

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the thesis that covers a background of the problem, research questions, objectives of the research, significance of the research, and the scope of the research. In addition, the clarification of terms and the organization of the thesis are also explained as well at the end of this chapter.

1.1 Background of the Problem

The selection of teaching material is a fundamental role in the English Foreign Language (EFL) classroom that makes teachers use certain resources in their language classroom to motivate and improve students' language skills. In the area of teaching EFL, two different teaching materials can be presented and taught; authentic and non-authentic materials (e.g Allehyani, Burnapp, & Wilson, 2017).

Non-authentic materials can be found in common textbooks which are accompanied with grammar practice, reading texts, and many other activities and tasks that are designed for pedagogical purposes. In contrast, authentic materials also known as real-life materials are materials or texts that present language in real-life contexts such as videotapes, newspaper and magazine articles, brochures designed for pedagogical purposes (Fischer, 1993).

Some scholars (e.g Gilmore, 2007; Guo, 2012; Mohammadia & Abdi, 2014) argue that teachers who use textbooks as prime resources do not encourage and fulfill students' need. They claim that textbooks have a lack of important content and natural language that reflects the use of English in real-life situations. Meanwhile, authentic materials are more effective to stimulate students' interest and encourage them to explore language learning capacities (Azri & Al-Rashdi, 2014). Harmer (1994) also claims that authentic materials are able to boost their confidence in producing and acquiring language in real-life situations. This statement also supported by Richard (2006) where activities in the classroom should be closely parallel with the real situation since a language is a tool for communication.

As stated earlier, the use of authentic materials can be chosen to expose students to authentic language that will be a bridge between students' interest and the reality of the target language. Besides authentic materials are more interesting and stimulating rather than textbooks, implementation of authentic materials with the goal of students' need will make them have a sense that real language for communication is being learned (Peacock, 1997; Lee, 1995).

Rogers and Medley (1988) and Mestari and Malabar (2017) add that the use of authentic materials should be qualified in terms of students' needs, goals and objectives, and others. It means that several considerations should be noticed. Besides considering those aspects, teachers have to consider the amount of time, suitable sources, and learning tasks to scaffold students' learning process (Azri & Al-Rashdi, 2014). In other words, teacher's creativity is demanded when using authentic materials in their teaching process. In line with Harmer (1994) and Pinner (2015) who state the role of teachers in choosing and giving appropriate type of authentic materials is really important to fulfill students' needs because the difficulty and ambiguity of authentic materials are a higher level of comprehension.

Several previous studies (e.g. Allehyani, Burnapp, & Wilson, 2017; Azri & Al-Rashdi, 2014; Huda, 2017) indicates that teachers have a positive attitude towards authentic materials because the use of authentic materials have several advantages for the students such as increasing students' motivation and giving the opportunity to the students to expose to the real use of language. In Indonesia context, the researcher found several studies regarding the use of authentic materials with different focus such as teacher's belief in using authentic materials (Kristiana, 2018; Huda, 2017; Mestari & Malabar, 2017), students' perceptions when using authentic materials (Mudra, 2014), and the effect of using authentic materials (Apsari, 2014).

From the previous studies, it appears that further comprehensive study is required to conduct. This present study is undertaken in order to investigate teachers' strategies in selecting, adapting, and adjusting authentic materials in EFL classrooms, teachers' integration in using authentic materials in EFL classrooms, and challenges faced by the teachers and students when using authentic materials.

1.2 Research Questions

In order to see how teachers see this gap and facilitate investigation of this research, the researcher formulated the questions as follows:

- a. How do teachers select, adapt, and adjust authentic materials?
- b. How do teachers integrate the use of authentic materials in the EFL classrooms?
- c. What are challenges faced by teachers and students dealing with authentic materials?

1.3 Objectives of the Research

Past studies have overlooked about this current issue and supported this research. Thus, this research then is aimed at:

- a. Finding out teachers' knowledge in selecting, adapting and adjust authentic material in EFL classroom;
- b. Finding out teachers' knowledge about the integration of authentic materials in the language classroom;
- c. Finding out challenges that teachers and students face dealing with authentic materials

1.4 Significance of the Research

This research is conducted to serve several contributions for teachers, students, and stakeholders involved at school. Firstly, it gives useful information for optimizing the use of authentic materials in teaching EFL. Secondly, this research is beneficial information for English teachers to make their teaching activities become more effective to enhance and stimulate students' language development especially in real-life context. Thirdly, it offers powerful contribution for stakeholders in accommodating students' needs in learning English through real-life contexts.

1.5 The Scope of the Research

This research focuses on teachers' knowledge in terms of authentic materials by providing relevant frameworks, challenges that teachers and students face in using authentic materials, and also training that teachers use dealing with authentic materials.

It involved English teachers in senior high school Bandung that used authentic materials in their teaching and learning process. Additionally, students from a different level of the grade were involved as well to support the data.

1.6 Clarification of Terms

In order to avoid misleading and make common conception to the readers about some terms related to this research, three key terms will be elaborated, discussed and reported in this research. They are Authentic Materials, and Communicative competence. The definition of each term will be discussed below.

Authentic materials are defined as tools produced for social purposes used by teachers to facilitate language learning in EFL classrooms such as magazine and newspaper articles, audio, and videos in order to help students experience real language which is rarely offered in contrived materials such as textbooks.

Communicative competence refers to the ability of understanding, producing and interpreting a language that can be developed through interaction embedded in a meaningful context. It further includes the knowledge that allows someone to communicate correctly and appropriately in oral or written ways.

1.7 The Organization of the Thesis

This research has been divided into five parts that are structured based on the following sequence:

Chapter I explains the introduction of the paper. The background of the problem, research questions, objectives of the problem as well as the significance of the research. In addition, clarification of terms is also discussed. Chapter II provides a theoretical framework of the research. It reviews authentic materials in English language teaching, types of authentic materials, selecting authentic materials, advantages and disadvantages of authentic materials, students' level in using authentic materials and completed with previous research related to authentic materials and concluding remark. Chapter III displays methodology of research that comprises research method, research site, and participant as well as data collection and data analysis. Chapter IV discusses findings and discussions of the research. It is set based on the research questions; how teachers

select, adapt and adjust authentic materials, how they integrate authentic materials and challenges faced by the teachers and the students. Chapter V further concludes this research by displaying conclusion and recommendation in terms of the use of authentic materials.