CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some related studies that discussed on authentic material in teaching learn, the first is in the thesis by Arifa. For the result of the research indicated that in her thesis using authentic material in teaching procedural was more effective than teaching writing procedural text using non-authentic material not effective because the authentic materials taught was appropriate whit the level of student in for study.[1]

The second is in the thesis Rodgam. For the result he is use authentic material, to help students enhance vocabulary for listening comprehension more effectively and for result for research in average scores from the listening comprehension post-test were meaningfully higher those at the pre-test.[2]

The third is in the journal international Zoghi. For this result, the results show that most of the student' attitude towards the use authentic English of authentic English language material are positive and they enjoy learning. For data analyze his

---

[1] Zulida arifa, *Using Authentic Materials in teaching Procedural Text*, unpublished thesis, palangka raya: state Islamic raya college of palangka, 2012.

[2] Surachai rodngam, *The authentic materials to enhance vocabulary for listening comprehension,* unpublished thesis, Thailand: teaching English as a foreign language institute thamsat university Bangkok, 2011.

research is the quantitative collected data submitted to SPSS software package of data.[3]

Based on the previous, the writer chooses authentic material as media on English vocabulary mastery. Because the authentic can make student to enjoy with the material and then them can to study for the authentic material.

B. Vocabulary

1. Definition of vocabulary

If someone wants to study about vocabulary, the first must know and understand the definition of vocabulary itself. And these are some definition about vocabulary: According to Hornby "vocabulary is the total number of words in a language".[4] According to Richard and Roger, "Vocabulary is one of the most importance aspects of foreign language".[5] According to Mackey "Vocabulary is arranged into groups of shorts idiomatic sentence connected with the subject".[6] According to Rivers in Nunan:

The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the

[3] Masoud Zoghi, Ftemeh moradiyan zardak, seyyed ali kazemi, The Effects of Authentic Materials On Vocabulary Development, *Journal International: IJLLALW*, 2014. P.157. URL : http://www.ijllalw.org/finalversion5413.pdf (acsessed on April 22, 2015 at 10:23 am)

[4] A.S Hornby, *Oxfords Advanced Learner's Dictonary*, London: Oxford University Press 199, p. 1131.

[5] Jack C. Richards and T.S Rogers, *Approaches and method in Language Taching*, Cambrige: Universty Press, 1986, p. 32

[6] William F. Mackey. *Language Teaching Analysis*, t.tp: Longman Group Itd, 1965, P. 152.

structures and functions, we may have development of other aspects of a second language.[7]

Based on the opinions above, the writer can conclude vocabulary has function. In listening, someone can listen carefully and understand with other person says. In speaking, someone can speak something fluently. In reading, someone can read some book without opening the dictionary. And the last in writing, someone can write anything rightly. So, someone has to master vocabulary is the basic of study English language.

2. The Kinds of Vocabulary

a. Function words

Function words are the words we use to make our sentences grammatically correct. Other types of free morphemes are called functional morphemes. Example are and, but, when, because, on, near, above, in, the, that, it, them. This is consist largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns. Because we almost never add new functional morphemes to the language, they are described as a 'closed' class of words.[8]

---

[7] David Nunan, Language Teaching Methodology, Newyork: Prentice Hall, 1991, p. 117.

[8] Geoge Yute, *The Study Of Languge*, New York: Cambridge University. Press. 2006, p. 64.

1) Preposition

Preposition is a word that connects one thing with another, showing how they are related. Some preposition telling you about position or place. For example on, in, into, of, etc. [9]

2) Conjunction

Conjunctions are used to connect words or sentences. [10] There are seven conjunctions in English: and, but, so, or, for, nor, and yet.[11]

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Examples: the, a, an, my, this, some, etc.[12]

4) Pronoun

Pronoun is a word that takes of a common noun or proper noun. The kinds of pronoun are personal pronouns, reflexive pronouns, and demonstrative pronouns.[13]

b. Content words

Content words lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

[9] Anne SeatonY.H.mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007.p.132

[10]*Ibid, p.*135

[11] Alice oshima, ann hogue, *introduction to writing,* united states America: Longman. third edition ,2007.p. 30

[12]Anne SeatonY.H.mew, *Basic English Grammar for English Language Learner Book 1*, saddleback educational publishing, 2007. p.71

[13] *Ibid*, p.44

1) Nouns

Noun is traditionally defined as the part of speech (or word classes) that names or identifies a person, place, thing, quality, or activity. Most nouns have both a singular and plural form, can be preceded by an article and/or one or more adjectives and can serve as the head of a noun phrase.[14] For example, thumb, doctor, book, etc.

2) Verbs

Most verbs are action words. They tell you what people, animals, or things are doing. For example, move, jump, read, etc.[15]

3) Adjectives

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes though, the adjective appears, after noun, later in the sentence. For example, smart, tall, windy, etc.[16]

4) Adverbs

Adverbs are words that describe verbs, adjectives, or other adverbs. [17] Adverbs tells you about an action, or the way something done. Many adverbs end in.

---

[14] http:// grammar.about.com//od/mo/g/noun-definition. 27 march 2014

[15] Anne SeatonY.H.mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007. P.72.

[16] *Ibid*. P.52.

[17] Laurie Rozakiz, ph.D, *English Grammar for The Utterly Confused*, publisher : farming bale state college, P. 5.

Such as beautiful (adjective) became beautifully (adverb), loud (adjective) became loudly (adverb), etc.[18]

3. Teaching vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus, they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should posse's considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary was help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary was make the students practice life and was strengthen belief that English can be used to express the same ideas or feeling they express in their native language. Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and

---

[18] Anne SeatonY.H.mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007.P.127.

written. Wallace in Sofika Chandra Nilawati explains that teaching vocabulary should consider these following factors:

1) Aims

    The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

    The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the earners.

3) Need

    In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

    Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

    In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

4. Assessment of vocabulary

Assessment is the gathering of information to answer specific question. The term assessment refers to the ways of collecting information on learner's language ability or achievement. The purpose of vocabulary test is to measure the comprehension and production of words used in speaking and reading.

Based on Road, vocabulary assessment seems straight forward in the sense that word list are readily available to provide a basis for selecting a set of words to be tested. In addition, there are a range of well known item types that are convenient t use for vocabulary testing. These test items are easy to write and to score and make efficient use of testing time. Multiple choice items in particular have been commonly used in standardized.[19] In this study, the writer used a multiple- choice as a tool to measure student mastery of the vocabulary.

C. Media

1. Definition of Media

Media is a means of communication and source of information. Derived from the Latin word meaning "between," the term refers to anything that carries information between a source and a receiver. Examples include video, television,

---

[19] John Read, *Assessing Vocabulary*, Cambridge, united kingdom: Cambridge university, 2000, P.8

diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning.[20]

2. **The Types of Media**

There are types of media such as:[21]

a. Visual Media

There are many ways LCD, photograph, charts, posters, magazines, newspaper, postcards, flashcards, puppet, and book can be used in English teaching.

b. Audio media

Audiotapes can be prepared by students to use in presentations to the class. Students can prepare the tapes with special sound effects or elements of music to enhance a portion of their speech. Students also could use an audiotape of an interview with a special individual's individual as a part of their presentation.

D. **Authentic Material**

1. **Definition of Authentic Material**

Meanwhile, Guariento refers authentic texts as texts that are not written for language teaching purposes. The real texts that are learned by the students embrace

---

[20] Robert Helnich and Michael Molenda, *Instructional Technology and Media for Learning,* Columbus: Upper Saddle River.2009, p.9.

[21] *Ibid*, p.274

all real-life in daily life. Authentic texts have been defined as "…real-life texts, not written for pedagogic purpose.[22]

Authentic text is a text learned by the students to get information. Harmer in Guariento defines authentic texts as materials that are designed for native speakers; they are real text and they are designed not for language learner, but for the speakers of the language.

2. **Type of Authentic Material**

Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. According of Genhard classified authentic materials into three categories as follows:[23]

a. Authentic listening materials, such as radio news, cartoons, songs, etc.

b. Authentic visual materials, such as street signs, comic, magazines and newspapers pictures, post cards, etc.

c. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

---

[22] Guariento W. et al,*Text and Task Authenticity in the EFL Classroom*, P. 228.

[23] Genhard, J., G. Teaching English as a foreign language: A teacher self-development and methodology. Ann arbor: the university of Michigan press.1996, p. 102

3. Important Factors in Choosing Authentic Materials.

There are some factors in choosing authentic reading materials. Taylor gives four main criteria in choosing the texts used in the classroom. They are suitability of content, exploitability, readability, and presentation.[24]

a. Suitability of Content

Here, the texts have been learned by the students must be interesting, because it is very important to improve their knowledge. In choosing of material or texts it should be based on the students' ability to know what they want, in this case is learning the real text. For instance, the students learn about "how to keep the healthy".

The text above is relevant with the students' need and of course, the students will be easier to know the authenticity of text learned in the classroom activity.[25]

b. Exploitability

Exploitability is how the students increase their competence as readers, how the texts are exploited for teaching purposes, what purpose should the text be exploited, and what skills used the texts or strategies can be developed by exploiting the text itself.

---

[24]D. Taylor, *Inauthentic authenticity or Authenticity Inauthentic?* Oxford: Oxford University Press, 1994, p. 119.

[25]*Ibid*, p. 120.

c. Readability

In this case, the texts that have been given to the students are categorized easy or difficulty, it depends on the students' understanding about the text. In this case, the teacher chose the easiest materials, so that the students are able to read and understand the text. Example, "How to make a glass of coffee". Then, the teacher gives some kinds of recipes to make it.

4. The use of Authentic Materials

Guerinto & Morley states that the use of authentic materials is available used in classroom. Students will understand the vocabulary in the target language and all of the structures used. Guerinto & Morley also say that at lower level, the use of authentic materials may be interested because students feel motivated and less frustrated. Then, they state that the use of authentic materials is a burden of the instructors in teaching the beginners, they have to spend a lot of time to prepare authentic materials. One of the main ideas of using authentic materials in the classroom is to describe the learners as much as possible about the real language.[26]

5. Advantages of Authentic Materials

Authentic materials are materials that are given to the students from the native speaker and they can be applied outside of the classroom. When the students are studying about authentic materials, they will find some problems especially language structure. Although in the authentic materials they will be faced by some problems, but they will get the advantages of using authentic materials in the classroom.

---

[26]Guariento W. et al, *Text and Task Authenticity in the EFL Classroom*, P.229.

According to Chavez, the main advantages of using authentic materials are as follows:[27]

    a. It has a positive effect on students' motivation

    b. It gives authentic cultural information

    c. It exposes students to the real language

    d. It relates more closely to students need

    e. It supports a more creative approach to teach.

    f. It increases students' vocabularies

6. Disadvantages of Authentic Materials

Taylor states that the disadvantage in using authentic materials is difficulty of complex language structures, because it comes from the native speaker. The language structure used are not perfect so that it is difficult to understand, while non-authentic text will be easier to be understood because the structure used are perfect.[28]

7. The Differences between Authentic Materials and Non-Authentic Material

According of Karol in Arifa, the non-authentic materials or inauthentic material does not have the characteristics of real life language. It typically consists of the linguistic items that aim to teach or advance learners' knowledge about the

---

[27]Chavez, *Learner's Perspectives on Authenticity*, New York: Addison-Wesley Longman,1998, P. 104.

[28]*Ibid*, P. 126.

language. An example of non authentic is passages from textbooks that were created by the authors to illustrate or practice new linguistic items.[29]

Non-authentic texts that are especially design for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has be taught and often containing a series of *"false-text indicator" that include;*

- *Perfectly formed sentence (all the time)*

- *A question using a grammatical structure, gets a full answer*

- *Repetition of structures*

- *Very often does not "read" well*

In Walter foremen discussion there is a comparison between authentic materials and inauthentic/unauthentic material, such as:

1. Authentic materials are based on daily-use language, while unauthentic materials are artificial and scripted.

2. Authentic materials reflect the world, while unauthentic materials reflect the artificial environment of the classroom.

3. Authentic materials use more descriptive language, while unauthentic materials use more prescriptive language.

4. Authentic materials illustrate how the language is actually used, while unauthentic materials illustrate how the language should be used.

---

[29] Zulida arifa, *Using Authentic Materials in teaching Procedural Text*, unpublished thesis, palangka raya: state Islamic raya college of palangka, 2012, p.39.

5. Authentic materials can be more difficult to understand, while unauthentic materials can be graded to specific levels.

6. Authentic materials are more colloquial, while unauthentic materials are more grammatical.

7. Authentic materials are more dynamic, while unauthentic materials are static.

8. Authentic materials are generally quicker in pace.

9. Unauthentic materials are often stilted in their (over) use of specific structures, clearly defined turn taking, and lack of hesitations and/or grammatical mistakes.[30]

8. Procedure of Authentic Material as media in Teaching Vocabulary

The teacher should be well prepared before applying authentic newspaper materials to the students. Here, they should choose authentic newspaper materials that match the topic, vocabulary or structure they learn. To conduct the appropriate ways in delivering the materials by using authentic newspaper materials, the writer presents some procedures of using authentic newspaper materials as basic guidelines for the teacher.

According Paul Sanderson in Tafani, Here are some pre-activity and while-activity preparation techniques that can be used in combination with one another:[31]

1. Ask the student about brainstorm what they know about the newspaper

---

[30] *Ibid*.41

[31] Vilma Tafani, *Teaching English Through Mass Media*, Albania: Department of English 2009. p. 85

2. The teacher introduce the materials will discuss

3. The teacher explain the material using newspapers

4. Before reading newspaper the teacher explain key of vocabulary on the newspapers

5. The teacher ask the students to predict the story and vocabulary on the Newspaper

6. The teacher explain some word vocabulary in newspapers

7. The teacher ask the student to find some words in the newspaper

8. The teacher allow student to use a dictionary during the activity

9. The teacher gives student to summarize the newspapers.

E. Newspaper

1. **Definition**

According of Piere Solin on the thesis Herni, as a human being, we need to communicate and interact with other people. We need them because they have something that we do not own or they know something that we do not. Sometimes, we are curious about what is happening in the world. To fill our curiosity, we need media. One of the media is a newspaper besides television, radio, magazine and books.

Newspaper present current issues which are occurring at present. It is report president election, international or national news, sport competition, gossips about

famous people, weather forecast and so on. It is also equipped by posters, diagrams, charts and photos which could be seen by the reader.[32]

Newspapers are one of the printed media beside magazine. According to Webster's Dictionary, newspapers are one of printed mass media that publish in daily or weekly. They contain local, regional or international news, opinion, job vacancy, small advertisement and other general interest such as music, art, sports.

Newspapers: the printed sheet of paper that contain the report which happened in a society, the sign is: publish as periodic, general, actual about whatever and wherever in the word that valuable one to be known by the readers.[33]

2. **Type of Newspaper**

Newspapers can be divided into two sorts: Broadsheets, and Tabloids. Broadsheet newspapers are the large ones (e.g. The Times and The Daily Telegraph). Tabloid newspapers are the small ones (e.g. The Sun and The Daily Mirror).

Type of newspapers that are:

1. Newspaper writing is in *column*.
2. Newspaper stories are often called *articles*
3. All articles' titles are called *headlines*
4. Many articles have *pictures* to go with them; the writing under a picture is called a *caption*

---

[32] Aisyah Herni, 2009 The Use of Newspaper Articles As Supplementary Materials in Teaching Reading Comprehension, unpublished thesis, Jakarta: state Islamic university, 2012, p.13.

[33] *Ibid*, p.14.

5. Articles are often split into sections by *subheadings*; often these are just one word.

6. Articles often include *interviews* with people involved in the incident.

F. Teaching Vocabulary in Junior High school

English subject has different characteristics with the other subjects; English learning is not only vocabulary and grammar but also the offer to use or apply that knowledge in from of knowledge. Specifically, vocabulary knowledge is integrated with the receptive (listening and reading) and productive (speaking and writing) skills. Moreover, the students often repine about English words which have difference word formation or families.[34] Furthermore, junior high school the main focus of kind part of speech is noun, adjective, verb, and adverb.[35]

In this stage the students' characteristics are adult like, they are frequency more nervous of learning than younger students are and dislike being made to look foolish in front of their classmates. The most nightmares for the teachers of junior high school students is often losing control, spending the lesson talking to their neighbors when the teacher is trying to focus their attention or disagree vocally with

---

[34] *Depertement Pendidikan Nasional Direktoral* pembinaan sekolah menengah pertama, panduan pengembangan syllabus mata kuliah bahasa inggris smp, Jakarta. 2006.

[35] Adopted from English syllabus of MTs Darul Amin Palangka Raya.

much of what the teacher is saying.[36] As a result, the students are perhaps paying

much attention and interesting in the classroom activity.

---

[36] Jeremy hammer, *How to Teach English,* Assex: Addition Wesley longman Limited, 1998, p.11