

Chapter Two

Literature Review

This chapter deals with review of some theories and previous studies which are relevant to the topic. There are several contents discussed in this literature review, which are writing, authentic materials and then the use of authentic materials. Finally, the last part is review of related study and conceptual framework.

Writing

In writing there are some important parts that should be understood by students, which are concept of writing and process of writing. Those parts need to be understood by students in order to make the students able to write well. Besides, students should understand kinds of problems that they might be faced when they do writing activity. Those important points of writing are discussed in this chapter.

Concept of Writing. In language learning there are two categorizes of language skills that the students should master, the first one is productive skills and the second one is receptive skill. This is in line with Javed, Juan, and Nazli (2013), “the four basic English language skills are divided into two categories such as receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills” (p. 130). Writing skill is categorized as productive skill, which means that students should product word from their own and make it into a sentence or paragraph. Writing activity is one of the skills that are challenging to be learned in learning English. This in line with Harmer (1991) as quoted by Awaliah (2014) who stated that, “each skill has difficulties for student but writing has become the most complicated skill” (p. 52).

Writing is considered as a way that allows a person to share their thought, belief, feelings and idea into a written text and it can be understood by the reader. Writing can be said as a way to express idea, feeling and thought in written form and it combines word to form meaningful message that writer wants to express to the readers (Orianda and Rosa, 2013).

Process of writing. In writing skill students need to comprehend processes of writing. A good writing has several steps that should be done. In process of writing, it consist of four stages, they are, planning, drafting, editing, and final version (Harmer, 2004). These stages are represented in the following way:



Figure 2.1 process of writing (taken from Harmer, 2004)

Planning. In the beginning, writer will start to think or make a plan about what they are going to write. For some writers, they might engage making notes to decide what they are going to say. In this stage, the writer should consider about three main issues. The first is purpose of their writing, they should pay attention on the language they used and also the information that they choose to take in. the second one is audience they are writing for, it consists of the language use, whether formal or informal tone. The last one is content structure; it is about deciding which one to include between idea, facts or argument and how to cycle it.

Drafting. In this part, the writer will deal with the assumption that it will be amended later on their writing. Drafting is a process of putting all ideas and thought

generated in the planning as a guide. This stage is needed because the writer will not have a broad explanation when he or she is writing.

Editing (reflecting and revising). In this stage, there are several possibilities that the writer can do in editing their work. For examples, read through what they have written to see whether where it works or where it does not, or the information is not clear, ambiguous or confusing, the writer may use different form of words for particular sentences. Reflecting and revising can be done by other readers or editors who comment and make suggestions. Then, the writer can make appropriate revision.

Final version. After the writer has edited their work and might be done some revisions, then, the writer can make their final version of their work. This may be look extremely different from original work and the first draft through edited stage but now the writer can send their work to the reader.

These writing processes could be represented in a process wheel that shows many directions that the writer takes. Only when the real final version reached it is the culmination:



Figure 2.2 process wheel (taken from Harmer, 2004)

Problems of Writing. In learning English, mastering writing skill is not an easy activity for several students because there are many aspects that student should learn such as conventions, and punctuation vocabulary, developing idea. Based on the research that has been conducted by Ghabool, Mariadass, and Kashef (2012, p.132), “ESL teachers in Malaysia confirm the problems in writing development, especially in conventions, and punctuation”. It means that several students are facing those problems, and it can interfere them in their learning activity.

Another aspect in writing is vocabulary. It is one of the aspects that is difficult to be mastered by students because students need to organize their thinking. Achmad (2013) stated that, the English vocabularies are included to the core competence in learning English, because, firstly, we need to build up our thinking by entering denotation and connotation of English vocabulary system. Besides vocabulary consists of two components and students should comprehend it first and it might be their challenges. Behlol (2010) argued that, “vocabularies can be divided into passive vocabularies and active vocabularies. Passive vocabulary is consist of word that only be understood if they appear in a speech or writing, but we cannot use it in our own speech or writing because we are not fully conversant with it. Then, active vocabulary is a word that we usually use it in our speech or writing because we know the word accurately” (p. 40).

Another problem in mastering writing is developing idea and organizing idea. Students should choose the theme, assembling the point of idea and collect the data. This in line with Ghabool, Mariadass, and Kashef (2012) who argued that writing consists of a lot of activities which result in understanding, such as an understanding

includes a process of thinking about the topic, notes gathering, data collection. Beside those problems, grammar also becomes the vital problem for students. “Many students’ errors in speech and writing performances are grammatical” (Brown, 2001, p. 367). Learners also should consider about content areas which are all taught in English, such as “mathematics, social studies, science, and business (Ghabool, Mariadass, and Kashef, 2012). So that, there are many aspects that should be mastered by students in writing and it might be the difficulties for the students.

Authentic Materials

Authentic materials is considered as media usually used by native speaker in their daily life and have been created not for learning purposes but to fulfill in language community. Mundra (2014) argued that, “authentic materials are any product or thing designed or produced by native speakers for native speakers’ daily activities, authentic materials are not designed and produced for English Language Teaching (ELT) contexts” (p. 189). Peacock (1997) also defines authentic materials as the materials that have been produced to fulfill some social purposes in the language community. Similar with Taylor (1994) stated that considered authentic language input as any material in English which has not been specifically produced for the purpose of language teaching. The use of authentic materials in teaching learning activity in classroom is not a new issue. According to Azri and Rashdi (2014), “teachers started use authentic materials in the 1970s as a result of the spread of the Communicative Language Teaching Approach” (p.249).

Authentic materials as a learning media has several purposes, the first one is, as a media that acquaint students to the real life with the real media and the second one is exposure the student to the real language. Polio (2014) stated that, “authentic materials that were not created for language learning purposes. Instead, they were

created with some real-life goal for, generally, native speakers. They include both spoken and written language samples. Some obvious examples include magazine, movie reviews, television shows, conversations between native speakers, train schedules, nutrition labels” (p. 1). Kilickaya (2004) also argued that, authentic materials can exposure to real language and use in its own community.

Authentic materials can bring a big impact for students in their learning activities, because authentic materials contain the real language that usually used by native speaker. This is in line with Gilmore (2007) who stated that, “authentic language input as the language carrying a real message which is created by a real speaker or writer for a real audience” (p. 68). Authentic materials are also reputed to help students comprehend between classroom knowledge and the real world. Willikins (1997) as cited in Rahman (2013) states that, “authentic text creates a bridge between classroom knowledge and a students’ capacity to participate in the real world events” (p.4).

In writing, it offers three genres to be learned by students, authentic materials can be used a media to learn those three genres. Those three genres classified by Brown (2004); he enlightens those three genres of writing in the table:

Table 2.1 Examples of Authentic Materials for Writing Genres (taken from Brown, 2004, p. 219)

Writing Genres			
No.	Academic writing	Job-related writing	Personal writing
1	Papers and general subject reports	Messages (e.g., phone messages)	Letters, emails
2	Essays, compositions	Letters / emails	Messages, notes
3	Academically focused journals	Memos (e.g., interoffice)	Calendar entries, shopping list
4	Short-answer test responses	Reports (job evaluations, project)	Financials documents, (checks tax forms)
5	Technical reports (e.g., lab reports)	Schedules, labels, signs	Forms, questionnaires

6	Theses, dissertations	Advertisements, announcements	Medical reports, immigration documents
7		Manual	Diaries, personal journals
8			Fictions (e.g., short stories, poetry)
9			Greeting cards, invitations

Types of Authentic Materials. Authentic materials are one of the learning materials that can be used in writing class. Genhard (1996) as cited in Azri and Rashdi (2014) stated that authentic materials are classified into three categories as follows:

Authentic listening materials. This kind of these materials is appropriate with auditory students. Kinds of these authentic listening materials are radio news, cartoons, song, and music. The significance of using song and music is supported by Mishan (2005), he argued that songs have some benefits for the learners and therefore attest more productive in terms of discussion, analysis and others.

Authentic visual materials. This kind of these materials is appropriate with visual students. Kinds of these authentic listening materials are street signs, magazines, newspaper, pictures, and post card, video and film/movie. The use of film/movie is supported by Mishan (2005) he said that, “film can also be used in language learning contexts to support a text” (p, 223).

Authentic printed materials. This kind of these materials is a common materials that usually used by teacher in classroom. These materials are appropriate with auditory, visual and also kinesthetic students, such as, sport reports, newspaper, restaurant menus and train tickets. The use of newspaper is in line Mishan (2005), he stated that newspaper is the most traditional of the cultural products to be used in language learning.

The significances of using authentic materials. The use of authentic materials in teaching learning activity has given a big significance to the teacher and learner. Authentic materials will give abundant advantages when teacher know how to select and implement it in their class. Tanti and Yusuf (2010) stated that authentic materials serve a lot of advantages when teachers can select and apply it appropriately. There are five significances of using authentic in classroom, such as, students can learn real language, authentic material can be found easily, more interesting, authentic materials represent the culture of native speakers, and the last is authentic materials can be used by every level of learners.

Learn the real language. It is not denying because authentic materials make students learn the real language that native speaker usually used in their daily life and it is important to be learned. Azri and Rashdi (2014) quoted that authentic materials are used to the purpose of students' learning, students will feel that learning through authentic materials make them learn that real language for communication is important, reverse with the classroom language itself. So that, the use of authentic materials allow students to learn the real language not only clutch hold in grammar formula from texts. According to Rahman (2013) learning through authentic materials leads students to learn the rules, typical and also the routine of native speaker in apply their language.

Can be found easily. Authentic materials also can be found easily in daily life, so that teacher would not feel difficult in finding the materials. This is in line with Ogus and Bahar (2008) stated that, "authentic materials can be found easily since they are available in daily life such as food and drink packages, recipes, newspapers, or television programs" (p.470). Teaching grammar is conventionally done by using concocted texts (Rahman, 2013). This situation makes students learn grammar

formula only because text is revolving round various instances of use of the grammar point being taught.

Is more interesting. Another significance of using authentic materials in a class is authentic materials are more interesting than non-authentic materials because they are more focus in communicate the message rather than accentuate the aspect of target language. Gilimore (2007) pointed out, “authentic language materials are more appealing to the language learners than non-authentic language materials because of their objective to communicate a message rather than emphasizing particular aspects of the target language” (p.70).

Represent the culture of native speakers. Moreover using authentic materials give big effect to students, because authentic materials represent the culture of native speakers. So that, students can also learns the culture of the target language. This is in line with Peacock (1997) mention that students will directly influence on EFL learners’ knowledge on how the native speaker behave and use the language because authentic materials expose the cultures of native speakers. Authentic materials are also reputed as a natural media because authentic materials contain the real situation. Mundra (2014) stated that, “authentic materials are said to be natural since authentic materials reflect on what has really happened, what is really happening, or what will happen” (p.199).

Can be appropriate for every level of learners. The last significance of authentic materials is authentic materials can be used by every level of learner as long as teacher can choose selectively authentic materials with their students. This is in line whit Demitrescu (2000) who stated that, “authentic materials appropriately selected and implemented, can be used to develop task that depart from formulatic language

learning and provide a bridge between the linguistic skills of learners and their professional knowledge goals”. Authentic materials are not only used by advanced learners, but also by lower-level learners but the strategy for using authentic materials for different levels of learners is by determining EFL learners’ level and selecting appropriate authentic materials that fit with learners’ level (Mundra, 2014, p.199).

The challenges of using authentic materials. All of teaching learning media that usually used by teacher has its significance and also the challenges, authentic materials as well. Beside all of those significances which is offered by authentic materials. It also has some challenges in applying authentic materials as a teaching media, such as, in selecting authentic materials, authentic materials also contain of complex, difficult texts, vocabularies, sentences, after that, culturally biased and contains irrelevant vocabulary. And the last challenges is authentic materials may decrease students motivation.

Select authentic materials appropriately. The first challenge in using authentic materials is selecting the appropriate authentic materials to be applied in the class. In selecting authentic materials as teaching media, teacher should consider their students first. So, they can decide what kind of authentic materials that can be used in the class. Martinez (2002) as quoted by Kilickaya (2004), suggests that, “teachers may use authentic materials for the learners to listen for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest”.

Contain of complex, difficult texts, vocabularies, sentences. The second one is authentic materials sometimes contain of complex, difficult texts, vocabularies,

sentences, and language varieties and it cause students less of motivation to learn through authentic materials. This is in line with Peacock (1997) state that it is important that materials selected for the classroom motivate learners, because authentic materials to be significantly less of interesting than artificial materials because it contain of complex, difficult texts, vocabularies, sentences, and language varieties. This is in line with Richards (2001) stated that, “authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes” (p. 253). It means that these aspects might be decrease students’ motivation and interfere students in learning through authentic materials in their classroom.

Moreover, linguistic competence is an essential thing in learning English, therefore, it should be keep in students mind. Rahman (2013) pointed out that, “the teacher needs to keep the learners’ present linguistic competence and the desired linguistic competence in mind” (p.211). It means that in teaching activity the teacher should be selective in choosing the teaching media especially in using authentic materials, because teacher needs to maintain the students’ linguistic ability. In addition, some students also faced difficulty in arrange procedural text. This is in line with Tanti and Yusuf (2010) stated that, “students found difficulties to find and write the appropriate action verbs, name of tool, and ingredients needed” (p.471).

Decrease students’ motivation. Using authentic materials can make low level learner less motivated in learning English because authentic materials comprise complex content. For example when using music or song and also radio news, the content of music which the students cannot understand what the speaker say, may decrease students motivation in learning English. This is in line whit Mackenzie

(1997), he state that using TV and radio news report are sometimes the reporter speak to fast. The uses of authentic materials in low level learner may decrease students' motivation and it can make them frustrated because they lack many lexical items and structures used in the target language (Kilickaya, 2004). So that, the used of authentic materials should increase students motivation in learning the target language because motivation make the student easy in absorbing the point of the lesson. Tra (2009) argued that, "students' motivation can be increased if the authentic materials were selected carefully in terms of student linguistic and conceptual knowledge level" (p. 15).

Culturally biased and contains irrelevant vocabulary. The last challenges is authentic materials sometime are culturally biased and contains irrelevant vocabulary. Martinez (2002) as cited in Bahrani and Sim (2013) stated that another challenges in using authentic materials in teaching activity is authentic materials are culturally biased and contains irrelevant vocabulary which is unneeded by students. Low level language proficiency or beginner level language learners may have a hard time interpreting what they hear or read because of the media that are usually used by native speaker in their daily life. So that, low language low level language proficiency or beginner level language learners should adapt with the new culture that are usually content irrelevant vocabulary.

The Use of Authentic Materials in Writing Class

There are some problems that are usually faced by the students, such as lack of vocabulary, feel difficult in developing and organizing their idea, and then, grammar structure. So that learning through authentic materials can be their solution to solve

their problem. Here, several examples of using authentic materials in writing class according to Harmer (2007):

Using music and picture. Writing activities that involve music and picture make students write freely in an engaging way. These media have abundant possibilities in the form of method. Music and pictures are unique materials that contain a lot of vocabulary and can help the students in developing their idea in writing activity. Through these media students can train their writing skill and also their listening skill. Example of using music and picture, teacher can ask their students to listen to the music, then the teacher can ask their students to write the film scene that they think it could accompany. Teacher can help their student with dictate the first sentence of the story and then student should continue it.

Newspapers and magazines. Another media that can cover those problems is using newspapers and magazines. These two of media allow students to learn about analyzing about the genres of writing, grammar and also developing idea. These kind of medias usually applied in advance level, because the use of language. Example on the use of newspapers and magazines is teacher can ask their students to look at the range of different articles and ask them to analyze how headlines are constructed, and how articles are normally arranged. Another example is teacher can ask his or her beginner level students to find out the name of place used in the article and for intermediate level, teacher also can asked students to retell the news that they have read (Rahman, 2013).

Brochures and guide. In addition, students also can use brochures and guide as their learning media. Younger learners usually enjoy whit this kind of media. These kinds of media potentially engage children and teenagers as writing serious piece of

work, it also make the students learn real language. Example of using those media is the teacher may ask their students to look a variety of brochures, and then students can analyze how they put together. Teachers can ask their student to write down their own brochure.

Picture series. The technique in using authentic materials can be done in various ways, for example, use picture series in improving narrative writing skill (Awaliyah, 2014). This kind of activity can be done by giving the students example of narrative text and then explain about the general structure, function and step in making narrative text. After that the teacher gives picture series to the students and asks them to make a group and write narrative text based on picture series.

So that, authentic materials is one of the solutions to teach students from beginner level up to advance level. Authentic materials can be used at any level. This is in line with Guariento & Moley (2001) argued that the uses of authentic materials should be considered with the learners' ability and teacher can add suitable task in which total understanding is not important.

Review of Related Study

In conducting the research, the researcher examines some other researches that are related with the discussion in this research. There are many studies discuss about authentic materials and also writing. The previous studies that evaluated are about using authentic materials and writing class. There are two researches with the similar discussion with this research that will be observe the researcher since those researchers give review in conducting this study. The researcher would like to present the summary of the studies to highlight the main point of those researches concisely.

The first research entitled “*Authentic Materials in a Vocational School Writing Class*” this research done by Tanti and Yusuf (2010). The research is done in vocational school in Kuningan. The aim of this research was to investigate the use of authentic materials in writing procedural text in English classes of a vocational school. This study used quasi-experimental design and purposive sampling technique by analyzing thirty students of automatic courses serves as the control group and thirty students who taking Agricultural Product Technology Course as the experimental group. Based on this research, the finding showed that authentic materials can improve the students’ writing skill in procedural text. Authentic materials can be effective when the teacher select and apply it appropriately as their teaching materials. Since it can be found easily in daily life, authentic materials also give a lot of advantages, for example, the students can learn English in the form of real context.

Another previous study comes from Masood (2013), entitled “Exploiting Authentic Materials for Developing Writing Skills at Secondary Level”. The research is done in Federal Government Boys Model School F-8/3 Islamabad in Pakistan. The aim of this present study was to scrutinize the efficacy of authentic materials for enhancing writing skills of the second language assimilators at secondary level. This study applied experimental research design and observations methodology. The researcher took eight teachers and ten students from tenth grade as his participants by random sampling. Based on his research, the result indicated that authentic materials are a good aid to be used to increase students’ motivation in learning English and the result also showed significance differences in their writing skill after got the treatment through authentic materials. The students of Federal Government Boys Model School F-8/3 Islamabad is passive learners, the implementation of course book only is not

help enough in their teaching learning activity the teacher needs to support their teaching materials by using authentic materials in order to motivate the students in learning English.

In summary, in conducting this study, the researcher takes those two previous related studies as the basic knowledge. The previous studies give an abundant information about authentic materials. Those two previous studies only focused on the effectiveness of using authentic materials whether in this study focused in finding out students understanding on the use of authentic materials. For instance, some previous studies provided research weather experimental research design to find out the effectiveness of authentic materials. On the other hand, this study use interview to collect the data and the researcher also tries to give additional information about significances and challenges in using authentic materials as their learning media.

Conceptual Framework

It has been explained that in writing activity students usually face some problems which are conventions, punctuations, vocabulary, developing idea, organizing idea and grammar. It is happened because writing skill is a challenging skill. The students should understand about the concept of writing and process of writing. Those things are important to be mastered in order to make student has a good writing skill. Authentic materials can be used as the media in language learning activities. The role of authentic material as the learning media has a big impact for the students in do writing activity

Authentic material is one of the learning media that is unique and attractive. It is because authentic materials serve the material with an interesting way, so that the students feel enjoy and learn the real language. Authentic materials allow for every

student in any level to learn through this media as long as the teacher can select it appropriately. It can motivate the students in train their writing skill. Hence, the use of authentic materials can cover the problems that appear in writing class.

Hence, this study focuses on the students understanding toward authentic material in writing class. Then, this study also going to find out about the students perception on the significances and challenges on the use of authentic materials in writing class at English Education Department of Universitas Muhammadiyah Yogyakarta.

Figure 2.3 Conceptual Framework

