

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter displays the conclusions and recommendations drawn from the findings and discussion of this study. Hence, this chapter is split into two segments, they are conclusions and recommendations. Conclusions provide the compendium of the results in this research. It was composed in line with the research questions in order to make the results clear and concise for the reader. Meanwhile, recommendations encompass several ideas regarding this research for people in pedagogical fields including students, teachers, and also the next researchers who are interested in applying authentic materials in the classroom or creating another research in the same issue.

5.1 Conclusions

In accordance with the research questions of this study, there are at least three main conclusions asserted in this section. First inference is related to the first research question which is about students' attitudes towards the use of authentic materials in EFL classroom. The result of the first research question was obtained from students' questionnaires as the main instrument and espoused by students' interview and classroom observation. Based on the results, it can be concluded that students' attitudes towards the use of authentic materials in EFL classroom were positive.

This result was generated from all elements of attitudes (cognitive, affective, and behavioral elements) which were shown by the students during the implementation of authentic materials in the classroom. In relation to the cognitive element of attitudes, the students believed that the use of authentic materials helped them to comprehend the learning materials well. Besides, to do with affective element of attitudes, students expressed that the use of authentic materials made the learning more attractive. Lastly, in relation to the behavioral element of attitudes, students denoted that the use of authentic materials could encourage them to be more engaged with the teaching learning process.

Subsequently, the second conclusion is drawn based on the second research question of this study which discusses students' difficulties in dealing with authentic materials. The results were acquired mainly through students' interview and invigorated by students' questionnaires and classroom observation. The results revealed that there were five difficulties faced by the students when dealing with authentic materials: unfamiliar vocabularies appeared in authentic materials, advanced speaking fluency and intonation, low-quality of authentic materials, students' low self-confidence, and unfamiliar authentic materials.

Nevertheless, the students can be prevented from experiencing those difficulties if the teachers are able to select authentic materials suitably by considering students' needs and abilities. More importantly, both students and teachers should cooperate to make teaching learning activities going well.

Eventually, the last conclusion is in accordance with the results of the third research question which portrayed students' favorable authentic materials. The results of the third research question were gained from students' questionnaire as the primary instrument. There were twenty kinds of authentic materials listed in the students' questionnaire including all types of authentic materials. They are audio, visual, printed, and *realia* materials. Based on the results, the extremely favorable authentic materials for the students were song lyrics, photography, television programs, songs, cartoons, picture story, movie, and video. Then, students' favorable authentic materials were *realia*, menu, paintings, magazine, radio channel, announcement, poetry, advertisement, and maps. Meanwhile, students denoted fair for authentic materials such as procedural text, brochures, and daily articles.

Thus, from those results, it could be concluded that songs and movies as the most favorable authentic material for the students. These authentic materials attained the highest score with the same score. Then, brochure which got the lowest score compared to the other authentic materials was considered as the most unfavorable authentic materials for the students.

5.2 Recommendations

After conducting the research regarding the issue of students' attitudes towards the use of authentic materials in EFL classroom, the researcher found several additional findings which were remarkably notable to be shared to the people in pedagogical fields including students, teachers, and the next researchers. Hence, several recommendations are delineated in this section.

First, in line with the result of this study, it is clearly depicted that junior high school students revealed positive attitudes towards the use of authentic materials. Hence, teachers should not be apprehensive about using authentic materials for the lower level students since the use of authentic materials can make the students realize the importance of learning English. Hence, the use of authentic materials can boost their motivations to learn English.

Second, to prevent students from facing difficulties when dealing with authentic materials, students need intense approaches from the teacher. Creating creative and attractive learning activities can be an alternative to teach English by using authentic materials. So, the students will not feel burdensome with the use of authentic materials. In addition, quality of authentic materials also needs to put under consideration when selecting authentic materials.

Third, in order to make the students enjoy the learning, teachers have to consider students' interests, needs, and abilities when selecting authentic materials. For example, teachers can use cartoon for the lower level students and a popular movie for the advanced students.

The last, for the researchers who are interested in conducting the research in the same issue, it is recommended to employ new variables or use different methods in order to gain different results from different perspectives. Then, it will be so much better if the researcher is able to connect the research with the recent methods or theories to keep the research up-to-date.