

CHAPTER I

INTRODUCTION

1.1 Research Background

Nowadays, the utmost concern for EFL teachers is how to make the students capable of speaking English well in both the classroom and real-life, notably in a specific condition where English is being taught as a Foreign Language (Azri & Al-Rashdi, 2014). The main reason is that there have been big difference between what being taught in the classroom and on how the language is used in the students' daily life (Mestari & Malabar, 2017). For example, English conversations taught in the textbooks from school and the classroom are far from similar to how it should be used in real life, for example students tend to learn in a situation where they will speak everything as to how they are printed in the textbook from school which is provided by the government. The textbook from school is often include a full-structured sentence (all the time) and many repetitions such as "Hi, my name is Putra, I am from Indonesia, I am seventeen years old" while in the real life, it is enough to say " I am Putra, seventeen years old from Indonesia" (Berardo, 2006). By pointing out those problems, the students will not be able to use English as to how it should be used in the real-life. Therefore, Huda (2017) recommends the teacher to use "authentic" sources as teaching and learning materials. It is because "authentic" sources mirror the real world. This argument also

supported by Ahmad Mousavi & Irvani (2012) who suggest the teachers to implement authentic teaching material because they relate directly to the students' daily life.

Experts have their definitions regarding the meaning of authentic materials. Adams (1995) explains that materials authenticity can be seen from who makes the material and to whom it is produced, and it is only authentic if it is made by native speakers with the target of the native speakers themselves. It is in line with what Heitler (2005) who defines authentic materials as texts which are written by native English speakers and for native English speakers. Other experts define authentic materials as materials that are made by native speakers which have a purpose for social contexts. For example, a newsreader. It is made for the social purpose of communication in transferring information to the community (Bacon & Finnemann, 1990; Peacock, 1997; Cholewinski, 2009). Huda (2017) points out that authentic materials are not written for teaching language purposes but designed by native speakers for native speakers. Wong, Kwok, & Choi (1995) state that by using authentic materials, students could get an understanding of how languages should be used in real life. For example, by watching movies, students could get the idea of how several expressions should be used in real-life situations. In agreement with Cholewinski, (2009) who states that authenticity is similar to what the students are dealing with in their real life. Abersold & Field (1997, p. 48) argues that authentic materials are materials which are not modified before they are used in the classroom. From the definitions from the experts above, there are four

main characteristics of authentic materials. The first, it should be produced by native English speaker for native English speaker. Second, it should not be created specifically for pedagogical purpose. The third, it is formed as real-life object (not virtual or engineered). The last, it cannot be changed or modified in any way (keeping the originality).

According to Richards (2006), there are four benefits of authentic materials. The first because it provides cultural information about the target language. The second, it shows how languages are used in real life. The third, it could help students to achieve their needs. The last, it supports a more creative approach to teaching. Further, Harmer (1994) states that authentic materials are beneficial, because they can assist learners to use a proper language; help learners understand the target language faster and enable them to use it on real-life occasions. Hedge (2002) argues that if teachers want to perform real-life situations in the classroom, the use of authentic materials could be the best way of representing that situation. For example, newspapers, TV programs, magazines, comics, novels, short stories, and recipes.

From those benefits, many researchers persistently have researched the use of authentic materials with a focus on improving students understanding towards the use of language; for example, Hartatik (2016), found that the use of authentic video materials on the basic speaking class can be motivating and also can be so informative for the students. It is also supported by other researchers who found that authentic material could attract students' attention when teaching grammar because authentic materials are connected with their

understanding of how language should be used in their daily life (Mestari & Malabar, 2017). Ghufron (2018), in his research, found that there is a significant difference in students' writing skills when they are being taught by using authentic materials, in a form of ELT research papers, then using textbooks (previous textbook provided by the faculty). The students became more motivated and their writing skill becomes better than before when they learn using the ELT research paper.

Although authentic materials bring some benefits, if the teachers cannot select appropriate authentic materials based on the students' need, of course it will lead to a major problem. Sujono (2017) states that the materials could become a danger and lead to bigger problems when the materials are not properly chosen. Conforming with this statement, the government has a regulation which is UU No. 16 Tahun 2007 about academic qualification standards and teacher competence. In pedagogical competence, the teacher should be able to choose and use learning material which can relate with learner's experience, match with the characteristic of students, and meet with the objective of learning. Another argument also come from the World Bank (as cited in Oryema & Picho, 2015) which states that the school curriculum needs proper learning material to be implemented in every learning process to make it work. Thus, teachers have to able to determine the learning material which is suitable and appropriate with the curriculum and learner's need. In addition, Febrina (2017) recommends for the teacher to also focus on the way

they deliver and use authentic materials in classroom activity to get maximum learning outcomes.

In conclusion, it could be inferred that the use of authentic materials in the classroom is believed that could close the gap between languages taught in the classroom with the languages used in real life. It is also supported by the researchers which prove that the use of authentic materials in the classroom can bring major impact to the learner's development especially in learning English as a Foreign Language if the materials used by the teachers are chosen correctly based on the learner's experience, match with the characteristic of students, and meet with the objective of learning. By this background, the researcher then conducts a research entitled "The Analysis of Authentic Materials Used by English Teachers in Senior High School in Singaraja".

1.2 Research Problem

Since this research has purposes to analyze the level of the authenticity of the materials used by English teachers in senior high-school in Singaraja and the considerations or criteria used by English teachers in selecting authentic materials, the problems are formulated as follow:

1. How authentic is the English teachers' material?
2. What are the considerations or criteria used by English teachers in selecting authentic materials for teaching EFL students?

1.3 Research Objective

There are two objectives this research which are:

1. To describe how authentic the English teachers' material is
2. To describe the considerations or criteria used by English teachers in selecting authentic materials for teaching EFL students

1.4 Research Significant

1. Theoretical Significance

The theoretical significance of this research is expected to support the theory of authentic materials which are used by English teachers to teach English in the EFL classroom.

2. Practical Significance

a. For the teachers

Through this research, the teacher will know the authenticity level of their materials used to teach students. Besides that, the teacher will be able to determine the criteria in selecting appropriate authentic materials for teaching and learning occasions.

b. For other researchers

This study can be used as a reference or an alternative source if the other researcher wants to conduct research which has related to the use of authentic material in teaching EFL classroom.

c. For Policymaker

Besides that, from this study, the government as a policymaker can develop appropriate teaching material based on the criteria that the teachers proposed in selecting authentic materials for students.

1.5 Scope of the Study

This study is limited in senior high school in Singaraja academic year 2019/2020. This research has two main focusses which are to analyze authentic materials used by English teachers in the EFL classroom and to describe the considerations or criteria used by English teachers in selecting materials for teaching EFL students. Therefore, it will be an analysis of three different schools in Singaraja which are SMAN 4 Singaraja, SMAN 3 Singaraja, and SMAN 2 Singaraja.

1.6 Definition of Key Term

1. Conceptual Definition

Heitler (2005) defines authentic materials as any texts that are written by native English speakers for native English speakers. English native speakers mean the people who use English as their mother tongue. The country where people use the English as mother language are England, American, Canada, New Zealand, and Australia (Lee & Jun, 2016). According to Huda (2017) emphasizes more that the purpose of authentic materials not within the scope of teaching language. Additionally, Cholewinski (2009) said that authenticity is similar to

what the students are dealing with in real life. Wong et al. (1995) state that by using authentic materials, students could get an understanding of how languages should be used in real life. Abersold & Field (1997, p. 48) argues that authentic materials are materials which are should not be modified before they are used in the classroom.

2. Operational Definition

Authentic materials are materials which are produced by native English speaker for native English speaker; not created specifically to be used in the classroom or not for pedagogical purpose but beneficial for exposing students to the genuine use of English for communication; formed as real-life object (not virtual or imitation), and not changed or modified in any way (keeping the originality).

