Chapter Two

Literature Review

This study aims to investigate students' perception towards the use of English novel as teaching material in EED of UMY. To get the support of this issue, this review of literature will discuss some important studies related to this study. This chapter presents two sub-chapters; first, it is about the nature of teaching materials in language learning, types of teaching material. After that, it talks about novel as teaching material in language learning, the significances using novel as learning media. Finally, this part consists of literature review of related studies about the use of English novel as teaching material.

The Nature of Teaching Materials

Teaching materials are one of tools that can help teacher in teaching and learning process. Teaching materials are always needed by the teacher to encourage teaching and learning process. Deciding which appropriate materials are very crucial thing for the teacher and for the students. It is because, when teacher decide what the material is, it is also considered by students' needs. Krashen (1985) argued that in developing teaching materials, teachers have to consider students' understanding of the input to gain positive access to it and it needs to be meaningful to the students.

In addition, there are some principles for teaching material development which derived from second language acquisition. These following principles should drive English language teaching materials development stated by Tomlinson (1998). The materials should first, exposes the learners to language in

authentic use, and second it can help learners to pay attention to the features of authentic input. Then, it provides the learners with opportunities to use the target language to achieve communicative purposes. It also provides opportunities for outcome feedback. In addition the materials have to achieve impact in the sense to the students and can sustain the learners' curiosity and attention. The last, it stimulates intellectual; aesthetic and emotional involvement.

The roles of materials. There are a lot of roles in teaching and learning process, especially in language learning context. It also happens to the materials, teaching materials also have important roles stated by Cunningsworth(1995) in language learning process, particularly course books as a resource for presentation materials (spoken and written), a source of activities for learner practice and communicative interaction, a reference source for learning grammar, vocabulary, pronunciation and so on, a source of stimulation and ideas for classroom activities, a syllabus (where they reflect learning objective that have already been determined) and it also as a support for less experienced teachers who have to gain confidence.

In addition, there are some functions of materials stated by Dudley-Evans and St. John (1998) "materials serve following functions, such as as a source of language, as learning support, for motivation and stimulation, and also as reference" (pp. 170-171).

Types of Teaching Materials. Based on Kilickaya (2004) teaching materials consist of two kinds, non-authentic materials and authentic materials. Those types are usually used by teacher or lecturer in classroom activity,

especially in language learning activities. Both teaching materials are needed by students and teacher, because it will support teaching and learning process. When teacher is deciding which material that will use in teaching and learning process, the teacher should know the purpose of the types of teaching materials.

Richards (2001) points out that materials can take different forms; printed and non-printed. There are two types of materials used in the classroom. These two types are considered as the major points that would be examined in this topic. To distinguish between these types, Widdowson (1978)used terms authentic and non-authentic. He stated that the difference between these types is shown in their outcomes and their effectiveness that can be measured by learners' observable and measurable performance and not the language used in the materials. In this context, materials have been divided into two sub-divisions, authentic materials and non authentic ones.

Authentic material. Authentic material defined by Kilickaya (2004) as an introduction to real context, language and its use in its own group. Besides, Harmer (2002) stated that authentic texts as materials which are designed for native speakers, they are real text and designed not for language education students' context, but for speaker of language, called native. From the explanation above, the researcher can conclude that authentic materials are designed not for educational context; authentic materials are designed both for native speakers and real context in the outside of the classroom activities.

Based on Hedge (2000)the idea of authenticity was developed in the 1970s from communicative introduction to language teaching. The idea was that "live

texts", contrasting to their pedagogical, it provides meaningful exposures to the language as it is used in real context. Hence, authentic materials are meaningful for students to get exposures both in the classroom and in the outside of the class.

Furthermore, Mishan (2005) provided detail information about a rationale using authentic materials. He believed that material-focused approach is a humanistic approach. In addition, Mishan (2005) also claimed that the center of pedagogical for using authentic materials in foreign language context are 3'C which are; culture, currency, and challenge. Culture means authentic text and represent the culture of target language, currency in authentic means topics and language in specific use, and challenge in authentic means basically more challenging and it can be used at all proficiency level. Hence, authentic materials include a lot of aspects that can be considered as teaching material both in English as second language context and English as foreign language context.

The terms of authentic material examples are abounded and familiar, such as printed and non-printed authentic materials. For example, newspaper, video, internet, TV programs, comics, literature (poems, novel, and short stories) and so on Martinez (2002). It proves that authentic materials such a literature than can be used as an appropriate teaching materials. According to the explanation above, the researcher concludes that authentic material can be used as the consideration of the teacher to choose the material, specifically in language learning context. It is because there are some aspects from authentic material that can support teacher in teaching and learning process, such as the language is relating to the real context, more challenging, and represents about the target language that students learn.

Non-authentic materials. The discussion about authentic material will always follow by the opposite of it, it is non-authentic material. There are some differences between authentic and non-authentic material as stated by Al-Musallam (2009) is first, non-authentic materials are specifically designed for learning purpose. And then, the language used in them is artificial. They contain well-form sentences all the time. Last, they are useful for teaching grammar in language learning process. The example of non-authentic material is text book that lecturer use in learning process. It is supported by Richards (2001) that non-authentic materials refer to textbooks and other learning resources are specifically designed for teaching materials.

The Advantages of Authentic Material.

There are a lot of issues that explain about how authentic materials which can be used as teaching material and learning media in language learning context. It is supported by Richards (2001) who stated the use of authentic materials in teaching of texts such as photographs, video selections, and other teaching resources that were not particularly prepared for pedagogical purposes can be some teaching materials in learning context.

The use of authentic materials in the language classroom has been claimed by scholars like Peacock (1997) that authentic materials are significant, because first, authentic materials contain of authentic language and reflect real-world language use. On the other words, authentic materials expose the students to the real language use in the many of contexts where it naturally occurs. Second authentic materials relate more closely to learners' needs and provide a link

between the classroom and students' needs in the real world. It explains that authentic can be students need in terms of materials in the classroom but still consider about real context. Thus, students will understand more about the materials. Third, the use of authentic materials also supports more creative approach to teaching. The authentic material will lead the teachers to develop their skill in designing learning activities including the task that match to their teaching style.

From those scholars points of view, the researcher understand that the use of authentic materials in English language learning classroom is very essential to support the learners to the target language as how it is used outside learning context. In line with this, almost all language teachers identify the value of using authentic materials for teaching and learning purposes stated by Wong, Kwok and Choi (1995). Wong et al. (1995) also indicate that most language teachers find authentic materials as a rich source for planning and applying teaching and learning activities to enrich students' experience in the learning and using English in the real world and helping them to create learning strategy for learning English and other subjects.

The Disadvantages of Authentic Materials

According to some scholars authentic materials in some cases are difficult. They explain some reasons and against the value of using authentic materials. For example, Miller (2014) says "instructors may find authentic materials too difficult and/or time consuming to select, edit and prepare" (p.3). Such issues, it often make it impractical for teachers to integrate authentic materials into the

curriculum successfully. In addition Martinez (2002)argues that authentic materials may be culturally biased and difficult to understand outside the language community or language learner. Richards (2001) also points out that alongside with advantages, authentic materials also have disadvantages such as often contain difficult language, unneeded vocabulary items and complex structures which causes a burden for teachers in lower-level classes. Similarly, Kilickaya (2004) believes that the use of authentic materials at lower levels causes students to feel frustrated and demotivated because students at these levels lack many lexical items and structures used in the target language, especially in foreign language context.

Guariento and Morley (2001) further argue that "at lower level, however, the use of authentic materials may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused, and more importantly, demotivated" (p.347). Furthermore, Kim (2000) in his part argues that authentic language may not interpret students to comprehensible input at the earliest stages of acquisition.

In conclusion, the idea of authenticity in language teaching has been debated over the past three decades. However, the use or the advantages that authentic materials bring to the FL classroom may be said greatly balance to the difficulties they might give rise to. Therefore, it is possible to overcome the difficulties through task design in language learning process. Regarding to Guariento and Morley (2001) indicated that such challenges can be overcome by designing tasks that do not require all comprehension tasks.

Novel

In this section, the researcher talks about the definition of novel and also the following paragraph the researcher provides the explanation about English novel.

Definition of Novel. Novel is a long printed story about fictions or non-fictions characters and events. According to Tarigan (2008) "the terms of language the word of novel comes from Latin word Novellus that the meaning is novels new." (p.164). In the language education context like English Education Department of UMY, novel is authentic material that usually used by lecturers as teaching material. It is supported by Hornby (1987)who defined the novel as a story about the beam degradation authentic values in a world that is also degraded. In connection with this, the novel, especially English novel will provide knowledge to the readers of the tradition, culture, customs, or some circumstances in other aspects of life in countries or areas used by the author of the story setting.

Gardenr(1984)state that a better novel is "seeks, without pandering, to satisfy and please. It is intellectually and emotionally significant" (p. 5). Yet another author Lazar (1990)observes that a novel addresses both the complex situations and adult difficulties. It engages the students emotionally, intellectually and linguistically. Suitability of novel for second-language learners should have language clarity, cultural differences and a good story telling method. Readability of a work written by a foreign writer largely be influenced by how free it is from lexical and grammatical errors Kellermann (1981).

English Novel. "As a literary work, an English novel can ensure mostly written by the English poet" stated by Nurgiyantoro(2007, p. 15). Thus the stories of life rose in the English novels are more or less influenced by the life in the situation in which the author derived or stayed in English speaking countries. The idea of the story, plot, and description in the novel can be supported by the circumstances of the community where the author lived.

In line with this, "the English novels will provide knowledge to the readers of the culture, customs, war events or events in other aspects of life in countries or areas used by the author of the story setting" Nurgiyantoro (2007, p. 21). There are two kinds of English novel spreading in the society, the authentic novel and the simplified novel. Both can be accepted by society because there are some differences in the purpose of reading. In some cases there are people who are quite satisfied to read the content of the story and understand it, while there are those whose purposes are to expand reading vocabulary mastery and their reading comprehension.

Novel as Teaching Material

Learning media is anything that can be used as a means or an instrument to help students learning. Means may consist of print and electronic media or other objects which can help a person in learning process. According to Collie and Slatter (1990, p. 3) "there are four main reasons which lead language teacher to use literature in the classroom". "These are valuable authentic material, cultural enrichment, language enrichment and personal involvement". In addition to these four main reasons, universality, non-triviality, personal relevance, variety,

interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

Novel can be a very prosperous source for developing linguistic structures as well as learning the target language. Choosing the appropriate novel can give the learner enough motivation to learn the target language. According to Collie and Slatter (1990) using novel for learning a foreign language has the following benefits, such as developing the learners' knowledge about different cultures, traditions, societies, and people. It can offer real life like settings. Then, it is giving the learners the chance to use their creativity. Also novel can improve critical thinking ability. Those scholars also mentioned it can stimulate the learners' imagination. Moreover, it can develop both oral and written language skills.

The consideration in selecting novel. In addition, based on Brumfit and Ronald (1986) when selecting a novel for teaching language particularly English as foreign language, the teacher should consider the novel has an interesting story that can motivates the entire class. Moreover, characters, themes, and settings of a novel should be considered in selecting a novel. Particular themes, ideas, motifs and concepts that are developed in language classes should also exist in the novel. Totally, using an appropriate novel raises motivation and interest in learners. Although some learners may think reading a novel is studious and boring, it can be an influential tool for developing reading comprehension skills and building vocabulary. In fact, reading novel broadens the learners' horizons, and makes

them aware of other cultures, and also develops their intercultural communication skills as said by Brumfit and Ronald (1986).

The benefits of using novel to language teaching. In this discussion, the researcher wants to discuss about the benefits of using novel to language teaching that students will get.

Based on Helton and Thomas (1998, pp. 1-5) "expounds the educational benefits of novels as follows": first novel can stimulate students/reader imagination. Second, it helps students to identify the emotions of the characters so that they can learn how other scope with situations and problems similar to their own experiences. Third, it also helps them mastering the skills that will enable them to acquire information, process knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions.

Then it still argued by Helton and Thomas (1998)that novel can develops oral and written language skills. It also serves a springboard for a multitude of holistic learning and critical thinking activities beginning with basic comprehension and writing. Novel also presents a unique way of teaching reading by getting students involved and excited about the reading process, and motivates students to become a lifelong reader.

In the English language teaching literature, novels are often implemented in programs involving extensive reading, pleasure reading, literature circle stated by Chiang (2007), literary responses Liaw(2001), or used to explore the reading and writing connection Wu (2005). In these non-literature programs, novels

usually take on the role of supplementary material. Garies, Allard and Saindon (2009) and Melon (1994), however, advocate using novels as textbooks. Although novels do not include component commonly present in traditional textbooks, such as vocabulary list, grammar charts, writing exercises, and pictures, they acquire both the authenticity and some interesting part that missing in a textbook. They are unedited, unabridged, natural in speech and writing, and written to communicate meaning. "The imagination, the fanciful possibilities, intriguing plots, and real-world language contribute to the engagement of the reader and appeal to a mass readership" (Garies, Allard, & Saindon, 2009, p. 145). The novels' lack of systematical presentation of curricular items may require extra effort for course planning, but it is such quality that gives the language classroom a different atmosphere. When using a novel in the class, the teacher assumes the role as a narrator and facilitator rather than a lecturer; the students are no longer passive language learners but active readers of authentic texts that provide them a real perspective of the real world. According to Alkire (2010), Gareis et al. (2009), Hişmanoğlu (2005), and Melon (1994), novels, with their unique characteristics as reading material, benefit the students in the following aspects:

Motivation. Novels, by addressing to complex situations, real life context, and other universal themes that the readers can relate to, make the readers willing to read on for meaning and pay less attention to form. The researcher as the reader experience got the joy and satisfaction from reading the novels, hence the researcher motivated to read further.

Language improvement: As extensive reading contributes to vocabulary acquisition, reading novels also provides authentic, large exposure to the target language and therefore can be a very effective way to build vocabulary mastery Pellicer-Sánchez and Schmitt(2010)and develop reading comprehension skills Wu (2005).

Cultural awareness: Literary texts such as novels serve as a gap to the target culture, showing English foreign language learners' context how native speakers think, communicate, and live. By reading a novel, the readers obtained implicit access to the culture and discover the ways the characters view the world. Hence the learning of not only the language, but also the historical, social, political and economical facts that is shape the cultural background of the novel. Other advantages are that novels contribute to students' personal growth, improve critical thinking skills Hişmanoğl (2005), encourage student-centered learning, and give students different reading experience from textbooks Garies et al., (2009). Content continuity, suggested by Melon (1994),is also one of good quality of a book-length novel to be used for lesson.

Reading Strategies

According to Cohen et.al (2011) strategies includes both general approach and specific techniques to learn a second language. There are some strategies that students or reader used to overcome the reading challenges that they faced. Based on (Cohen, Manion, & Morrison, 2011) "Reading strategy is a mental process that reader concsciously chooses in accomplishing reading task (p. 83). In line with

that definition, generally the students or readers are aware of the strategies that they used.

There are some strategies can be taken by students. Oxford (1990) divided strategy into two categories. Those are direct and indirect strategies. Direct strategy is the strategy that directly involves to the target language. On the other hand, indirect strategy is the strategy that does not directly involves the target language but this strategy still can support students in language learning process.

There are three types of direct strategy stated by (Oxford, 1990), those are memory strategy, cognitive strategy and compensation strategy. For indirect strategy, Oxford (1990) divided into three types, namely metacognitive, affective and social strategies. These following strategies are the types of learning strategies proposed by Oxford (1990):

Memory strategies. The purpose of memory strategies are to storage and retrieve new information. memory strategies help language learners adapt new knowledge in memory and enable the students to retrieve information from memory when they need to use it in language learning process. Strategies that include to memory strategies are creating mental linkages, applying image and sound, reviewing well and employing action.

Cognitive strategies. Cognitive strategies are the strategies that related to the language. Cognitive strategies divided into four strategies, they are; practicing, receiving and sending message, analyzing and reasoning and creating structure for input and output.

Compensation strategies. Based on Oxford (1990) compensation strategies help learners to overcome knowledge limitations in the four integrated skills. Compensation strategies are intended to make up report of grammar especially in vocabulary. The example of compensation strategy is guessing intelligently in listening and reading.

Metacognitive strategies. Metacognitive strategies are the first of the direct strategy. Metacognitive strategies provide a way for the learners to coordinate learning process as stated by Oxford (1990).
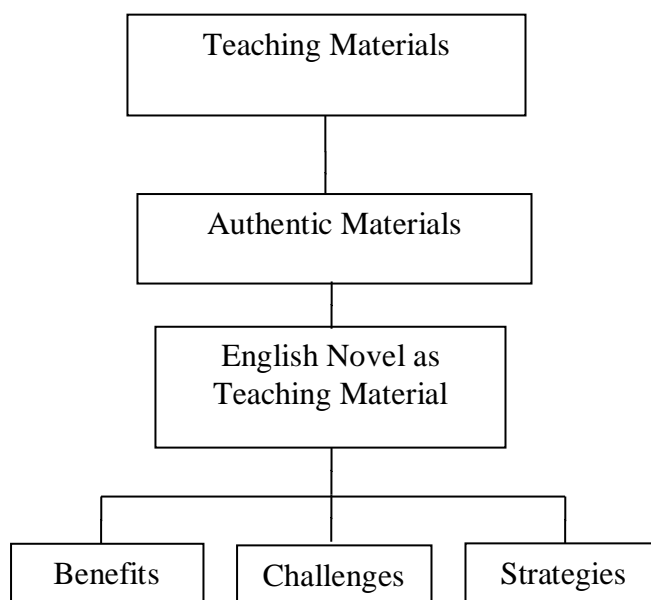
Affective strategies. The terms of affective refers to emotions, attitude, motivation and values of the learners. The effective way of the students can be one of the most influencing the success or the failure on the language learning. This strategy is divided into three, namely lowering your anxiety, encourage yourself, taking your emotional temperature.

Social strategies. This strategy is essential for the language skills. This strategy is divided into three types, namely asking question, cooperating, and empathizing.

Conceptual Framework

In this part, the researcher wants to explain about the conceptual framework of this study. Teaching materials are important tools in teaching and learning process, particularly in language learning process. There are two types in teaching materials.Those are authentic and non-authentic materials. In English Education Department of UMY the lecturers use many various teaching materials, include authentic and non-authentic materials, such as text book, video, and novel.

In this study, the researcher focuses on authentic materials that lecturer use in EED of UMY especially novel as teaching materials. Thus, the researcher of this research wants to reveal about the benefits that students got, the challenges that students faced, and the strategies applied by students toward the use of English novel as teaching material in EED of UMY. The figure shows about the concept that the researcher will discuss in this research.

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Figure 1. Conceptual Framework