

CHAPTER I

INTRODUCTION

This research paper will be divided into five chapters. Chapter one contains the introduction which is the main issue that will be investigated. It embodies background of the study, research questions, aims of the study, limitation of the study, significance of the study, clarification of terms, and the organization of the study.

1.1 Background

In some parts of Indonesia, some teachers may still use textbooks as main source in teaching English. Hutchinson and Torres (cited in Puspita, 2001) state the reasons why teachers decide a textbook in managing their lesson in the classroom, for instance; saving time in giving direction to lessons, guiding discussion and facilitating in giving homework, and also will be easier, well-organized, more convenient, and faster in terms of teaching and learning activity process.

However, the materials offered in the textbooks are not entirely suited to what students want to learn, need to know, and whether they are motivated or not. According Shrum and Glisan (1994, p. 28) state that:

“unfortunately, many textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented.”

As regards the statement before, using appropriate materials (for instance authentic materials) is one of varying alternatives to create beneficial atmosphere in learning English. In line with Al Azri and Al-Rashdi (2014, p. 3) utter:

“using inappropriate materials make learners face difficulty in learning a foreign language. Learners need to be motivated to success in learning any

language. In order to help learners learn better, many researchers suggest using the authentic materials.”

Although from teachers' perspective, there is still hesitation or anxiety regarding the implementation of using materials in EFL classroom. However, concerning many benefits obtained from authentic materials, it will be better if teacher consider this aspect. One of the particular researches that has been conducted in Japan, where the use of authentic materials can make learning relevant and exciting, though it also can make frustrating and confidence draining (Sullivan, 2007). Here Sullivan enlightens that selecting the material and designing the exercise appropriately can be a solution for this issue.

Authentic materials, according to Nunan (cited in Mc Grath, 2002) defines that authentic materials are those all things produced for purposes other than pedagogical purposes, in which they are divided into two types, printed materials (e.g. newspapers, timetables, recipe, etc.) and spoken materials (e.g. public announcements, TV commercials, video clips, etc.).

There are so many researches that have been conducted regarding this issue. One of the particular researches is conducted in Japan, where the use of authentic materials can make learning relevant and exciting, though it also can make frustrating and confidence draining (Sullivan, 2007). Here Sullivan enlightens that selecting the material and designing the exercise appropriately can be a solution for this issue.

Another study has also been conducted by Shu (2008) shows that the use of authentic material from certain forms can successfully engaged motivation of ESL program students in Indiana and Kentucky.

The research in the same issue is also conducted by Thanh Tra (2011) shows that the authentic materials have positive effect to motivate the second year graders of Tay Bac University in Vietnam.

There have been a few studies investigated about this issue in Indonesia. For instance Syafri (2011) shows that teaching reading by using authentic materials successfully improve students' reading comprehension better than using non-

authentic reading materials. Also both teachers and students indicate positive attitudes towards the implementation of authentic materials in the classroom. Therefore, the study intends to find out teachers' perceptions towards the use of authentic materials in teaching English and the difficulties encountered by the teachers in using authentic materials in the EFL classroom.

1.2 Limitation of the Study

The limitation of this study is to identify the teachers' perceptions towards the use of authentic materials in teaching English. In conducting this research, the writer interviewed two teachers who taught English in ELF classroom. Besides, this research also identifies the difficulties faced by the teachers after deciding to bring authentic materials into EFL classroom.

1.3 Research Questions

The research conducted by the writer is designed to answer the following questions:

1. What are the teachers' perceptions towards the use of authentic materials in teaching EFL classroom?
2. What difficulties do the teachers' encounter in using authentic materials in EFL classroom?

1.4 Aims of the Study

Considering the background of the statement of the problem above the aims of this research are:

1. To find out the teachers' perceptions towards the use of authentic materials in teaching EFL classroom.
2. To investigate the teachers' difficulties in using authentic materials in EFL classroom.

1.5 Significance of study

The study is expected to give benefits and information for certain groups, especially for those who contribute in pedagogical area.

Practically, for the English teachers, this possibly can be a reference to consider authentic materials as an alternative source along with textbook. Then, this can be a guide in terms of what should be noticed in selecting authentic materials before bringing them into the classroom.

Theoretically, for the students, this research can acknowledge them to authentic materials as one of certain sources that will enrich their knowledge and give them more exposure to learn English.

And the last, for the next researcher, the result of the research can be used as a source of the opinion that can be taken as references for another investigation in the same area in different context.

1.6 Clarification of Terms

Some key terms in this research are attached in order to deliver same perception between the researcher and the readers. The terms are perception, authentic materials, and EFL classroom.

1. Perception

According to Feldman (cited in Puspita, 2013), perception is the process of sorting out, interpretation, analysis and integration of stimuli which involves our sense, organs and brain.

In this research, the term “perception” is how the teachers notice towards authentic materials, and the implementation used in the classroom.

2. Authentic Materials

Jacobson et al. (2013) depicts authentic materials as printed materials used in classrooms, in which would be used in real life.

In this research, the term “authentic materials” refer to any tools other than textbooks and modules used by the teachers to teach English in classroom.

3. EFL Classroom

According to English Club (2004), English as a Foreign Language (EFL) is the teaching of English to students whose first language is not English. In line with English club forum stated that students (whose the first language is not English) learning English while living in their own country.

In this research the term “EFL” refers to the setting and the context of the research conducted is considered language target as foreign language, for instance Indonesia.

1.7 Organization of the Paper

This research paper will be discussed into five main chapters. Chapter one contains the introduction which is the main issue that will be investigated. It embodies background of the study, limitation of the study, literature review, research questions, significance of study, research method, and the organization of the paper.

Chapter two includes the related literature review. It presents theories and concepts of previous studies which are in line with this study.

Chapter three will present research methodology. This chapter discusses research method used in conducting this research. It will be broaden clarification about research design, research method, population and sample, data collection, and how data will be analyzed.

Chapter four is findings and discussions. The analysis is carried out based on the research question. This chapter also deals with the result of the research which consists of findings (data presentation).

Chapter five is conclusions and suggestions of the study. This part summarizes the findings based on the present study. In the end of this section, the writer will give some suggestions for further studies.