CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses about review of theories related to this research:

2.1 AUTHENCITY

2.1.1 Definition of Authenticity

According to (Rost,2005; Kilickaya,2004 and Alqotani,2015) said that authenticity is one of the terms which researchers talk about questionably,'authenticity' is a vital element for both materials designers and language teachers, who are willing to employ authenticity in language teaching in EFL classrooms. 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 in (Profile, 2014) Communicative approach: in this approach, the focus is on communication from both sides - the learning process and the teaching methods. Materials-focused approach: the learning in this approach is text-centered and Humanistic approach: this approach emphasizes the unity of learners' feelings and the learning process.

There were a number of studies engaged with studying authenticity and the use of authentic materials in EFL classes. Authenticity is very significant, because it prepares the learners for the real world situations in terms of using the target language (Dunlop, 1981), states that because being able to read authentic materials is important for learners, teachers have to use more of this type of materials in the real world (Abdelhafez and Abdallah, 2015)."

In a language used, authenticity is concerned with the learning activity a reading text (as well as any other language material used in L2 teaching and learning) (Guariento and Morley,2001:349).The authentic material such as advertisement from newspaper provides the real world using in real life, so it makes the students easier to remember the word and would enrich their vocabularies (Wallace, 1998) in (Wilarsih, 2018). Authentic texts can be

motivating because it is proof that the language is used for real-life purposes by real people (Nuttall, 1996),(Apsari, 2014),(Otte, 2006:56) believes that learners need to "practice using authentic language themselves in order to be better prepared to deal with authentic language in the real world (Abdelhafez & Abdallah, 2015)."

Authentic materials often contain difficult language and unneeded vocabulary item, which can be unnecessary distraction for learners and teacher. In order to solve the problem the authentic material should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic material texts, one solution needed is simplify, according to the level of the learners (Apsari, 2014).

Suggested a new pedagogical term, called "authentic learning" (Herrington and Oliver, 2000). This term is directly related to the students' real life and prepares them to face and deal with real world situations (Herod,2002). authentic materials and activities' are designed to imitate the real world situation (Nunan,1988; Jacobson, 2003:1).

2.1.2 The Use of Authentic Materials

Wide range of authentic materials has become available to use in the classroom. The sources of authentic materials are infinite such as newspapers, magazines, TV, video, radio, literature and internet and etc. One of the most useful sources is the internet where there are wide ranges of sources provided and they are continuously updated and also easy (access, Miller,2003). When choosing the authentic materials from the various sources, there were some criteria related with the material (Nuttall, 2000; cited in Berardo,2006) gives three main criteria in choosing authentic materials to be used in classroom.

a. Suitability of content, the texts should be interested, motivated and also relevant to the students need.

b. 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.

c. Readability. It refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

Together with those criteria (Berardo,2006) also adds two more criteria in his study. The first is variety, which are the various types of texts. It used in the classroom to avoid the students' boredom and also presentation. It is how the texts are presented in the classroom, whether the texts look attractive and interesting or not. The presentation of the texts plays a role to grab the students' attention. He also proposes some questions which are used to check before choosing authentic materials.

2.1.3 Advantages and Disadvantages of Authentic Materials

According to (Mishan,2005) richness of content generates a positive environment, especially for motivation and engagement in language learning. In a second foreign language setting, authentic texts have the following advantages: provide the best sources of rich and varied comprehensible input for language learners (Mishan, 2005; Richards, 2001) elaborate change to a text enrich lucidity better than does simplification (Mishan,2005) impact on affective factors for learning such as motivation, empathy, and emotional involvement (Mishan,2005); generate students' motivation and interest(Richards, 2001) enable learners to communicate and interact socially in the target language environment, thus having an integrative learning value (Cook, 1981) learning style pose no problem to the efficacy of the use of authentic texts and tasks for learning (Mishan,2005); suited to a naturalistic, consciousness-raising approach to learning target language grammar (Mishan,2005) materials are constantly updated and topical, easy availability of various types of texts (Case, 2012) provide authentic cultural information.

Authentic materials have got its own shortcomings or disadvantages which may include: clearly lack in grammatical accuracy, acquisition order or durability of learning, do not fit into the systematized language syllabus (Mishan,2005; Richards, 2001) too culturally biased, unnecessarily difficult

to understand outside the language community; too many structures are mixed so lower levels have a hard time decoding the texts; listening is tough with too many different accents; materials can become easily obsolete (Martinez, 2002) design of the materials is a complex task (Nixon, 1996) difficult to find interesting and accessible materials for beginners level, copyright issues can be a concern (Polio, 2014) carelessly chosen materials can be extremely demotivating for learners since they will find it difficult; deciding the authenticity of materials are not easy (Harmer, 2007).

To overcome the inadequacy of authentic materials and make them more effective and conducive for the language class (Cook,1981) suggests measures, such as, texts or the exercises that should be motivating; materials need not be too ephemeral, rather as up to-date as possible and have a timeless quality of them, materials have to be organized in some way, noticeably linked through themes, it is also advised that the actual content is acceptable educationally or linguistically. In this connection, (Pinner,2015) contends that as authentic materials are more difficult due to the originality of the language, it has to be modified for the learners. Since authentic texts are not originally intended for second/foreign language learners, there is the issue of difficulty and ambiguity of usually too higher level of comprehension. Therefore, it is the duty of the language teacher to either adapt them or prepare the learners for them.

2.2 Problem - Based Learning

2.2.1 Definition of Problem Based- learning

PBL is a student-centered, inquiry-based instructional model in which learners engage with an authentic, ill-structured problem that requires further research (Jonassen & Hung, 2008). Students identify gaps in their knowledge, conduct research, and apply their learning to develop solutions and present their findings (Barrows, 1996). Through collaboration and inquiry, students can cultivate problem solving (Norman & Schmidt, 1992),

metacognitive skills (Gijbels et al., 2005), engagement in learning (Dochy et al., 2003), and intrinsic motivation.

The teacher acts to facilitate the learning process rather than to provide knowledge. Students work in collaborative groups to identify (PBL) is a teaching method in which complex real-world problems, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch et al, 2001) and(Dee Fink, 2009).

2.3 Reading Comprehension

2.3.1 Definition Of Reading comprehension

Reading comprehension is one of the important skills need to be mastered because our life is inseparable from the existence of text. This skill is particular crucial in the area of education. The lack in reading comprehension skill may result in student struggling in many subject. The complex cognitive process is quite challenging especially for EFL learners. They would not be able to make sense of the text if they fail to make connection or process the words, sentences, and ideas they read at the thinking level (Tankersley, 2003, Ziyaeemehr, 2012). McNamara asserts that reading comprehension is the ability to go beyond the words, to grasp the ideas and the relationships between ideas conveyed in a text . It is a process of constructing meaning while the reader interact with the text, resulting in the elaboration of a mental representation The meaning constructed depends on the reader's prior knowledge about the language and also about the topic being discussed (Zagoto, 2018).

Reading comprehension has several levels based on the difficulties (davis, 1944; Day & park, 2005; Mikulecky & jeffries, Silviyanti, 2015; Rahmat, 2017) and the role of metacognitive and strategic aspects of reading comprehension (Meneghetti et al., 2006). The table below shows the components of reading comprehension according to several researches.

Mikulecky & Jeffries, 1996	Burns et. al, 1984	Meneghetti et al., 2006	Day and Park, 2005
Determining the main Idea	Main Idea Question	Characters, Times And Events	Literal Comprehension
Guessing Word Meaning	Vocabulary Questions	Inferences	Inference
Finding Detailed Information	Detail Questions	Events And Sequence	Reorganization
Making Inferences	Inferences Question	Syntactic Srtucture	Evaluation
	Sequences Question	Connections between Part Of The Text	Personal Response
	Evaluation Questions		Prediction
	Creative Response Question		

2.3.2 Types of Teaching Reading

2.3.2.1 Teaching Reading the Silent Way Method

The **Silent Way** was teaching method in 1963, Gattegno that the based the method on his general theories of education rather than on existing language pedagogy. It is usually regarded as an

"alternative" language-teaching method; in (Guariento & Morley, 2001) learner autonomy and active student participation. Silence is used as a tool to achieve this goal; the teacher uses a mixture of silence and gestures to focus students' attention, to elicit responses from them, and to encourage them to correct their own errors.

These principles situate the Silent Way in the tradition of discovery learning, that sees learning as a creative problem-solving activity, these principles are:

a. Teachers should concentrate on how students learn, not on how to teach

b. Imitation and drill are not the primary means by which students learn

c. Learning consists of trial and error, deliberate experimentation, suspending judgment, and revising conclusions

d. In learning, learners draw on everything that they already know, especially their native language

e. The teacher must not interfere with the learning process

The general goal of the Silent Way is to help beginning-level students gain basic fluency in the target language, with the ultimate aim being near-native language proficiency and good pronunciation in (Derakhshan et al., 2016) An important part of this ability is being able to use the language for self-expression; students should be able to express their thoughts, feelings, and needs in the target language. In order to help them achieve this, teachers emphasize self-reliance. Students are encouraged to actively explore the language, and to develop their own 'inner criteria' as to what is linguistically acceptable.

Silent Way was conceived as a special case of Gattegno's broader educational principles, which he had developed to solve general problems in learning, and which he had previously applied to the teaching spelling in the mother tongue. Teachers will often give students time to correct their own mistakes before giving them the answer to a question. Teachers also avoid praise or criticism, as it can discourage students from developing self-reliance.

2.3.2.2 Teaching reading on focusing in Meaning

Background Knowledge is very important to support the students understanding in English especially reading. It will help them to comprehend their reading skill. Their prior knowledge help them to achieve the contextual information from the text. As (Hudson,1982) in (Deshpande, 2016) states in the top-down teaching strategy the problem of linguistic deficiency can be tackled with a high degree of background knowledge and consequently, it tends to provoke effective reading comprehension. Readers focus on the contextual information from the text through predicting, inferring, and focusing on meanings (William 1991). As defined by (Harmer,1998).

There is one of six principles of in teaching reading That the teacher needs to understand that reading is not a passive skill. Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance in (Ismail et al., 2017) It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not and the reason of their answer.

2.3.2.3 Teaching reading on Direct Method

The direct method of teaching, it was established in England around 1900 and contrasts with the grammar–translation method and other traditional approaches C.J.Dodson's, (1970). Direct method in teaching a language is directly establishing an immediate and audio visual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue in (D'Arcy Nell, 2017)

The key *Aspects* of this method are: Introduction of new word, number, alphabet character, sentence or concept (referred to as an *Element*) :

1. **SHOW** : Point to Visual Aid or Gestures (for verbs), to ensure student clearly understands what is being taught.

2. **SAY** : Teacher verbally introduces *Element*, with care and enunciation.

3. **TRY** : Student makes various attempts to pronounce new *Element*.

4. **MOULD**: Teacher corrects student if necessary, pointing to mouth to show proper shaping of lips, tongue and relationship to teeth**.**

5. **REPEAT**: Student repeats each *Element* 5-20 times.

Larsen-Freeman (1986) mentioned that reading in the target language should be taught from the beginning of the language instruction; however, the reading skill will be developed through practice with speaking. Furthermore, it was stated that a fundamental purpose for learning a foreign language is to be able to read its literature in (Iqram, 2015).

2.3.2.4 Teaching Reading using Authentic Problem-Based Learning

The course teaches students how to formulate research questions and scientific problems. Authentic problem - based learning is Realness of expierience solving problems (Tatsuki, 2006) and (Dee Fink, 2009). The sources of authentic materials are infinite such as newspapers, magazines, TV, video, radio, literature and internet and etc (Access, Miller,2003).

Authentic problem-based learning (APBL) strategy is challenging problems and collaboratively work toward their resolution. APBL is about students connecting disciplinary knowledge to real-world problems-the motivation to solve a problem becomes the motivation to learn. APBL is one of the communicative strategy which appropriate combined with video-discussed simultaneously in the teaching-learning process.

APBL strategy which using video- discussed that interactive, inspiring, fun, challenging, and motivating learners to actively participate. APBL (using video- discussed) are the media of learning that can help students to easily understand the material reading with more fun and foster students ' motivation to reading comprehension. APBL in teaching reading comprehension was designed to make the students motivated and not bored in following the class. To allow students work in groups in doing the tasks also the supported point which makes the students active in the class. After getting the information from the video, the students get an idea to discuss with their group, lets each student has an opportunity to give and share information, knowledge, experience and solve the problem with the group's members about the text which tell about the real thing, real life, real situation and real language (Recount text).

To apply the combination of APBL (using video-discussed), we should think some of readiness. Firstly, make sure that the APBL strategy in accordance with the students' needs and the competencies

to be achieved. The APBL strategy that interactive, inspiring, fun, challenging, and motivating learners to actively participate reading. Secondly, determine the type of APBL(using video-dicussed). The teacher should determine the type of video- discussed (theme or material) which appropriate with the competency to be achieved by the students. Thirdly, the way to combine APBL (using video-discussed) that have been watched, and then discussed in a group, so this process will make the students active and enhance in reading comprehension text.

2.4 Recount Text

According to (Derewianka,1992:17), text is any meaningful stretch of language oral or written form in (SCHEIN, 1992)Not all extent is the same. One factor, which accounts for differences in the text, is the purpose for which the text is being used. (Curriculum of Junior High School) recount text referring to passage intended to retell the reader about past event, past experience, etc.

Literally, recount text tells about something especially that you have experience. When someone wants to retell someone about our past experiences or events, someone should make sure that the readers could understand what someone tells. Recount text is kind of text as a strategy to retell the readers about past events or experiences. Literately, recount is a text which retells events or experiences in the past. Recount text can tell about events, experiences, biography, letter, diary and anything that happen in the past. In recount text, the story being told is explained as clearly as possible to make the readers or listeners able to understand the story and they can imagine it on their own mind. And it is hoped, the readers or listeners can make their own story based on their experiences that is happened in the past. Then, they can tell their own story as clearly as they heard before. In order to completely comprehend the story, the reader should apply clue words, among clues are: Who is used to describe the character in the story, what is used to describe what the story tell

about, when is used describe the time of the event happen, connectives is use to combine each sentence in the story (Depdiknas, 2006).

The schematic structure of Recount text including of orientation, record of events, and reorientation (Anderson, 2003:50) in (Azhar, 2013). Besides that the students should apply the linguistic features of Recount in their text including specific participants, circumstance of time and place, first person, additive conjunction, material process, and past tense (Gerot and Wignell, 1995:194), (Nafisah and Kurniawan, 2007:71). Recount texts were investigated by analyzing the schematic structures and the linguistic features of the Recount texts. It can discover the linguistic features of a certain text since the participant, process, and circumstance time and place can be investigated by using the transitivity (Eggins, 2004:211). In this case, the schematic structure of Recount as suggested by (Nafisah and Kurniawan,2007:17). It includes orientation, record of events, and reorientation. It is said that recount text also has social function. The function is intended to inform or to retell the students about events or experiences which is happened in the past. To achieve that purpose, the recount text has a set of generic structures:

1. Orientation: Introducing the participants involves in the story, such as character in the event, place about the location and time is about when the event happen.

2. Event: Describing series of event that happened in the past.

3. Reorientation: Stating personal command of the writer to the story and its involve the conclusion of the story.

Besides generic structures, recount text also uses particular language features called Lexico grammatical features. Here are the language features of recount text and their example:

- Introducing personal participant, it is introduced by the use of pronoun I and my.

- Using chronological connection which is used to connect each sentence: then, first.
- Using linking verb which is used to show the past verb: were, saw, heard.
- Using action verb: look, go, change.
- Using simple past tense.