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THAILAND



**20-21**  
**May 2016**  
Bandar Lampung  
University, Indonesia

## 4<sup>th</sup> ICEL 2016 THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



# PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**4<sup>th</sup> ICEL 2016**

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20 -21 MAY 2016



Organized by:  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4<sup>th</sup> ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

**Drs. Harpain, M.A.T., M.M**

*4<sup>th</sup> ICEL 2016 Chairman*

## **PROCEEDINGS**

The Fourth International Conference on  
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BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21 2016

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## AUTHENTIC LITERATURE AND TECHNOLOGY INVOLVEMENT IN EFL READING

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### Abstract

This article comes up with the problems that are faced by the students in reading class. They are dealing with students' interest and motivation in reading. Most of students are uninterested and unmotivated to read since most of teachers usually use only a single textbook in teaching reading. In fact, students' interests in reading are various, so it will be better if the teacher use various texts in teaching reading. There are six types of texts for reading instruction; one of them is authentic literature. Authentic literature refers to narrative and expository texts that are written in the original and natural language of the authors. It is often refers as "real books" or "trade books", such as magazine, novel, newspaper, comic etc. Technology, especially internet websites, presents the opportunities for authentic materials, as well as access to a wealth of ready-made ELT materials. This paper aims at emphasizing the use of authentic literature and internet websites in teaching EFL reading.

*Keywords:* Authentic literature, internet websites, reading interest, reading motivation

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### 1. INTRODUCTION

As an approach, reading is still viewed as an understanding of a written text as a part of communication of what the writer's intention and the reader's try to comprehend it and it can open up new world and opportunities in gaining knowledge and enjoying to read any kinds of literature or some common passages in the daily life, like magazines, newspapers (Wallace, 1992; Pang, Muaka, Bernhardt, & Kamil, 2003). Therefore, it is worth it saying that ability of reading is the path to reach the success in life.

In addition, one of the parts that influence the students' understanding of the text is their interest to read (Trehearne & Doctorow, 2006, p. 102). Winkel (2004, p. 188) states that students' interest is their persistent tendency to feel interested in the subject or in a certain subject. It is supported by Schiefele (1991, p.299) who explains interest as a content-specific motivational characteristics which includes their feeling and value components that are integrated each other and lead to students engagement and learning outcome (See also Ainley, Hilman, & Hidi, 2002, p. 412).

Furthermore, reading as one of receptive skills is still difficult to be mastered by students because of a number of reasons. First, they do not want to read because classroom reading material is too difficult, they do not want to be embarrassed and the task is not enjoyable. In addition, Marriotti (2014) states that sometimes students choose not to read since according to them reading may not be as much fun as other activities. Second, in a classroom, the students' interest in reading is various. Unfortunately, most teachers do not realize this condition. Many teachers only use a single book or *one size fits all* textbook in teaching reading (Cooper, 2001). Lao and Krashen in McNabb (2013) found that *one size fits all* textbook could not appeal students' interest and reading ability and it will be better if the students not only read freely but also use the instructor materials. In addition, Nunan (1991, p.72) on his book states that reading is usually conceive as a solitary activity in which the reader interact with the text in isolation. It means that so many times teaching reading is focused on reading the passage loudly, translating entire the words in the passage and finding the difficult words then the students try to translate what they read. This situation will make the students do not feel enjoy in reading. Indeed, because reading is difficult to be mastered by students because they are uninterested and unmotivated to read.

According to Sass (1989) interest in the subject matter is one of many factors that affect student's motivation to learn. So, teachers must find new ways to motivate and grab student's interest in reading. The use of literature in class might be a good way to increase students' motivation. It is supported by Vural (2013) who states that using literature in ELT classroom could evoke and increase motivation, pleasure, and also enjoyment not only for the students but also the teachers.

Authentic literature refers to narrative and expository texts that are written in the original, natural language of the authors. It is often referred to *real books* or *trade books*. Basically, they are the books that can be found in the

library and include wide range of fiction and nonfiction texts that authentically represent many cultures presented from diverse perspectives. In addition, most trade books are written in either a journalistic or a narrative style; they are interesting resources but are not specifically intended as instructional tools (Richardson 2000, p.171). Authentic literature comes in the form of books, magazines, newspapers, and others.

There are some researchers who did researches dealing with the use of authentic literature in ELT classes. First, Hismanoglu (2005) on his article found that the use of novel was very beneficial in EFL classes, but teacher should guide the students in selecting the good one. If it is selected carefully, a novel can make reading lesson be more motivating, interesting and entertaining. Besides, novel also could be an effective way of publishing vocabulary and developing reading comprehension skills. Second, Berardo (2006) found that the use of authentic materials in the classroom was highly motivating, gave a sense of achievement when understood and encouraged further reading. Third, Smith and Wiese (2006) found that the use of folktales in the classroom, usually in the form of picture-story book adaptations could help students understand the world, identify with universal human struggles, and also increase student's interest in reading. In addition, Vural (2013) found that the use of literature in ELT classrooms may motivate students better than simplified reading passages in students' course books. In sum, the use of such kinds of authentic literature is very beneficial to grab and attract the students' interest, motivation, vocabulary development, and develop reading comprehension skills.

Nowadays, technology especially the internet websites has certain advantages. Dudeney and Hockly (2007, p.8) state that since internet is wealth of ready-made ELT material, teachers and students can search the authentic material, course book, and resource book for teaching and learning process. This statement also supported by Shyamlee and Phil (2012) who state that the modern teacher has to change the style in teaching English, from the traditional of English teaching with the remarkably entry of technology, and internet provides so many options to make teaching and learning interesting and more productive in the term of improvement. In addition, practicing and assessing performance are also offered by technology (Dudeney&Hockly, 2007, p.8). The same idea also stated by Noethand Volkow(2004)"Technology offers new way of teaching and learning, and provides new ways for all involved in education to be openly accountable to parents, communities and students". From the previous explanation, the writer would like to inform that there is a significant increase towards the use of technology in teaching EFL reading.

In addition, technology is becoming increasingly important, and it makes teachers apply it in classroom; it also becomes a normal part of ELT practice in the coming year (Dudeney&Hockly2007, p.7). Since internet becomes increasingly mobile, it can be used almost in everywhere such as in lecture halls, computer room, classroom, at home, on the way to school, or in internet cafes. In short, internet access is becoming increasingly available to learn.

Referring to the description above, in this paper the writer will emphasize the use of authentic literature and internet websites in teaching EFL reading.

## **2. TEACHING READING**

As a matter of a fact people are naturally learned at least one language to communicate with others, but they do not automatically learn how to read. Reading has to be learned and taught intentionally because we know that people will not be able to read if they do not learn how to read.

Teaching reading in content subjects should be satisfying. Richardson (2000) found out that students avoid reading in content subjects if they find it is uninteresting and unrewarding, so students often select content books to read just as readily as fiction, and pleasurable feelings about reading will lead to successful reading and to more reading. Good readers read because it gives them pleasure and they do it well; consequently, they get practice in reading and become better at it. In short, to get students to read, teachers need to put the right book on their hands.

Broaddus and Ivey (2001) found that many students indicated that they were motivated to read by finding good materials to read and having choice in the selection of these reading materials, but students often did not find the books they wanted to read in the classroom. Richardson (2000) in his series of questionnaires administered over a four-year period to college students, found a consistent correlation between those who choose not to read and those who perceive that they had poor reading and study habits. This confirms the notion that people tend to avoid reading because it is not easy, pleasurable, or satisfying. Regarding to that, Barone (2011, p.191) states that teachers may create text sets where groups of students read individual books and then contribute to a whole-class discussion. Teachers may focus the students on a genre or an element within the interesting books.

In addition, Iftanti (2012) on her survey study found out that most of the EFL students did not indicate good English reading habits although they had formally learned English from Elementary school to university level,

their motivation to read mostly came from school assignments given by the their teacher only. This means that the EFL students are not motivated to read English for their pleasure. So, teacher should enhance their intrinsic motivation to read not only for the sake of doing assignments but also give the students' more motivation to read. Regarding to that, Marriotti (2014) mentions there are three ways for increasing student's reading motivation: 1) Giving students time to read. Teachers should schedule a regular time each day when students can quietly read their chosen materials, 2) giving students access to a wide choice of reading material and allow them to choose what they want to read such as magazines, newspapers, graphic novels, and also comic books, and 3) reading aloud to your students daily. Teacher must be a good role model of oral reading for their students. Since they need to see and hear good role models engaged in reading.

### **3. WHAT IS AUTHENTIC LITERATURE?**

Authentic literature refers to narrative and expository texts that are written in the original, natural language of the authors. It is often referred as *real books* or *trade books*. Most trade books are written in either a journalistic or a narrative style; they are interesting resources but are not specifically intended as instructional tools (Richardson 2000, p.171). No editorial attempts are made to make the texts easier by rewriting them to conform to readability guidelines or given vocabulary lists. Authentic literature comes in the form of books, magazines, newspapers, and others.

Authentic literature is motivating for students. It captivates their attention and engages them in learning. Furthermore, it also provides students with natural language texts that continually help them develop and expand their own language structures.

Guthrie and his colleagues (2004) found evidence that situational interest could work together with other practices to increase long-term motivation for engaging with text. In fact, properties of texts can increase interest, when a topic is interesting, the format is appealing to students, and materials are relevant to students' purposes in knowledge-development activities, interest and motivation will increase. Textbooks can also be supplemented by fiction novels and short stories and nonfiction trade books in psychology, philosophy, religion, technology, history, biography, and autobiography, reference books, magazines, and teacher-created materials from outside sources such as newspapers. In sum, the wide variety of different types of text means that it is easier to find something that will interest the learner and encourages reading for pleasure.

### **4. AUTHENTIC LITERATURE IN READING CLASS**

Reading is very useful for language acquisition. Harmer (2007) claims that more and less students understand what they read, the more they read and the better they get at it. Since student's interest in reading is various, teacher should encourage students to read in a variety of possible genres and the language of the text should be authentic.

Teaching reading by using authentic literature benefits students in many ways: it serves as a model for expanding their language base, helps to increase their vocabularies, excites and captivates their imaginations, and motivates them to learn. In addition, Berardo (2006) claims that the main advantages of using authentic materials in the classroom include: 1) Having a positive effect on student motivation; 2) Giving authentic cultural information; 3) Exposing students to real language; 4) Relating more closely to students' needs; and 5) Supporting a more creative approach to teaching.

Many students begin to learn to read through their response to stories and books that they read aloud (Van, 2013). Many of the books become their favourites, ones they will explore on their own and beg to her again by carefully selecting what they read aloud (Hall, 2008). Indeed, the selection of read aloud books can have an impact on student's language and vocabulary development.

Richardson (2000) shows teachers how to present lessons that integrate literature with content topics. When teachers bring complementary reading selections to their students, they can help revitalize instruction by opening new avenues for students and teacher alike. Sometimes authentic literature is too difficult for beginning readers to read on their own because students are often lack of skills to sequentially decode the words in the texts and often do not know many of the high-frequency words included in the text because they have not been taught those words. For this reason, authentic literature needs to be used simultaneously with other types of texts.

In addition, Barone (2011, p.32) states that choosing fiction and informational text to read aloud involves many decisions for teachers. The books need to be ones that students will enjoy and understand. It is also beneficial to select books tied to a current curricular theme so that each book builds upon the other and connects to important content expectations. Moreover, teachers want to select from various genres within fiction, such as mystery, folktales, or poetry, and within informational texts, such as biography, photo essays, or memoirs.

Furthermore, children require opportunities to explore books emotionally and intellectually, not just use them to learn to read. Barone (2011, p.3) states that a particular book may be the trigger for a child to move beyond reading as a learning expectation to reading as an intrinsically pleasurable act. As more quality books and materials have become available for young students, even emergent readers can find choices that appeal to their interests. Furthermore, teacher should provide a large variety of books on multiple topics for students or encourage students to find books in which they have a high interest (Broaddus& Ivey, 2001). Barone (2011, p.34) mentions the sources that can help teachers with book selection. Below are the sources for book selection as follows:

1. *School library or local library.*

Most librarians are familiar with children's books and can make valuable recommendations for read-aloud.

2. *Classroom library.*

Most teachers have created student libraries that serve as a source for read-aloud.

3. *Local bookstores.*

Although the number of independent children's bookstores is dwindling, the owners of these stores are often very knowledgeable and can recommend the perfect books for read-aloud, helping teachers' tailor their book selection.

4. *The Read-Aloud Handbook* by Jim Trelease.

This book, now in its sixth edition, offers support for reading aloud and recommendations for more than 1,000 books.

5. *The Best Children's Books of the Year (2009 edition).*

This book, published yearly by the Children's Book Committee from Bank Street College of Education, is a reliable source that groups books by age and topic (e.g., Life in a New Land).

## **5. INTERNET WEBSITES IN READING CLASS**

Nowadays technology, especially the internet websites, in language teaching is not new. It is a collection of many resource networks an electronic library of information. The most commonly used of the Internet is the part that supports multimedia, namely the World Wide Web. Using websites is one of the easiest ways of getting started with technology in the classroom. There are plenty of ELT websites which provide content that can be used by students. Authentic sites can be chosen to fit student's interest. This is a key factor in keeping high motivation in classroom. A Web search engine lets a learner type in a topic using keywords and come up with many possible resources that they need to know or find out. In fact, students usually find the Internet an appealing source of information (Leu, Castek, Henry, Coiro, & McMullan, 2004).

The internet websites are used as an instrument for effective learning. In addition, Dudeney and Hockley (2007, p.8) on their book note that teacher can use the Internet websites to look for the published material such as course books and resource book for teachers. Furthermore, there are many links to help teachers with book selection. Barone (2011, p.34) suggests and mentions some links for book selection:

1. *National Council of Teachers of English (NCTE; [www.ncte.org](http://www.ncte.org)).*

In its bimonthly journal *Language Arts*, NCTE highlights quality children's books along with book reviews.

2. *International Reading Association (IRA; [www.reading.org](http://www.reading.org)).*

IRA publishes yearly lists of children's, teachers', and parents' book choices. Each issue of its journal *The Reading Teacher* features quality children's books with reviews.

3. *Book Links ([www.ala.org](http://www.ala.org)).*

*Book Links* is a quarterly supplement to the American Library Association's *Booklist* subscription magazine. Each issue is filled with wonderful literature, text sets, and creative ideas for bringing literature into the classroom.

4. *The Horn Book Magazine ([www.hbook.com](http://www.hbook.com)).*

This journal is focused on children's and young adult literature with articles and reviews.

5. *Children's Book Council ([www.cbcbooks.org](http://www.cbcbooks.org)).*

In this website maintains a database of children's choice book award winners grouped by grade level as well as award-winning

6. *[www.carolhurst.com](http://www.carolhurst.com)*

This children's literature site publishes free newsletters about children books and is a source for book collections organized by theme or curricular area.

## **6. CONCLUSION**

People naturally learn at least one language to communicate with others, but they do not automatically learn how to read, so reading has to be learned and taught intentionally. While, many researchers found that students still have problems dealing with their interest and motivation in reading. Interest in the subject matter is one of many factors that affect student's motivation to read. So, teachers must find new ways to motivate and grab student's interest in reading. Authentic literature can be an alternative way to be implemented in reading class because it can evoke student's interest and motivation. By having interest and motivation in reading, student's vocabulary development and reading ability will simultaneously increase. Furthermore, internet website supports the students in reading class since it is wealth of ready-made ELT materials. By typing a topic using keywords, students will come up with many possible resources that they need to know or find out. Indeed, the authentic literature and internet websites are suggested to be implemented in reading class since they can evoke student's interest and motivation.

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