CHAPTER I

INTRODUCTION

A. Background

Dardjowidjojo (2000; c.f. Lie 2004) says that English language curriculum in Indonesia has changed since 1945 until now. The latest English language curriculum in Indonesia applies genre-based approach. Genre-based approach is based on a text-context model of language where the texts are structured in conventional ways to realize people's purposes in particular social and cultural settings (Department of Education Queensland, 1994).

Derewianka (1995) stressed the need for the specific instruction of genre in EFL contexts. She spoke of how a genre-based approach can be applied in EFL contexts by considering the nature of both the learning environment and the texts, and by emphasizing the development of vocabulary and other language features which may not be as urgent in a classroom of native-speaker people.

According to 2004 English Language Curriculum, there are twelve genres of text: narrative, descriptive, recount, report, procedure, analytical exposition, hortatory exposition, review, discussion, news item and explanation.

Seeing the text types that should be taught by English teacher to the students, the use of effective technique, media and material are very crucial to make the learning process easier and more comprehensible. Basically, it is the teacher's responsibility to increase student's motivation in learning English. Therefore, teachers should choose the right technique, media and

material in order to make the teaching learning process successful.

Regarding to this, the use of authentic materials in an EFL classroom has been discussed by many teachers in foreign language teaching in recent years. This means materials which involve language naturally occurring as communication in native-speaker contexts of use where standard English is the norm (Kilickaya, 2004). Martinez (2002) suggests that teachers may use authentic materials for the learners to listen for the gist of the given information. Moreover, he suggests that by using authentic materials, teachers can encourage students to read certain topics of their interest. Authentic materials are very helpful to increase students' motivation for learning English and it can make students one step closer to the 'real' language of English (Guariento & Morley, 2001, p. 347). In other words, by using authentic materials, teacher can provide learners with a connection to the real world of English use.

Though authentic materials are considered effective in the EFL classroom, they are still neglected by teachers. They tend to use only the textbooks or the exercise books suggested by their school.

Speaking of the use of authentic materials, Berardo (2006) conducted a research about authentic materials in teaching reading. The result of the research showed that authentic texts or materials are beneficial to the language learning process since the students are highly motivated and give a sense of achievement when understanding further reading.

Based on the statements above, the writer is interested in investigating the effectiveness of authentic materials in teaching descriptive text. Though

descriptive text is closely related to student's daily life, some of high school students have not had a good comprehension about descriptive text yet. They still have some difficulties when they are asked to describe something.

In order to measure the effectiveness of authentic materials in teaching descriptive text in this present research, the writer will use speaking test as the research instrument. As suggested by Dawson (1975:151) that speaking is truly a basic skill in language learning. It means speaking plays the most important role in English language. Mulgrave as quoted by Tarigan (1987: 24) states that speaking is a tool to express message in order the listeners can understand the materials that the speaker's talking about and to find out whether the speaker or the listener can adjust to the situation when he is delivering his idea.

In fact, Derewianka (2005) stated that what is needed now is research to identify and further develop genres in the spoken mode.

Therefore, the present study focuses on investigating the effectiveness of authentic materials in teaching descriptive text to improve students' speaking ability.

B. The Statement of Problems

The study is expected to answer these following matters:

1. To what extent is the use of authentic materials in teaching descriptive text effective to improve students' speaking ability?

2. In what way do the students respond toward the using of authentic materials in teaching descriptive text?

C. The Aims of the Study

This study is aimed at investigating:

1. The effectiveness of authentic materials in teaching descriptive text effective to improve students' speaking ability.

2. How the students respond toward the use of authentic materials in teaching descriptive text based on the research result.

D. Hypothesis

This study takes a null hypothesis which states that there is no difference between students' speaking ability in the control and experimental groups after being given authentic materials in descriptive text.

E. The Limitation of Study

This study investigates the effectiveness of using authentic materials in teaching descriptive text to improve students' speaking ability. There are two terms that served as the limitation of the study. First, the teaching materials that are used for the treatment in the experimental group are only limited to printed materials which are magazine articles and posters. Second, in testing speaking, there will be only four aspects which are going to be tested: Pronunciation, Vocabulary, Fluency and Descriptive Generic Structure (Grammar) which covers present tense, adjectives and linking verbs.

F. The Significance of Study

This study is expected to:

1. Give positive and useful contribution in English teaching and learning process

2. Enrich the students' and the teachers' knowledge related to speaking ability

G. Methodology

1. Research Design

The study employs the quasi-experimental design with the pretest-posttest nonequivalent-groups design. In this research, the sample is divided into two groups: experimental and control group. The experimental group is taught speaking by using authentic materials in descriptive text. On the other hand, the control group is taught speaking without using authentic materials in descriptive text. Both experimental and control groups are given pretest before the treatment and posttest after the treatment.

The research design used can be formulated in the following chart:

$$\text{EG} \quad X_{1E} \quad T \quad X_{2E}$$
$$\text{CG} \quad X_{1C} \quad 0 \quad X_{2C}$$

Description:

EG: Experimental Group

CG: Control Group

X_{IE}: pretest to assess the experimental group's speaking ability

X_{2E}: posttest to assess the experimental group's speaking ability

T : the treatment, i.e. using authentic materials in teaching descriptive text

0 : the conventional method

X_{IC}: pretest to assess the control group's speaking ability

X_{2C}: posttest to assess the control group's speaking ability

2. Populations and Sample

Population is the whole subject, while the sample is the number of subject of study which represents the population (Arikunto, 1993). The population of this study is the tenth grade students at SMA PGRI Cicalengka and the sample is X 1 class students as the experimental group and X 2 class students as the control group.

3. Data Collection

a. Test

There are two kinds of tests used in this study: pretest and posttest. The pretest aims to know the students' level of speaking ability before the treatment and the posttest aims to know the students' level of speaking ability after the treatment.

b. Questionnaire

The questionnaire consists of 12 close-ended questions. It is given to find out the descriptive information from the students about the effectiveness of using authentic materials in teaching descriptive text to

improve students' speaking ability.

c. Interview

Interview contains 5 open-ended questions. It is conducted to get additional information of students' opinion toward the use of authentic materials in teaching descriptive text to improve the student's speaking ability.

4. Data Analysis

The data obtained will be analyzed through the following procedures:

1. Determining the pretest and posttest score of experimental and control group.

2. Analyzing the significance of the test using Statistics Product Service Solution (SPSS).

3. Determining the student's opinion and point of view toward the use of authentic materials in teaching speaking by using percentage.

4. Relating the data collected from the questionnaire with the data collected from the interview.

5. Interpreting the research findings to give the explanation about the result of the research.

H. The Clarification of Terms

The Clarification of the terms used in this paper can be described as follow:

a. Effectiveness: a different effect which produces a better

improvement in the process of speaking teaching and learning through the implementation of using authentic materials in descriptive text.

b. Authentic Materials: 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (Rogers, 1988).

c. Descriptive Text: is a text which describes the characteristics of particular person, place or thing (Gerot & Wignell, 1994).

d. Speaking Ability: is the ability to express idea, intention, thought, feeling to other people by using spoken language, in order the hearer understands what the speaker says (Kartimi, 1986).

I. The Organization of the Paper

This paper will be presented in five chapters:

1. Chapter 1: Introduction

This chapter explains the background of the research problem proposed. This section covers the aims of the study, the limitation of the study, significance of study and the research method used in the research.

2. Chapter 2: Theoretical Foundation

This section presents the concept and theories that underlies the analysis of the research investigated.

3. Chapter 3: Methodology

This section elaborates the research method in details.

4. Chapter 4: Data Presentation

This section presents the result of the study on the effectiveness of using authentic materials in teaching descriptive text to improve students' speaking ability.

5. Chapter 5: Conclusion and Suggestion

This section concludes the data presentation and gives the suggestion for next study.