

## Chapter Two

### Literature Review

The purpose of this chapter is to identify what kind of teaching materials used by teachers in teaching speaking at Madrasah Muallimin Muhammadiyah Boarding Yogyakarta, and what are the advantages and disadvantages using authentic and created materials in teaching speaking at Madrasah Muallimin Muhammadiyah Yogyakarta. The review of the literature was based on theoretical and rational expert. This chapter was organized under the following subheadings: speaking, the way to teach speaking, types of teaching materials, advantages of teaching materials, disadvantages of teaching materials and conceptual framework.

#### Teaching Materials

In teaching, there are several aspects that should be noticed. One of the aspects is teaching material. At this point, there are several points needed to be explained. Those are definition of teaching materials, types of material, advantages of teaching material, and disadvantages of teaching material. The following of explanation will be discussed as follow:

**Definition of teaching materials.** Teaching materials is important to teach language. According to Richards (2001), teaching material is a key component in most language program. Teachers' guides may provide a helpful scaffold for learning to think pedagogically about particular content, considering the relationship between what teachers and students are doing and what students are supposed to learn (Richards & Renandya, 2002). Teachers must be creative to prepare the materials in

order to make students to be motivated to learn. According to Richard (2001), teaching materials which is usually used by teachers is textbook, workbook and students work sheets (created materials). Furthermore, teachers also need teaching materials such as magazine, newspaper, pictures and videos (authentic materials).

**Types of material.** Types of teaching materials are authentic materials and created materials. Authentic materials is materials not for pedagogical but can be used to teach in the classroom, while created materials is materials which is used based on syllabus and instructional resources (Richards 2001).

***Authentic materials.*** Authentic materials are materials which are not use for pedagogical purpose, but those can be used for teaching process in the classroom. Herrington and Oliver in Al Azri & Al-Rashdi (2014) “suggested a new pedagogical term, called "authentic learning". This term is directly related to students' real life and prepares them to face and deal with real world situations” (p.250). This means that authentic material is teaching materials that are suitable to teach in the classroom because authentic materials are related to students’ real life. Jacobson et al in Al Azri & Al-Rashdi (2014) “sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life” (p.250). In the other word, teachers have to make sure that they introduce the authentic materials they use in the classroom as in how those materials are being used in real life situation. Richards (2001) claimed that authentic printed materials are such as sports reports, newspapers, restaurant menus, train tickets, etc. Authentic materials refer to the use in teaching of text, photograph, video selection, magazine and other teaching resources that were not particularly prepared for pedagogical purpose.

According to Laniro (2007), there are two main categories of authentic materials—printed and auditory. Some examples of many types of authentic printed materials include utility bills, picture, announcement, packing slips, order forms, ATM screens, ATM receipts, web sites, street signs, coupons, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, recipe, magazines, and newspapers. The examples of authentic auditory materials include phone voice messages, radio broadcasts, podcasts, song, movies, videos and DVDs and television programs. With using authentic material, students can learn what is seemed to be the condition of the real word. This material is not designed for pedagogical aims, but teachers make excellent learning tools for students precisely because authentic materials is real (Laniro, 2007).

*Created materials.* Created materials refer to textbook, students' work sheet and other in particular developed instructional resources (Richard, 2001). According to Richard (2001), there are two main categories of created materials—printed materials and non-print materials. Printed materials are books, workbooks, and worksheets. Non-print materials are cassette or audio materials, videos, or computer-based materials. Created materials may be more focus on students learning input than authentic materials because they are generally built around a ranking and hence provide a systematic coverage of teaching items. Created materials are made based on the syllabus, and instructional design. In addition, teaching materials also made to support educational field, and can also help teachers when teachers do not attend the class, so teachers can ask students to do task in textbook easily.

According to McKenzie in Nilsson (2006), textbook is full knowledge which

editors have compacted and controlled by expert of education, so textbook is already created to teaching learning process. According Cheng, Hung & Chieh (2011), textbook is foundation for content of lesson and textbook can balance students' skill that they taught. Textbook can make students practice language and students can engage in during class activities.

**Advantages of teaching materials.** The use of authentic and created materials in teaching brings advantages. Among the principal advantages are:

*Using authentic.* There are many advantages in using authentic materials. Linder in Saraph (2011) asserted, "authentic materials are used as effective teaching tools in classrooms because authentic materials make easier seem complementary to the lesson content and more understandable for students" (P.40). It means that students can be more understand when they get authentic materials because authentic materials give pictures of the situation in the true life. Authentic materials are mostly accepted as useful tools in language learning.

Authentic activities that happen in the students' environment which require the active participation of the students enable them to become the thinkers and problem solvers of today and the future (Oguz & Bahar 2008). Authentic materials are planned for teaching in order to make students interest and feel comfortable to learn. When teachers use authentic materials inside the classroom, students were more likely to engage in literacy activities outside the classroom. The use of authentic materials to assign students can increase their interest and willingness to learn speaking (Laniri, 2007).

Authentic materials have positive effect on students' motivation to learn. This

motivation will affect the students' participation in the classroom. This can help the teacher to guide the students to reach their learning goals. As Laniro (2007) wrote "A key way to help learners reach their goals is to use authentic, goal-directed materials". According to Harding in baghban & Ambigapathy (2011), teachers have to motivate students with various, relevance and fun learning process that used authentic materials. Authentic materials have variety of materials which are relevance to the topics that teachers taught and can make students understand and enjoy the topics.

*Using created.* Created materials refer to the use of textbook that were especially created for pedagogical purposes. There are advantages of using textbooks in the classroom. Both teachers and students can get profit from the use of textbook. According to Cheng, Hung & Chieh (2011), textbook contain exercises in which students learn previous knowledge of the content, so it can ease students to practice the exercise at home and school. Textbook also eases teachers to teach everyday because sometimes teachers have not prepared materials, so students can use textbook to handle that as Woodward in Nilsson (2006) claimed "teachers feel that it would be very not easy, impossible sometimes, to teach and give instructions from one day to the other without the help of textbooks and teachers' guides" (p.3).

Nilsson (2006) also claimed that textbooks are time-savers for teachers so it can ease teachers to teach every day. According to Nilsson (2006), textbook is important to use in the classroom because weak learners feel more secure and focused to learn with textbook due to the better guidance, better than authentic materials which sometimes can make students confuse about the language.

According to Harmer in Nilsson (2006) "many good textbooks are attractively

presented and they are prepared with a good structure that offer a consistent syllabus, satisfactory language control and motivating texts and tapes” (p.3). It means that textbook is already for pedagogical purpose, so textbook is already created for teaching learning process, and textbook has language control, so that students can understand and relate to the topics.

When students learn using textbook students feel that they have achieve something when they finish chapter after chapter so the textbook can encourage them in a positive way (Nilsson, 2006). Teachers use textbook because textbook can serve as a good monitor measuring progress of teaching and learning process (Lawrence, 2011). The other advantages of created materials using textbook are to give structure and a syllabus for a program. They help to standardize instruction, maintain quality, give variety of learning resources, be well-organized, able to give effective language models and input, and know how to train teaches.

**Disadvantages of teaching materials.** The use of authentic and created materials in teaching has disadvantages. Among the principal the disadvantages are:

***Using authentic.*** There are disadvantages in using authentic materials.

According to Khalili & Jodai (2012), authentic materials are not related to the topic of the lesson and students often finds difficult language that can make them confused due to the complexity of the language. Authentic materials are not built around a graded syllabus, and have not a systematic coverage of teaching items, so authentic materials are not for pedagogical purposes (Khalili & Jodai, 2012). Khalili & Jodai (2012) also asserted that Authentic materials is also a burden for teachers, teachers feel that authentic materials is difficult to find which related to students, related to the

topic and how the material can be used to develop students competence as a user.

Ruddock in Saraph (2011) mentioned that authentic materials are only used when students reach intermediate level in the teaching of grammar. Because it is considered that authentic materials are difficult for beginner's students. Karpova in Baghban & Ambigapathy (2011) claimed that content of authentic materials has to be appropriate for learners' age, interest, needs and goals. In using authentic materials, teachers have to decide which one is suitable to students and related to the materials. Vocabulary might not be appropriate to students' immediate needs. In authentic materials there are also too many structured mixed. Therefore, lower level students have troubles decoding the texts. Miller in Al Azri & Al-Rashdi (2014) also stated that to find and choose the authentic materials, teachers should choose it properly because authentic materials are too difficult and time consuming to select, edit and prepare.

In summary, regarding these four theories the researcher concludes the disadvantages of authentic material consist of five categories. Firstly, authentic materials are not related to the topic and students often finds difficult language that can make students confused with the complexity of the language. Secondly, Authentic materials also is a burden for the teachers as they feel that authentic materials are difficult to find which related to students, related to the topic and how the material can be used to develop students competence as a user. Thirdly, authentic materials are only used when students reach intermediate level in the teaching of grammar. Because it is considered that authentic materials are difficult for beginner students. Then, the content of authentic materials has to be appropriate for learners'

age, interest, needs and goals. The last is to find and choose the authentic materials, teachers should choose it properly because authentic materials are too difficult and time consuming to select, edit and prepare.

*Using created.* A created material is like textbook. Disadvantages of using textbooks are according to Harmer in Nilsson (2006), teachers and students are bored using textbook because textbook is not interesting enough. Textbook does not have any relationship with life skills, and textbook are not authentic. For example, a person needs to know how to get information in a new place. When he/she could not communicate due to language differences that person can use their life skill to help him/herself. They can use their navigation skill by reading maps or street sign and so on. It is known that authentic is teaching materials that have a relationship with real life condition while textbook does not include relationship with life skills (Tabaeifard, 2014).

According to Richard in Khalili & Jodai (2012), textbook sometimes contains authentic language, because it can make the student confused. Therefore, authentic language can make the students difficult to understand the textbook due to lack of authentic language understanding. Content of the textbook tends to be specially written to incorporate teaching points and are often not representative in real language use. Richard in Khalili & Jodai (2012) also claimed that many teachers dislike the textbook. Textbook can reduce teachers' role to prepare teaching materials to teach students because they only present what others have written. Sometimes textbook also does not reflect to students need because textbook is often written for global markets they not reflect the interest and needs of students. Sometimes textbook



can represent a financial burden for students.

Tabaeifard (2014) asserted that textbook did not reproduce or consider communicative activity. Maybe teachers have to find the other materials to contribute communicative activity. Activity in the textbook can make students bored because textbook is created materials, so activity in the textbook was not in real situation like authentic. It can make students feel boring (Md, 2013). Richard in Nilsson (2006) asserted that content of the textbook was not good for example picture or words in textbook or students worksheet which are not appropriate for students' age. This is insulting for students and they may feel uncomfortable reading this. Harmer in Nilsson (2006) claimed that textbook does not have many variant activities. It can make students and teachers feel bored and make teaching and learning stifling. The risk of using textbook is that teachers and students do not pay attention to all other sources of material. As a consequence, textbook will impact the organization of the teaching and learning activity in classroom.

### **Speaking**

There are several aspects that should be noticed. One of the aspects is speaking. At this point, there are several points needed to be explained. Those are definition of speaking and teaching speaking. The following of explanation will be discussed as follow:

**Definition of speaking.** Speaking is one of the most important skills to be developed and improved as means of useful communication. According to Kosar & Bedir (2014) speaking is an interactive process when people say something so the

other people have to respond what the people said before, that is the interactive process. To increase the speaking skill, students have to learn about grammar and vocabulary because grammar and vocabulary are used to make communication with other people runs well (Utaminingsih, 2013). Gert and Hans in Efrizal (2012) claimed that speaking is conversation between two or more people and process ordering statements in order to give a purpose that is the process of speaking.

In education, there are four skills namely reading, listening, writing and speaking, but speaking is one of important skills to learn in second language (Khamkhien, 2010). As stated by Ur in Khamkhien (2010), to know the language, students have to learn about speaking because speaking is one of skills of knowing that language.

Speaking is an activity to show students' ability to express them orally to give meaningful context transactional and interactional, using correct pronunciation, grammar and vocabulary (Abd El Fattah Torkey, 2006). Rebecca in Efrizal (2012) stated that speaking is also the first stage in which children acquire language. By speaking children can acquire a language, get the language of their environment and their daily lives. Oradee (2012) asserted that to develop speaking skill, students can do the communicative activity. Communicative activity in the classroom is such as games, problem solving, discussion, presentation, describes and role-plays.

In short, speaking is an activity of exchanging ideas between two or more people. This activity requires interaction from both sides. To help speaking activity runs well, a set of input is required, for example vocabulary and grammar input.

**Teaching speaking.** Teaching is an interactive activity between teachers and students in involving classroom talk. According to Brown (2007), teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking. According to Nunan (2003), principles for teaching speaking require an understanding of the differences between second language and foreign language learning contexts, give students to practice with both fluency and accuracy, provide opportunities for students to talk by using group work or pair work, limit teachers to talk, plan speaking tasks that involve negotiation for meaning, design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Nunan (2003) claimed that classroom techniques and tasks are information gap, jigsaw activities, role-plays, simulations, contact assignments. Information gap is a useful activity in which one person has information that the other lacks. For instance, one student has the directions to a party and must give them to a classmate. Jigsaw activities are a bidirectional or multidirectional information gap. Role-plays are also as excellent activities for speaking in the relatively safe environment of the classroom. Simulations, in a simulation, props and documents provide a realistic environment for language practice. Contact assignments involve sending students out of the classroom with a stated purpose to talk to people in the target language.

In addition, Thornbury in Anjaniputra (2013) argue that there is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and

emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language. According to Thornbury (2005), designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language. Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose. Thirdly, Teachers should design the materials focus on what students need. The materials should encourage students to speak.

### **Review of Related Studies**

There are many studies related to this research. Firstly, a study was conducted by Utaminingsih (2013) entitled "Improving students' speaking ability through story board game". This study identified an investigation of the effectiveness of using story board game in activity in english class on improving students' speaking ability, including speaking assessment were also increased. The subject of the study was the 10<sup>th</sup> grade students of SMA Negeri 1 Grabag class X.3. There are 25 students following the cycles. The concern of this study is to improve speaking ability of intermediate students. In this research, the writer used quantitative method and the writer used observation sheets and questionnaire to collect the data from different sources. Scoring system was used to assess students in their speaking performances. As a result, this study can be concluded that the improvement in students' speaking

ability was good. Pronunciation, interaction, vocabulary and grammar, fluency and coherence, intonation and stress can be improved. In this research, the method used was classroom action research. Scoring system was used to assess students in their speaking performances. By using this game in the classroom activities students' achievement in speaking was improved. The use of this game can be applied in the classroom to help students improving their speaking ability especially in spoken narrative (telling story). Although the participants is intermediate students, the pre-elimination test, cycle 1 test, cycle 2 test can strengthen the evidence of the level of interest before and after treatment.

In addition, the result of this study shows students' interest and students' response toward the conducting of the story board game in the class. Study shows that story board game can make students enjoyed and motivated in learning speaking with this game. However, it needs all lot of explanation about story board game to ease the reader understand about what the story board is and how to use a story board game, which makes the reader got less understanding about the story game. The researcher can use this result as the foundation to see that using story board game can improve speaking ability. The researcher can see that this can be related to the researcher study because it is appeared that using game can improve students' speaking ability and can be enjoyable to study.

Another study related to this research is from Gudu (2015) about "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya". This study sought to find out the classroom activities used by teachers to promote learners' active participation in speaking skills

lessons in eight secondary schools in Eldoret Municipality, Kenya. A total of eight out of twenty-three secondary schools, constituting about 30% of sampled population of secondary schools in the Municipality were selected. The same technique was again used to select 30% of form three students per school. Purposive sampling was used to select two form three teachers of English from each school. The Municipality was selected for this study because it experiences problem of low communicative competence of form four graduates like other parts of Kenya. The study employed descriptive survey research design. In this study two data collection instruments were used namely questionnaire and observation schedule. Tape recording was used alongside observation to capture verbatim communication (Mutai, 2000). The data was analyzed using SPSS computer package.

The study then made conclusion as follows all the classroom activities including discussion, dialogues, drama, oral narratives, songs, tongue twisters, debate, poem recitation, story-telling and role play were used during lessons but with different frequencies. The strength on the research is there are many respondents as the participant. The strength of this study has similar purposes with the researcher study. This study can be used as the researcher references because the purpose is the same. The researcher can use this result as the foundation to see that using classroom activities can improve teaching speaking skill. The researcher can see that this can be related to the study setting because the researcher knows that teachers in the researcher classes also appeared to use classroom activities can improve teaching speaking skill.

In summary, those two research studies became basic knowledge in

conducting this research. First research and the second research have similarity on the observation and questionnaire to collect the data and focus on activity to improve speaking. The differences of those two research are first research focus on the specific activity to improve students speaking skills, while the second research focus on the variety of activity used by teachers to improve students' speaking skill.

### **Summary of Literature Review**

These sections discuss related concepts which are summarized from chapter two. The aimed based on the theories explained previously and the background of the research, a conceptual framework is constructed on describing authentic and created materials. Authentic and created materials are the types of material used to teach especially teaching speaking. On the other hand, teachers have to know about what is authentic and created materials. Teachers have to be selective to choose the authentic materials because authentic materials used real life situation. Thus, teachers have to know which one are the best materials that support teaching and learning especially to teach speaking. Teachers can also use created materials which is textbook.

Based on the literature review, kinds of teaching materials for authentic materials are magazine, newspaper, pictures, photograph and videos. Authentic materials are materials not for pedagogical but can be used to teach in the classroom. Kinds of created materials are textbook, workbook and students work-sheets. Created materials are materials which are used based on syllabus and instructional resources (Richards 2001).

Authentic and created materials have advantages for teachers when those are

used in the classroom. Authentic activities that are realized in environment with the active participation of students enable them to become the thinkers and problem solvers of today and the future (Oguz & Bahar 2008). According to Harding in baghban & Ambigapathy (2011), teachers have to motivate students with variety, relevance and fun learning process that used authentic materials. Learning using authentic materials can also become a motivation for students. Furthermore, Created materials like textbook have advantages for example it can ease teachers to teach everyday because sometimes teachers have not prepared materials, so students can use textbook to handle that as Woodward in Nilsson (2006) claimed “teachers feel that it would not be very easy, impossible sometimes to teach and give instructions from one day to the other without the help of textbooks and teachers’ guides” (p.3). Textbook can ease teachers to teach every day. Harmer in Nilsson (2006) asserted that “many good textbooks are attractively presented, and they are prepared with a good structure that offers a consistent syllabus, satisfactory language control and motivating texts and tapes” (p.3). It means that textbook is already for pedagogical purpose, so textbook is already created for teaching learning process and textbook have language control, so that students can understand and relate to the topics.

On the other hand, teaching materials has disadvantages. Authentic materials are not built around a graded syllabus, and authentic materials have not a systematic coverage of teaching items, so authentic materials are not for pedagogical purposes (Khalili & Jodai, 2012). Khalili & Jodai (2012) also asserted that Authentic materials are also a burden for teachers because teachers feel it is difficult to find which material that is related to students, related to the topic and how the material can be



used to develop students competence as a user. Authentic materials are not for pedagogical purposes, and teachers find it difficult to find the materials which are suitable for students. Furthermore, disadvantages using created materials are according to Harmer in Nilsson (2006) teachers and students feel bored using textbook because textbook is not interesting enough. According to Richard in Khalili & Jodai (2012), many teachers dislike the textbook because textbook can reduce teachers' role to prepare teaching materials to teach students because they only presents what others have written. Harmer in Nilsson (2006) claimed that textbook does not have many variant activities.