

CHAPTER I

INTRODUCTION

This chapter presents the introductory section of the study that reveals the main issue. It comprises background of the study, statement of the problems which elaborates thesis statement and formulates the problems into research questions, aims of the study, significances of the study, scope of the study, clarification of terms, and organization of the paper.

1.1 Background of the Study

Students in some public schools in Indonesia show less interest in learning English because they are not familiar with the usage of English. Regarding this, some teachers feel apprehensive about using higher level materials in the classroom because they assume students will not enjoy the class and cannot grasp the learning well. Therefore, some teachers decide to only follow every activity in the textbook given by the school.

However, the use of textbook in teaching learning processes can lead to a monotonous and meaningless learning and give impacts on the deterioration of students' quality (Belaid, 2015). It makes the students will easily feel bored and they only know the vocabularies without knowing the application on the real context. Furthermore, Wen-Cheng (2011) declares that a textbook-centered learning may not reflect the students' need and distort the real life content.

Consequently, students learn English only to comply their responsibility as students to achieve sufficient grades in their schools without knowing the real importance and purposes of learning English. Looking at this matter, teachers should be able to choose appropriate materials which can enhance students' interests and introduce them to the existence of English in the daily life.

These trends make some teachers realize the need of context in teaching English. Regarding this, some teachers have tried to build real-life situation in the teaching learning by using authentic materials as supplementary materials in teaching learning activities to aid school textbook as the main source. The use of authentic materials in the classroom especially in EFL classroom is expected to restore the real purpose of learning a foreign language in school (Hamed, 2014)

Charalambous (2011) defines authentic materials as materials which bring real-life settings as an exposure to the real language usage in order to prepare students to be able to use English as a tool for communication in the society. Therefore, students will realize the primary aim of learning English is not to achieve a high grade in school but to communicate with others in social settings.

There has been a growing intention in the number of studies that researchers and educators have in regard to observing and analyzing the use of authentic materials in EFL classroom. One of the studies has been conducted in by Rahman (2013). It shows that authentic materials are definitely valuable elements for teaching materials. However, the results also indicate that authentic materials need to be selected and controlled carefully. Through the suitable authentic materials, teachers can motivate the students in Bangladesh to seize more knowledge from daily life. Also, authentic materials give the students chances to share their predictions and thoughts to the other students, thereby gaining more confidence to speak English.

Another study has also been conducted by Razavi (2016) which exhibits that Iranian teachers are highly positive to utilize authentic materials in their classroom because they believe that the use of authentic materials in the classroom can improve students' skills and expose them to the real English usage. Besides, they also claim that not only it is beneficial for the students, but also it trains teachers' ability to build an interactive learning atmosphere during teaching learning processes.

However, there are only few studies investigate the crux of this matter in Indonesia. One of the studies is conducted in Sindangkerta by Firmansyah in 2015. It proves that authentic materials successfully improve students' learning participation.

As exemplified in the previous explanation, it can be noticed that various studies regarding the use of authentic materials are believed can give positive influences not only on the course itself but also on the teachers and the students. Nevertheless, applying authentic materials in EFL classroom can be a major challenge for students since authentic materials contain real life purposes which are quite challenging for EFL students especially for lower level students.

It may give rise to different attitudes of EFL students towards the use of authentic materials in teaching learning activities. Furthermore, since there is still few studies in Indonesia which have investigated students' attitudes regarding this issue, and considering that student is one of the essential elements in teaching learning processes; therefore, the intention of this present research lies in the urge to find out eighth grade students' attitudes towards the use of authentic materials in EFL classroom, the difficulties encountered by them in dealing with authentic materials, and also their favorable authentic materials.

1.2 Statement of the Problems

In line with the issue arisen beforehand and considering that student is one of the important elements in teaching learning activities, this study tried to analyze students' attitudes towards the use of authentic materials in EFL classroom. Therefore, several research questions were formulated as follow.

1. What are the students' attitudes towards the use of authentic materials in classroom learning processes?
2. What difficulties do the students encounter in dealing with authentic materials?
3. What are students' favorable authentic materials?

1.3 Aims of the Study

Congruent with the aforementioned issues, this study aims to:

1. discover students' attitudes towards the use of authentic materials in classroom learning processes;
2. find out students' difficulties in dealing with authentic materials; and
3. define students' favorable authentic materials used in classroom.

1.4 Significance of the Study

Concerning on the purpose of the study, this present study is expected to give a considerable contribution to certain groups especially for those who have a role in pedagogical areas. Thus, its significances stem from these following considerations.

1. Previous studies have shown the effectiveness of integrating authentic materials in foreign language learning. However, only few studies have

provided knowledge about students' attitudes towards authentic materials. Therefore, this study is significant because of the importance.

2. The result of this study will be beneficial to the teachers to determine learning materials to teach English.
3. This study helps teachers to find out students' difficulties in dealing with authentic materials, so the teachers can evaluate the materials and adapt the materials in order to fit the students' capabilities.
4. This study is worthwhile to introduce students to authentic materials which give them more exposure to learn English as a tool for communication.

1.5 Scope of the Study

To narrow down issues discussed in this present study, the participants of the study were limited to eighth grade students of junior high school in one of the public schools in Bandung. In addition, this study also only focuses on identifying the students' attitudes towards the use of authentic materials in teaching English, recognizing the difficulties encountered by the students in dealing with authentic materials, and determining students' favorable authentic materials.

1.6 Clarification of Terms

Several key terms in this study are attached in order to avoid unnecessary misunderstandings and deliver the same perceptions between the researcher and the readers. Those terms are clarified as follow.

1. Attitudes

Kim (2001) defines attitudes as a person's positive or negative response to an object or concept in the particular circumstance. Therefore, there are no correct or incorrect answers on the investigation of attitudes.

In this study, the term "attitudes" is how the students perceive the use of authentic materials in the classroom which were examined by classroom learning observation, students' interview, and students' questionnaires.

2. Authentic Materials

According to Herod (2002) authentic materials are materials designed for learning activities to imitate real life situations, so these kinds of material are believed can give an exposure to students to learn English.

In this research, the term “authentic materials” refers to all forms of materials involved in this study which were employed by the English teacher during teaching and learning activities.

3. EFL Classroom

Bahaous (2011) notes that English as a Foreign Language (EFL) classroom is a classroom which contains students whose first language is not English, so the status of English for them is as a foreign language and most students only learn English in the classroom. Therefore, English is not used frequently and does not have a prominent role outside the classroom

In this study the term “EFL Classroom” refers to the setting and the context employed by this research to bolster the aims of study in which the target language considered as a foreign language.

1.7 Organization of the Paper

This research paper is organized into five chapters. Each chapter portrays different subtopics in details. Further elaboration of each chapter is described in the following paragraph.

Chapter one is introduction. This chapter covers background of the study, statements of the problem, aims of the study, significances of the study, scope of the study, clarification of terms, and organization of the research.

Chapter two includes the related literature review. It presents theories, ideas, and issues which are in line with the research. This chapter consists of principles and justifications used in conducting the research.

Chapter three provides research methodology. This chapter discusses research method used in conducting this research. It will broaden approaches and procedures, research designs, participants, data collection, and data analysis manifested in the research.

Chapter four is finding and discussions. This chapter narrates the result of the research which has been interpreted and discussed. The analysis is carried out based on the research questions. This chapter also deals with the result of the research which consists of findings (data presentation).

Chapter five contains conclusions and recommendations of the study. This chapter depicts the conclusion drawn based on the research findings. In the end of this section, it presents some recommendations for further studies in the selected field.