

## CHAPTER I

### INTRODUCTION

This chapter is provided to give clear understanding of the facts that underlie the researcher in doing this study. There are consist of Research background, problem identification, research question, research objective, research significances, research scope and the definition of key terms followed in this chapter.

#### **1.1 Research Background**

In Indonesia, English is learned as a foreign language. Indonesians learn English in formal education from junior high school to high school. Although, there are many high school graduate students who still cannot communicate in English. This can be happening because of due to some reasons, such as limited time and space to practice English, learning environment or students' motivation to learn English. In order to solve this problem, teachers are required to conduct effective teaching through the use of interesting media, teaching techniques or learning materials.

Learning material is one component in teaching and learning that has a significance impact in a learning process (Kitao & Kitao, 1997). As one essential requirement which influences the teaching and learning process, the selection of teaching and learning materials are an integral part of curriculum planning and

delivery in school (Fry et al., 2003). The selection also emphasizes that the teacher has a duty to ensure that the teaching and learning materials has suited the students' learning level and has been appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes. Teaching and learning material, should also related to the curriculum. It needs to be suited with the government's framework of standard and accountability. Moreover, the selected learning materials should also motivate the students in teaching.

In Indonesia, the implementation of authentic material in learning process is regulated in Kurikulum 2013, the latest curriculum implemented in Indonesia (Qoyyimah, 2018). According to this curriculum, all Indonesian students should be able to develop their knowledge, skill, as well as their characteristics. In order to develop those three aspects, the curriculum implements scientific approach in the learning process. This approach consists of six stages or steps; observing, questioning, trying out, analyzing, creating, and communicating. Seeing those steps or stages, students are expected to be active in the learning process in order to discover new things and new concepts. Those three aspects should be developed holistically since they cannot be seen as separated matters. Realizing that the students should explore their surrounding in order to discover a certain concept and skill, the authentic learning materials plays significant role in learning process. The use of authentic learning materials let students see how a certain thing looks like and how they can explore it to create something new.

In addition, Kuhn (2016) stated the 21st century learning concerns on the same thing that is the use of authentic material in the learning process. 21st century learning emphasizes on the significance of authentic learning material in

developing students' life and career skills. The use of authentic learning material is believed to be an effective way to introduce the real life to the students. Authentic learning material helps students to have a clear description of the environment around them. Then they can adapt the things around them easily and may develop the skills they need in order to be able to improve their career and life. It may help them to create and do innovation to bring positive impacts to their surroundings. Therefore, before choosing particular learning materials for their students, teachers have to consider some aspect; whether the materials related to the curriculum, the materials are suitable for the students' level, the materials can motivate the students to learn, the activities are meaningful, or the material can make the students reach the stated objective.

Moreover, the development of cognitive science shows that the expected results in learning will increase significantly when students are involved in the process of learning through authentic real-world experiences. EnGauge Ages skills the 21st was built based on the results of ongoing research and answers learning needs that clearly define what participants need students in order to develop in the current digital era (Ariyana et al., 2018).

All component on the enGauge list of 21st century skills are compiled from many excellent works published in the 1990s and contemporary literature, emerging research, and the voices of representatives of education, business and industry (Lemke, 2002). Those can also provide a matrix that cross-matches enGauge's skills with the nine previous works. The enGauge checklist aims to provide the public, businesses, industry and education circles with a consensus and language on the skills needed by students and workers in this emerging digital age. The enGauge

project is based on the premise that pre-K-12 schools should incorporate 21st century skills and proficiency into the school curriculum within the scope of academic standards.

Thus, before choosing particular learning materials for their students, the teachers have to consider some aspect; whether the materials related to the curriculum, the materials are suitable for the students' level, the materials can motivate the students to learn, the activities are meaningful, or the material can make the students reach the stated objective.

Specifically, there are two kinds of materials that can be used by teachers namely created and authentic materials (Anam et al., 2019). The created materials are the learning materials which have been already available from the government, such as a textbook for English. On the other hand, the authentic materials are alternative materials that can be used by the teacher in teaching and learning process which is taken from authentic sources, such as internet, newspaper, magazine, or video (Richard as cited in Ardilla, 2014). Interestingly, the use of authentic materials in English teaching and learning activities has been proven to bring positive impact to students. Many researchers have asserted that authentic materials have a positive effect on learners. The use of authentic materials helps to bridge the gap between classroom knowledge and students' capacity to participate in real-world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language. Albiladi (2018) revealed that the use of authentic materials effectively can bring a real world into the classroom and significantly enliven the ESL Class. It exposed the students to cultural features generates a deeper understanding and interest in the topic, and



also help the students to develop their ability in comprehending the text in reading and in speaking skills. In addition, Bedri & Ali, (2017) also found the benefits of authentic material in teaching EFL. The use of authentic material can effectively use in teaching listening to improve the students' skill in English. The study also found that the use of authentic material can help the students to communicate with English native speakers in real-life.

Nowadays, education system in 2020 seems different than what it has been done previously. It can be seen from the process of teaching and learning in which it was conducted through an online system due to covid 19 pandemic. It caused a big impact for several sectors including the education system. Based on the phenomena that happen in pandemic situation, teaching learning process is less effectively. According data obtained from UNESCO (2020), more than 160 countries have implemented national closures, affecting more than half the world's student population in which teaching learning activity cannot do in conventionally. UNESCO provides direct support to countries, including solutions for inclusive distance learning. In line with the situation, The Minister of Education and Culture of Republic of Indonesia has instructed schools to carry out online learning since 17 March 2020 for area affected (Mendikbud, 2020b). The Minister has demanded all education units to work online learning due to the pandemic situation and maintaining the health of students, teachers, and all educational staffs (Mendikbud, 2020a). These policies demand teaching learning activity is conducted to learn from home and also teachers to work from home. So that, authentic material is very necessary to support student learning activities in the form of online meetings in which the students are provided representation of the topics being taught. In

addition, student's language acquisition can achieve the target language through the implementation of authentic materials.

Based on pre-observation in Senior High School at SMA Negeri 2 Semarang, the frequency of learning process meeting used virtual through Zoom Meeting application and using Learning Management System Schoology. Then the implementation of authentic materials is varied. Most of the teacher still used textbook then deliver into e-book especially in English and the teacher share several materials from their own like videos and modules in pdf format. So, teaching learning process can be effective through virtual meeting and the teachers emphasize the using of various authentic materials in their meeting.

Reflecting on prior research, the researcher investigated the use of authentic materials at SMA Negeri 2 Semarang. Based on prior observations that take place at SMA Negeri 2 Semarang, it was found that there are some English teachers who have used authentic materials in teaching English. From the teacher's point of view, the use of authentic materials is good for students' development of learning English. Therefore, the researcher is interested in investigating the types of authentic materials used by the English teachers in teaching English, the implementation of authentic materials in teaching and the assessments used in teaching and learning process.

## **1.2 Research Problems**

Based on the research background, the problems of this research can be formulated as follows.

1. What kind of authentic learning materials are used by senior high school English teachers in SMA Negeri 2 Semarang?
2. How is the procedure of the implementation of authentic learning materials in English lesson in senior high schools in SMA Negeri 2 Semarang?
3. What kind of assessments are used by the senior high school English teachers in SMA Negeri 2 Semarang to assess the students' understanding?

### **1.3 Research Objectives**

Regarding to the research background and research problems, there are 3 objectives that are going to be achieved through this research.

1. Finding out the kinds of authentic learning materials used by senior high school English teachers at SMA Negeri 2 Semarang
2. Analyzing the procedure of implementing the authentic learning materials in English lesson conducted in senior high schools at SMA Negeri 2 Semarang.
3. Finding out the assessments used by senior high school English teachers to assess students' understanding on the materials.

### **1.4 Research Significance**

The result of the study is expected to be theoretically and practically significance.

#### **1.4.1 Theoretical Significance**

This study is expected to provide empirical evidence of the kind of authentic materials used in teaching English as a foreign language in Senior High School

at SMA Negeri 2 Semarang. This can be derived as a reference for designing better quality teaching materials especially in EFL context.

#### 1.4.2 Practical Significance

##### 1.4.2.1 For Teachers

The result of the study can be used as an additional reference for reflection in term of material choices and development for better teaching in the classroom.

##### 1.4.2.2 For Students

The result of this study can be expected to help the students to learn from a more natural sources and materials. It makes them easier for learning English because authentic materials bring learners closer to the target language culture, making learning more enjoyable and therefore more motivating.

##### 1.4.2.3 For Other Researchers

The result of the study can be used as a reference for research in EFL pedagogy in general and material choices and development in particular.

### 1.5 Limitation of The Research

The study of this research is limited as it is only in the area of SMA Negeri 2 Semarang. The researcher observed the kind of authentic materials used carried out in English classrooms of grade tenth, eleventh and twelfth SMA Negeri 2 Semarang. The study also observed how the procedure of implementation of authentic materials used in teaching learning activity by the English teachers, as well as how the English teachers assess the students' understanding in



implementation of authentic materials used. Thus, this study is limited in the area of English instruction.

## **1.6 Definition of Key Terms**

In order to avoid the misunderstanding towards the terms used in this study, conceptual and operational definitions of important key terms are presented as follows.

### **1.6.1 Conceptual Definition**

Authentic materials are defined as materials that have been produced to fulfill some social purpose in the language community (Nunan, 1989:59). Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. For language teaching, it is general material that can be found, so the authentic material needs to classify because some of the materials are suitable for teaching of reading and some are effective on speaking, listening, or even writing. According to Gebhard (2006:103), authentic materials can be classified into three categories, as follow:

1. Authentic listening materials, such as radio news, cartoons, songs, etc.
2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

Based on the two theories, so the definition which were used as a conceptual definition is both of them. Main theory is about definition of authentic material from Nunan, (1989), then classified of authentic material is come from Gebhard, (2006).

### 1.6.2 Operational Definition

Authentic material is the material in English used by English Foreign Language (EFL) teachers in their learning process to EFL students which was found in the environment at SMA Negeri 2 Semarang, such as in television, newspaper, stuff package, picture, videos, songs, movies, comedy show, advertisement and many more.

