer, *The Practice of.....*p. 1

ourselves from the living stream of ever growing knowledge.”<sup>19</sup> Those statements can be concluded that the importance of English to be learnt and taught by people around the world whether it is the second language or the foreign language.

Since the goal of learning English is to communicate, there are some skills that should be taught by the teacher in teaching English. The skills such as listening, speaking, reading, writing, pronunciation, and vocabulary, should be the part of teaching English. Moreover, those skills are inseparable in teaching English.

So far English is the international and global language, the authenticity of English are easy to find. As Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas stated, “Indeed more than 60 per cent of the world’s radio programs are broadcasted in English and it is also the language of 70 per cent of the world’s mail.”<sup>20</sup> Moreover, they also stated, “In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media. English is also the language of official institutions—of law courts, local and central government— and of education. It is also the language of large commercial and industrial organizations.”<sup>21</sup> In those reasons, the teacher should be able to use the role of English in order to motivate the students to learn English extensively.

---

<sup>19</sup> DR. M. F. Patel, *English Language*.....p. 9

<sup>20</sup> Geoffrey Broughton, *Teaching English as*.....p. 1

<sup>21</sup> Geoffrey Broughton, *Teaching English as*.....p. 6

### 3. Methods in Teaching Language

There are several methods of language teaching. Since the goal of learning language is to be able to communicate, many different ways in teaching language are implemented. Brenda Bowman, Grace Burkart, and Barbara Robson stated that there are three main groups of language teaching methods. They are traditional language teaching, communicative approach, and Innovative language teaching.<sup>22</sup>

#### 1. Traditional Language Teaching

In traditional language teaching there are three methods that are very common and used during the history of acquiring language. They are Grammar Translation Method (GTM), Direct Method, and Audio-Lingual Method.

##### a. Grammar Translation Method (GTM)

In Grammar Translation class, the main focus is on reading and writing. It has little attention to speaking or listening. Grammar is taught deductively by presentation and study of the rules. Then, it is followed by practice through translations and exercises.

##### b. Direct Method (DM)

In Direct Method the four language skills are taught from the beginning, but a special emphasis is placed on speaking. The Direct Method therefore insists on

---

<sup>22</sup> Brenda Bowman, Grace Burkart, and Barbara Robson, *TEFL/TESL: Teaching English as a foreign or second language* (Washington: Peace Corps, 1989), 21

thinking and communicating directly in the target language and does not allow translation.

### c. Audio-Lingual Method (ALM)

In the Audio-Lingual Method, skills are taught in the natural order of acquisition: listening, speaking, reading and writing. Audio-lingual classes begin with a dialogue which introduces the lesson's sentence patterns.

## 2. Communicative Language Teaching

Since 1960, many people using audio-lingual method claimed that the goal of learning language is to communicate. Some methods are developed to the communicative language approach. This chapter presents the Communicative Approach, Total Physical Response, Natural Approach, and Competency-Based Approach.

### a. Communicative Approach

In Communicative Approach, all four language skills are taught from the beginning. It is not important for the students to speak well like a native in the first time, but they are just motivated to be able to speak up since it is understandable. In the sequencing of lessons, priority is given to learner interests and needs.



#### b. Total Physical Response (TPR)

TPR is a language teaching method built based on speech and action. It attempts to teach language through physical activity. It focuses on the importance of listening comprehension as the basis for language acquisition.

#### c. Natural Approach

The Natural Approach emphasizes on exposing the learner to hear and understand the language before requiring the learner to speak. Similar with TPR, it also focuses on the importance of listening comprehension as the basis for language acquisition.

#### d. Competency-Based Approach

The Competency-Based Approach focuses on acquiring life coping skills while developing the language to perform these skills. Language skills, grammar and vocabulary are sequenced according to the learner's needs.

### 3. Innovative Language Teaching

In innovative language teaching the learner are forced to use their brain. The teacher just stimulates the students to do on their own. In this group there are *Silent Way*, *Community Language Learning*, and *Suggestopedia*.

a. Silent Way

A basic premise of the Silent Way is that the teacher should talk as little as possible and should encourage the learner to speak as much as possible. Mistakes are considered part of the process of discovering the rules, and the teacher should not interfere in this process by correcting the learner's mistakes.

b. Community Language Learning (CLL)

The aim of Community Language Learning (CLL) is to involve the learner's whole personality. Affective and intellectual is given in equal weight. The characteristics of CLL classes are that the learners form a small circle, the teacher translates while the learners repeats the teacher's translation, and the learner's repetition is recorded on a tape recorder.

c. Suggestopedia

Suggestopedia believes that language learning can be made more efficient if the psychological barriers to learning are lowered. The great attention of this method is paid to the environment.<sup>23</sup>

From those kinds of teaching methods, we know that there are some methods which directly close to the goal of learning language while the others do not really close to. The methods that directly close to the goal of learning language are like

---

<sup>23</sup> Brenda Bowman, *TEFL/TESL: Teaching English as.....*p. 21-30

audio-lingual method, direct method, communicative approach and community language learning. It is because those methods emphasize the students to produce the language by speaking.

However, the other methods also still get the goal of learning language since the teachers are creative. They are also able to motivate the students with such media during teaching-learning process. It can be the materials they use to support the teaching methods. The materials should be authentic and close to the students' real life. If the materials used to support the teaching method are interesting to the students' learning, any methods we use will easily get the goal of learning language.

## **B. Authentic Materials**

### **1. The Definition of Authentic Materials**

Many experts of language education stated the definition of authentic materials. According to Cambridge Advance Learners' Dictionary, authentic is the 'real' thing.<sup>24</sup> Danile Tamo quoted from Rogers, "Authentic materials are 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication."<sup>25</sup> He also quoted from Sanderson, "Authentic materials are materials that we can use in the classroom

---

<sup>24</sup> Kate Woodford, Guy Jackson, *Cambridge.....E-dictionary*

<sup>25</sup> Danela tamo, *the use of authentic materials in classrooms*, LCPJ, 2009, 2/1

and that have not been changed in any way for ESL students”.<sup>26</sup> Another definition also stated by Jeremy harmer, “Authentic materials are language where no concessions are made to foreign speakers. It is normal, natural language used by native – or component – speakers of a language.”<sup>27</sup>

Those definitions can be concluded that authentic materials are any materials used in a classroom activity that shows the reality of English in use. They are any parts of English in use that made by native and addressed for the natives. It can be from some media or from the reality of social life of the native. Moreover, they are comfortable to be used in teaching process and the students enjoy with them. Other than to let the students know about the ‘real’ use of English, the authentic materials are also used to stimulate the students’ motivation to learn language.

## **2. Kinds of Authentic Materials**

There are many kinds of authentic materials. It is because they are not limited from what aspect they are. They show the reality of English in use. There are many authentic materials used as language teaching materials especially in teaching

---

<sup>26</sup> Danela tamo, *the use of*..... 2/1

<sup>27</sup> Jeremy Harmer, *The Practice of*.....p. 205

English. They are like internet, television programs, radio programs, newspaper, magazines, music, movies, brochures, menus, comics, literatures, etc.<sup>28</sup>

Patel classified some of teaching materials are visual aids, audio aids, audio-visual aids, language laboratory and computer assisted learning. Visual aids include boards, maps, charts, newspaper, magazine, etc. Audio aids include radio, tape recorder, etc. Audio-visual aids include video, television, film projector, etc.<sup>29</sup> Moreover, Freda Mishan also explains in her book about the kinds of authentic materials. They are literature, broadcast media, newspaper, advertising, songs and music, films, and ICT.<sup>30</sup>

### **C. Authentic Materials for Teaching English**

Teaching English is now not as difficult as several years ago. It is because the use of English itself. Since English is a global language, many aspects produce in English. It is also influenced by the improvement of science and technology. If we look back several years ago, English rarely appeared in our daily life. The media for teaching English were also few. But, now, English is very close to be a part of our daily life. It is used in many parts of our daily life. It can not be denied that every body needs English to be able to go little farther around the world. It will be used not

---

<sup>28</sup> Danela tamo, *the use of* ..... 2/1

<sup>29</sup> DR. M. F. Patel, *English Language*.....p. 59

<sup>30</sup> Freda Mishan, *Designing Authenticity into Language Learning Materials* (England: Intellect Books, 2005), p. 95

only to communicate but also to get information or even to learn more knowledge. From those reasons, the authentic materials are important to be used in teaching English.

### **1. The Importance of Authentic Materials for Teaching English**

According to the language learning acquisition theory that learner will easily learn the language if they have known the use of language. Brian Tomlinson stated that, “A pre-requisite for language acquisition is a rich experience of language in use.” Moreover, he also stated that such experience needs to be contextualized and comprehensible. Therefore, the learner needs to be motivated, relaxed, positive and engaged, and also to achieve deep and multi-dimensional processing of the language.<sup>31</sup>

From Brian Tomlinson statements, it can be concluded that using authentic materials is very needed in language teaching and learning in order to help the students get experience about English in the real use. Moreover, he also added that, “Materials for learners at all levels must provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and affectively.”<sup>32</sup>

---

<sup>31</sup> Brian Tomlinson, *Language Learning Materials* (London: Continuum, 2008), p. 4

<sup>32</sup> Brian Tomlinson, *Language Learning*.....p .4

## 2. The Advantages and Disadvantages in Using Authentic Materials for Teaching English

There are some advantages in using authentic materials for language teaching. Jack C. Richard quoted from Philips, Shettlesworth, Clarke and Peacock stated that authentic materials have good effects to motivate the students. First, authentic materials give authentic cultural information about the target language. Second, they also provide exposure to real language and relate more closely to students' needs. The last, they can support a more creative approach to teaching.<sup>33</sup> Daniela Tamo stated, "Authentic materials have a positive effect on learner motivation."<sup>34</sup>

Moreover, according to Alejandro G. Martinez there are several advantages in using authentic materials for teaching English. They are exposing to real discourse for the learner, informing the learner what is happening in the real world, producing a sense of achievement, able to be used under different circumstances, ideal to teach/practice skimming and scanning for reading texts, containing a wide variety of text types, able to encourage reading for pleasure because they contain interesting topics to the learners.<sup>35</sup>

From those ideas, it can be concluded that most of them agree that authentic materials are very useful in motivating students' learning. They also agree that

---

<sup>33</sup> Jack C. Richard, *Curriculum Development*.....p. 220

<sup>34</sup> Danela tamo, *the use of* ..... 2/1

<sup>35</sup> Alejandro G. Martinez, *Authentic Materials: An Overview*, *Karen's Linguistics Issues*, 2002, (online document at URL <http://www.metu.edu.tr/~kilickay>, accessed on April 19, 2012)

authentic materials can stimulate students to study more about the language on their own way when the teacher have introduced the authentic materials during the teaching process.

However, there are also many disadvantages in using authentic materials for teaching English. Jack C. Richard stated that authentic materials often contain difficult language and unneeded vocabulary items. They are also a burden for the teachers.<sup>36</sup>

Moreover, Alejandro G. Martinez also mentioned the disadvantage of using authentic materials for teaching English. He stated that authentic materials might be too culturally biased, might be irrelevant to the student's immediate needs in the vocabulary, were too many mixed structures which make lower levels have a hard time decoding the texts, need special preparation which spent much time, were too many different accents in listening, became outdated easily like news.<sup>37</sup>

The disadvantages normally appear because the authenticity of the language itself. Therefore, they will disappear if the teachers anticipate the problems. They will also be reduced to the students' interest of language using. Daniela Tamo quoted from Chaves stated that the students still enjoy the language since they can interact

---

<sup>36</sup> Jack C. Richard, *Curriculum Development*.....p. 221

<sup>37</sup> Alejandro G. Martinez, *Authentic Materials*.....4/19



with the real language in use. It seems that the learners need pedagogical support when learning with authentic materials.<sup>38</sup>

#### **D. Previous Study on Authentic Materials**

There are many researchers who focused their research on authentic materials. Most of them are intense to know how the authentic materials can influence the language skills. The research I stated here is not far from implementing authentic materials. The first research comes from Matinee Tanaharjo. His research title is “Using Authentic Materials to Develop Listening Comprehension in the English as the Second Language Classroom”. The objectives of this research are: the first is to examine the influences of aural authentic materials on listening ability in students of English as a second language, the second is to identify the learning strategies used by ESL students experiencing authentic listening texts, and the last is to determine the influences of authentic materials on ESL students' attitudes towards learning English. This research is conducted for ESL students attending the High Intermediate Academic Listening and Vocabulary Development class at a language training center. It used descriptive study to analyze the data that were collected from interviews, questionnaires, and class observation.

---

<sup>38</sup> Danela tamo, *the use of*..... 2/1

The result of the research from interview of the self-evaluation questionnaire revealed that the use of authentic materials in this ESL classroom helped increase students' comfort level and their self-confidence to listen to the target language. The analysis of the class observation and the learning strategy questionnaire revealed that ESL students usually paid attention when someone was speaking English. Students also relied on outside sources such as dictionaries, or other people such as relatives to understand unfamiliar words. Finally, the analysis of the class observation and the interview with students revealed that the use of aural authentic materials in ESL classroom had a positive effect on ESL students' motivation to learn the language.<sup>39</sup>

The second research is from Hacer Demircan. His research is about the impact of the authentic materials on EFL students' achievements, retention and opinions regarding two grammar units at high school level. This research is purposed to investigate the impact of authentic materials on the development of grammar knowledge, the retention and the opinions of ninth grade students as an English language learner, in comparison with traditional materials and textbook or course book. To do that, the research used pretest and post test. The research used experimental study where there were three instruments with it. They are test, opportunities, and unit feedback form. This research was conducted in TED Ankara collage foundation high school and the participants were seven teachers and 54

---

<sup>39</sup> Metinee Thanajaro, *Using Authentic Materials to Develop Listening Comprehension in The English as a Second Language Classroom*, Dissertation Submitted to The Faculty of The Virginia Polytechnic Institute and State University, Virginia, 2000, iii-iv

students. For the data analysis, this research used descriptive and inferential statistical analysis to the pretest and post test. The result of the research indicates that most of the students were successful in developing and retaining grammar knowledge while using authentic materials in class.<sup>40</sup>

Those two researchers remind that there are successful teachers when using authentic materials. The students also get the success in learning language. However, none method implemented is without any difficulties. Even though the presentation is little, the teacher still should anticipate.

---

<sup>40</sup> Hacer Demircan, *A Study on The Impact of The Authentic Materials on EFL Students' Achievements, Retention and Opinions Regarding Two Grammar Units at High School Level*, a Thesis to The Graduate School of Social Sciences of Middle East Technical University, 2004, iv-v