CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Material

a. Homegrown Material

Homegrown material is the material formed in certain subjects, certain students by teachers with resources that can be used within a certain time, material homegrown great atmosphere at home. Material changes in order to improve or to make the material more suitable for certain types of subjects. Such as reducing, adding, changing, randomly. Most teachers modify to maximize books.[10]

According to P Ahrens 1993 year, designed his own used clothes pegs and string loops to hang a picture of the class. One string picture on the wall front and one behind, the class can conduct information gaps, although there are of them for pair work.

Homegrown Material is a process that breaks down four main stages:

1) Planning

Homegrown materials start with planning. We need to decide what our aims and objective is, what activity we want to involve the students in, how we want them to be grouped, and what the content of our materials should be. Once this is done we can move on to

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[10] Jeremy harmer, *The Practice Of English Language Teaching,* (Malaysia: Pearson Education Limited, 2006), P: 151

producing the materials, bearing in mind the characteristics we mentioned above.

2) Trialling

It is important for the try before taking on the lesson material. Ideally we would get a friend or colleague to comment on what we make or do written exercises.

3) Evaluating

When it has produced and follow the material we bring to the lesson and use it. This is where the need to observe carefully in order to evaluate its appropriacy. With so can redesign it for future use and then decide on how or when to use in the future. Evaluate the material has generated will also help us to make decisions about what material to make in the future.

4) Classifying

When we have used material in the classroom we need to find some way of storing it and classifying it so that we can lay our hands on it quickly the next time we want to use it. We might want to do this alphabetically by topic, by vocabulary area, or by grammar point. As with any filing system we use, the way we organize our categorization is a matter of personal preference and style.

5) Record-keeping

Need to keep a record of what material we have used together with evaluations of how well it has worked. This will prevent us from

using the same material twice with the same class, and it will help us with our long-term planning.[11]

Homegrown material designed own rod system which used clothes pegs and loops of string to hang pictures from in her classroom. With one string of picture at the front wall and one at the back, classes could do information-gap activities even though there were to many of them pair work state by P Ahrens. [12]

Homegrown material is materials refer to material developed locally by a particular teacher or group of teachers for a particular course, a particular group of students and with the resource available at a particular time. As opposed to published materials, they are also referred to as tailor-made material, locally produced material, self-designed materials, internal materials, internal materials, homemade materials or homegrown materials. In house material developed either from scratch or by adapting existing learning material.[13]

Homegrown material is preparing materials themselves as support for teaching assignments based, exercise creativity and not only brings several important benefits to the learning process. These materials can be done by one teacher can be done alone or in cooperation with

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[11] *Ibid. hal 1511-52*

[12] *Ibid. hal 153*

[13] Graver, K, (2000). *Designing language course: A guide for teacher*.Boston, MA:Heinle, Cengage Learning

colleagues or students. Some advantages of using homegrown ingredients are:

1) Pupils will be more motivated to acknowledge the high level of interest shown by the teacher and will feel that has an obligation to make a greater effort

2) Teachers can change and improve constantly in accordance with students or colleagues.[14]

b. Material Adaption

Material adaption is making changes to material in order to improve them or to make them more suitable for a particular type of learner. Adapting can include reducing, adapting, omitting, modifying and supplementing. Most teachers adapt material every time they use a textbook in order to maximize the value of the book for their particular learners.[15]

c. Authentic Material

Authentic materials language data produced for real life communication purpose, they may contain false starts and incomplete sentences, and they are useful for improving the communicative aspects of the language. Sources for authentic materials: newspapers and magazines, radio, television/video, internet.[16]

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[14] https://www.englishforums.com/English/AboutHomegrownMaterials/lnc/post.htm

[15] Tomlinson, B.1998.In Tomlinson, B. (Ed.) , *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

[16] Miller, L. Developing Listening Skill with Authentic Materials. *ESP Magazine, 6(1),* 2003, P:16-19

Authentic material is a material that is made for the purpose of language learning in real life, including oral and written. There are several examples magazines, review movies, television shows, and so on, most of which can be the internet.[17]

Nunan and Miller states that authentic materials is such as those created or edited clear for language learners. This means that most of everyday objects in the target language to qualify as authentic. The following kinds of authentic materials used in class.

1) Train schedules

2) Pictures of road signs

3) Business cards

4) Labels

5) Menus

6) Brochures

7) Receipts

8) Currency

Broader:

1) Music

2) Literature

3) Newspapers

4) Televisions programs

5) Radio broadcasts

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[17] Charlene Polio. "Authentic Material" Clear (http://clear.msu.edu/clear/files/1314/0078/8342/2014-Spring.pdf) accessed of June 09, 2016

6) Film

7) Internet websites[18]

d. Non-Authentic Material

The statement included non authentic materials, specially designed for the purpose of learning, the language used in it is artificial, and they contain well-formed sentences all the time, useful for grammar.[19]

2. Textbook

Textbook is a resource for teaching both productive and receptive skills. it is not surprising that some of the teachers' use textbooks many teachers lack the experience and confidence to prepare their own material and rely on textbooks to reduce their burden. Some experienced teachers, just follow what is presented in textbooks, while another added with the use of "or other sources.[20] The characteristic of course book components:

a. Students' book

Student's book is probably thought of as the man plank of a package, and rightly so as it the main point of contact with the students.

1) Textbooks allow students to find information.

2) Textbooks are usefully written with detailed contents pages and indexes that can be used to quickly find what the students is looking for.

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[18] Nunan-Miller. "authentic material" UCLA Language Materials Project (http://www.lmp.ucla.edu/Lessons.aspx?menu=003) Accessed of June 09, 2016

[19] Adam,T, *What Makes Material Authentic*? (ERIC Document Reproduction Service No.ED 391389, 1995)

[20] Ibid

3) Textbook also provide structure for a students learning. Each chapter should have a logical flow, building on the knowledge acquired in previous chapters. [21]

b. Teacher's book

Teacher's books are responsible for providing teachers with the detailed information that they need in order to make the best use of the whole course.[22]

1) It provides a complete syllabus with objectives and teaching strategies to be used.[23]

2) The material to be covered and the design of each lesson are carefully spelled out in detail.[24]

3) The information for each chapter or lesson is also usually presented in chronological way, textbooks are a detailed sequence of teaching procedures that tell you what to do and when to do it. There are no surprises everything is carefully spelled out.[25]

c. Workbooks

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[21] Whitehouse, Jordan, the advantages of textbooks, retrieved from (http://www.ehow.com/info 8002510 advantages-texbooks.html)accessed of June 09, 2016

[22] Cunningsworth, Alan (1995:25)

[23] "Textbooks advantages and disvantages" https://www.teachervision.com/curriculum-planning/new-teacher/48347.html accessed of June 09, 2016

[24] http://www.ehow.com/info_7864584_advantages-using-textbooks-classroom.html accessed of June 09, 2016

[25] http://www.ehow.com/info_8002510_advantages-textbooks.html accessed of June 09, 2016

Are also commonly included in courses package, and are intended to give students extra practice in items already introduced in class.[26]

1) Workbooks often provide additional writing practice

2) Workbooks are produced fairly cheap

d. Cassettes

1) Are used for listening and pronunciation work

2) The quality of material recorded on them can vary a lot

3. Reading Comprehension

Based on Jeremy Harmer in book entitled 'How to Teach English', He states that in teaching reading there are some principles that we have to pay attention. Those are:

1) Reading is not a passive skill but it is an active skill. This is because, in reading activities, students need to be more active in the process of understanding the text. Students must understand each important part in the text. Students should be familiar with the words, pictures, bold print or italics words in the texts. It helps students to understand the whole purpose of the text and get what they want.

2) Students need to be engaged with what they are reading. In this case, students should be involved with what they read. So, they can explore contents of text. Then the teachers demand to use an interesting strategy in teaching reading, in order they are motivated to read and try to understand the text.

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[26] Cunningsworth, Alan (1995:25)

3) Students should try to respond content of the text. It means students do not only know the structure of the language but students should understand the important part in every paragraph.

4) Prediction is a major factor in reading. Because, prior knowledge of students is important to explore the contents of the text that they read. Students estimated the content of text with regard to relevant guidance by paying attention to the title, subtitle and synopsis of the story. In this case, role of teachers is to help students by providing appropriate instructions, so they can predict content of the text easily.

5) Matching the task with suitable topic. Selection of interesting text and more imaginative tasks can help students to improve student's motivation in comprehending the text. The task that given to the students must be related to the text they are reading.

6) Teachers exploit reading texts to the full. In each text, there is usually a sentence that implied or unimplied, the word, an idea that in pointed out by the author in writing. For this matter, teacher should pose an interesting activity for students to understand the important part of the text[27]

Different from Jeremy Harmer, Davies and Pearse recommended these three steps to make reading more realistic and interesting:

First step is Pre-reading. In this first step or before reading activity, is to prepare students for what they are going to read. Teacher here can give

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[27]Jeremy Harmer, *How to Teach English*. (Malaysia: Addison Wesley Longman Limited, 1998), 70-71.

brainstorming to let students think about content of the texts. It means that teacher here can invite students to imagine the story that presented by the writer through some questions that given by teacher. Therefore students can explore their mind before reading the text. It is a warm-up in reading section.

Second step is While-reading. This step is the core activities that the teacher here presents a text learned by students and it helps students to comprehend the text. Teachers also guide students to understand about the content of text. Then teacher can apply appropriate strategy to make students comprehend the text easier.

The last step is Post-reading. Post reading step can help students to connect what they have read with their own idea and experience. So, from those steps, teachers can give test for students to check students' understanding of the text by asking students, comprehending by using relevant question. And in teaching reading, the teachers can give best strategy for students to enable students in analyzing what they read then collect and combine the important points from the texts so the students can find meaning of the text correctly.[28]

In other hand, reading is not easy, students must be careful to get the main idea even the detail information's. According to Dr. Richard Paul and Dr. Linda Elder from *The Foundation for Critical Thinking*, they inspire people to connect each sentence with the purpose of the written piece in

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[28]Davies and Eric Pearese, *Success in English Teaching*. (New York: Oxford University Press, 2000), 92-93.

understanding a text. They believe that by taking a sentence out of context can pose problems because sentences read in isolation from the sentences that precede or follow them often overstate a point. The sentences that precede or follow usually clarify the author's true meaning, or bring it in line with supporting facts.

From descriptions above, the reader can continue to read a paragraph. The reader must be careful in reading a paragraph, because finding key paragraphs consists of finding the ideas or questions that are the driving force within the text. They also add that structural reading is an important means by which we locate key paragraphs. All paragraphs within a written piece should connect to every other paragraph so that reader can see logical connections between ideas. They have a great suggest how all ideas should form a system of meanings, when the readers move from paragraph to paragraph, reader can ask by themselves: What is the most important idea in this paragraph? How do the ideas in this paragraph relate to the ideas in previous paragraphs? How are the important ideas in the text connected?, then reader can look for paragraphs that focus on significant ideas or questions by connecting those ideas, to situations and experiences that are meaningful in life.[29] Explanations above can be concluded that teacher has to prepare appropriate strategy to teach reading, because student reading comprehension is a teacher's main goal in teaching reading.

a. Student Reading Comprehension

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[29]Richard Paul - Linda Elder, *How to Read a Paragraph; The Art of Close Reading* (The Foundation for Critical Thinking), 12-13.

In making improvement of student reading comprehension, it is important to consider side factors in reading comprehension. Brain, condition, mood, are some. Lumber is the primary support for building a house, words are the primary structure for learning. There are really only two efficient ways to get words into a person's brain: either through the eye or through the ear. It needs to give attention to : (1) condition the child's brain, (2) create background knowledge, (3) build vocabulary, (4) provide a reading role model. There are two basic reading facts of life according to Jim; Firstly, Human beings are pleasure centered and Secondly, Reading is an accrued skill.[30]It supports by Jim that:

> "*The more you read, the better you get at it, the better you get at it, the more you like it; and the more you like it, the more you do it. The more you read, the more you know; and the more you know, the smarter you grow.*"[31]

Unfortunately, outboard of descriptions above, students study to read fast when they are ready.[32] Because, there are some students's (about 6-51 years old) reason to be anti-reading: Firstly, reading makes them headache and blood shot. Secondly, they believe that they feel embarrassed because teacher likes to force them to read aloud and other students laugh and wretchedly teacher joins in laughing. Thirdly, the material that students read

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[30]Trelease Jim, *The Read-Aloud Handbook*. (America: Penguin Books, 2006), 4.

[31] Ibid., 3.

[32]LouAnne Johnson, *Teaching Outside The Box: How To Grab Your Students By Their Brain*. (PT.Indeks,2009), 265.

is not interesting for them. Fourthly, students finish the text to read in the class, it is long, difficult, and boring. Fifthly, reading is a burden that tested students on the subject of what they read. It is not an effort to get information's or entertainment. Beside, students are often misguided in reading because of the unequal basic reading. After that, catching up in reading is wasted away even though they try again. Also, lastly, students are asked their opinion about the book they read and they pretend enjoying it.[33]

4. Reading Skill

a. Reading Skill

We should know what reading is. However, it is difficult to explain it briefly and correctly. Here we have some examples of definitions of reading. Urquhart & Weir define reading as Reading is the process of receiving Information and predict the information encoded in the form of language through print.[34]

In addition, Anderson also stated reading is an active process that involves the reader and reading materials in constructing meaning. Eating is not within the printed page, is also not only in the reader.[35]

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[33]Ibid., 271.

[34] Urquhart, Sand Weir, C. (1998). *Reading in a Second Language: Process, Product and Practice.* London: Longman

[35] Anderson, J. Charles. (2000). *Assessing Reading.* Cambridge:Cambridge University Press

Reading is one of the most important activities in life as a student. Without reading will not be able to obtain fundamental knowledge for growth intellectual. Through reading can become an expert in a expert in a particular field. Reading can be divided into two sub-headlines of reading for pleasure and reading for a specific purpose:

1) Reading for Pleasure

Reading for pleasure means that you choose who you wants to read. For e.g. you choose to read magazine or book from your favorite author in your spare time. However this does not mean you have not learned of the type of reading. Reading in all forms tell you about society and culture and the world in general, whether it is through fiction (creative write) or non-fiction (facts)

2) Reading for a specific purpose

The type of reading is more goal-orientated. Another word read to achieve specific result, for example, to pass an exam or for research essays. This reading usually happens in the life of every student, from attending the first class, often by reading upon reading. Often feel you cannot cope with all the information contained in the readings being able to understand. Do not have the reading skills can effectively determine whether or not it will be successful in completing the study. Therefore, it is important to get readings effective to secure success.[36]

Reading skills is Reading skills to enable readers to turn writing into the meaning and the achievement of the purposes of understanding and fluency.

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[36] Michael Erfort, "*Basic Reading*", Cape Peninsula University of Technology. Vol: .No:1

Reading skills will enable you to:

a) Make meaning of written language

b) Interacting and engaging language

c) Understand and analyze language

Types of reading skills:

a. Scanning

   Scanning is used to determine search for specific information in reading.

    Specific information includes:

   (1) Dates

   (2) Places

   (3) Names

   (4) Page numbers

   This technique is applied to assess the value and relevance of reading

b. Skimming

   Skimming is technique in which to hide an article to see if it does not contain information of interest to you. This technique makes it possible for you to quickly evaluate and understand the mandate of reading by looking at the main aspects.

   The main aspects:

   (1)   The title/ name of the book

   (2)   The sub-title/ name of chapters

   (3)   The introduction

   (4)   Fist line of each paragraph

(5)　Pictures

(6)　Conclusion

By looking at the main aspects you can get a general understanding of what reading about.

c.　Comprehension

Means that you as a reader have to predict what the author is about to say. Provide extensive reading ability. There by understanding the enhanced text and you get used to reading

d.　Critical reading

Writers often have a specific purpose in the texts, affect the way think. Critical readers questioned the opinion of author, to agree or disagree with the opinion. This is an important step in engaging with the text.

Examples of questions you can ask when making critical reading:

(1)　Is the text based on fact or opinion

(2)　Do I agree with the authors viewpoint

(3)　Is the text subjective (opinion) or objective (facts)

(4)　Is the text written in a specific time frame

(5)　Vocabulary or word attack skills[37]

e.　Reading Model

A model of reading is the theory of what is happening in the eyes of the reader and are known as read and understand (or miscomprehending) a text.

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[37] Ibid

A top-down or a bottom-up models reading is emphasized in the pre-, while-, and Post- Reading activities at the intermediate level of English language lessons.

Picture 2.1 Reading Models

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                    ┌─────────────────────────────┐
                    │       Reading Models        │
                    └─────────────────────────────┘
          ┌──────────────────┐        ┌──────────────────┐
          │    Bottom-up     │        │     Top-down     │
          └──────────────────┘        └──────────────────┘
          ┌─────────────────────────────────────────────┐
          │                 APPLICATION                 │
          └─────────────────────────────────────────────┘
       ┌────────┐       ┌──────────┐          ┌──────────┐
       │  PRE-  │       │  WHILE-  │          │  POST-   │
       └────────┘       └──────────┘          └──────────┘
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This is two main models of reading bottom-up and top-down:

1) Bottom-up

A bottom-up model, which focuses on linguistic clues, builds literal comprehension of a text and a top-down model, which emphasizes the importance of background knowledge, builds global comprehension.

2) Top-down

Reading models can hardly be used at the elementary level language teaching.[38]

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[38] A Comparison of Reading Models, Their Application to the Classroom and Their Impact on Comprehension. Take from http://www.kalbos.lt/zurnalai/02_numeris/15.pdf on 27 may 2016

5. Good Performance

Teaching is hard work and some teachers are not getting better, at least they are in need and very little. The great teacher, but worked tirelessly to create challenges for their students. Great teaching seems to have lacked to do with knowledge and or skills rather than to our attitude toward students. Characteristic of a good teacher for students:

a. A great teacher responds students.

In the classroom teachers have the ideas and opinions of each person is appreciated. Students feel safe to express their feelings and learn to respect and listen to other. Teachers create a friendly learning environment for students.

b. Great teachers create a sense of community and belonging in the classroom.

Classroom teachers create to provide support collaborative environment. In this small community, there is a purpose to follow and work to be done and every student to realize that he is an important part of the group. A great teacher lets students know that they can rely not on him but on the whole class.

c. A great teacher is warm, accessible, enthusiastic and caring.

The teacher can control himself. Great teachers have good listening skills and taking time out of their schedule is too busy for anyone who needs them.

d. A great teacher sets high expectations for all students.

Teachers realize that expectations for students greatly affect their performance. That students are generally given to teachers as much or as little is expected of them

e. A great teacher is a skilled leader.

Different from administrative leaders, effective teachers focus on shared decision-making and teamwork, as well as on community building. This great teacher conveys this sense of leadership to students by providing opportunities for each of them to assume leadership roles.

f. A great teacher can "shift gears" assessing teacher teaching all subjects and find new ways to present the material to ensure that all students understand key concepts.

g. A great teacher collaborates with colleagues on an ongoing basis.

Teachers see collaboration as a way to learn from fellow professionals. a great teacher uses criticism and suggestions as an opportunity to grow as an educator.[39]

The Use of Authentic Reading Materials to Improve First Years Students' Vocabulary at SMPN 2 Surabaya by Syinfatul Was"iyyah, this criteria good performance:

Material	Yes	No

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[39] Maria Orlando EdD," *Faculty Focus Higher Ed Teaching Strategies", (Magna Publication, 2013).*

A. Materials

1. The material are in accordance the level of the students

2. The materials are in accordance with the curriculum

3. The students are interested in the homegrown materials/ the text

4. The materials are concern with the students' daily live

5. The text increases the students motivation in learning reading

6. The text helps students understand more vocabulary

7. The students find difficult words from the text

8. The text provides students with clues on the meaning of the difficult words

9. The text motivates the students to solve their difficulties

2. Technique

1. The teacher's technique makes the students participate actively in the classroom

2. The teacher's technique makes the students easily get bored

3. The teacher's technique makes the teacher dominate the class

3. Classroom activity

- Teacher's activities

1. Teacher greets the students

2. Teacher motivate students through short games

3. Teacher forms students in groups

4. Teacher gives the topics that will be use in learning vocabulary at the meeting of the lesson

5. Teacher explain the materials and the method that is going to be used

6. Teacher asks students to read the text silently

7. Teacher asks students to read the text loudly

8. Teacher gives clues and gestures to explain the new words

9. Teacher asks students to find out the meaning of new words by them selves

10. Teacher asks students to identify the words in the text

11. Teacher asks students to make sentences

12. Teacher gives feedback to the students

- Student's activities

1. Students greet the teacher

2. Students do a short game in the beginning of lesson

3. Students pay attention to the teacher's explanation

4. Students read the text silently

5. Students read the text loudly

6. Students learn how to master new vocabulary

7. Students identify the part of speech of the words in the text 8. Students make sentences using the words in the text 9. Students get bored in the class.[40]		

B. Review of Previouse Studies

The previous study which has been read by research is about "the effectiveness of using authentic materials in teaching reading comprehension". Authentic material here is limited on the material that suitable with the themes, the first research Suciana

Dwi Nurlita grade student of SMA 1 Durenan in the second semester. This research only focuses on one type of students the material also is based on the current curriculum being used. Some of the authentic materials that used are letter, advertisement, news item, narrative story and procedure or guideline of doing something.

Besides that, the other previous study is Using Authentic Materials in the Foreign Language Classroom: Teacher's Perspective. Participants, procedure and instrument. By Anas Al-Musallam. P.

The other previous study is Oliver Anowor, Leoned Anigbo, Uzoamata Geargr-Okafor. " Deleboping Homegrown E-Learning Packages for Distant

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[40] Syanfatul Was'iyyah, "*The Use of Authentic Material to Improve First Years Students Vocabulary at SMPN 2 Surabaya*", (IAIN Sunan Ampel Surabaya, 2010). P: 23

Learning: a Nigerian Experience". In Bastiaens t & Marks G (Eds), Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government Healthcare, and Higher Education 2012. 23-28.[41]

The other previous study is Teaching Your Kinds in the Places they live, this the single best book on teaching preschoolers.[42]

The other previous study is Homegrown for Reading: Parental Contributions to Young Children's Emergent Literary are Word Recognition. This article given the importance of word recognition in reading development, home contributions to word recognition as well as to four areas of emergent literacy that contribute to word recognition are highlighted. These include phonological awareness, letter knowledge, print concepts, and vocabulary. By Evans, Mary Ann, Shaw, Deborah.[43]

P. David in their journal by The CIERA School Change Project: Supporting Schools as They Implement Home-Grown Reading Reform. This study only focus on two type of student, the material also is based on the student level and classroom level.[44]

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[41] Oliver Anowor, Leonard Anigbo, Uoamata Gearge-Ukafor."Developing Homegrown E-Learning Packages for Distant Learners: a Nigerian Experience" in Bastian & Marks G (Eds), *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2012* (pp. 23-28).

[42] Kathy. H. Lee, Lisle Richards, (Eds). *Teaching Your Kind in the Place* (Gryphon House: Sage Published, 2013)10.

[43] Evans, Mary Ann, Shaw, Deborah, "Homegrown for Reading: Parental Contribution to Young Children's Emergent Literary Are Word Recognition". *Canada Psychology*. Vol. 49 No. 2, summer may 2008. 89-95.

[44] P. David, "The CIERA School Change Project: Supporting school as they Implement Homegrown Reading Reform". *University of California Berkley*. Vol.2 No. 016, summer 2002.

Olson, Lynn, Homegrown Tests Measure Core Critical Reading Skill. This article features FART-R or formative Assessment of student think in reading, a new assessment tool that measure critical reading foundation.[45]

Alistair Black in their journal by Organization Learning and Homegrown Writing: The Library Staff Magazine in Britain in the First Half of the Twentieth Century. This study based on an analysis of staff in Croydon, Sheffield, and Leeds.[46]

Paul Batty in their journal by Assessing Homegrown Library Collections: Using Google Analytics to Track Use of Screen casts and Flash, Based learning objects. This study based on increasing Use of Screen casts and Flash authoring software within libraries is resulting in "homegrown" library collections of digital learning objects and multimedia presentation.[47]

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[45] Olson, Lynn, "Homegrown Tests Measure Core Critical Reading Skill". *Education.* Vol. 26 No. 35, summer 2007. 32-33

[46] Alistair Black, "Organization Learning and Homegrown Writing: The Library Staff Magazine in Britain in the First Half of the Twentieth", *Libraries & the cultural record*, Vol. 47 No.4, summer 2012. 487-513

[47] Paul Batty, "Assessing Homegrown Library Collections: Using Google Analytics to Track Use of Screen casts and Flash, Based learning objects", Vol. 21 No. 1, summer 2009. 75-92