

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter describes the conclusions and suggestions of this research. Conclusion is driven based on the findings and discussion explained in the previous research. This chapter also provides suggestions for better research in the future and certain implications including pedagogical and institutional. Therefore, this chapter is divided into two sections: conclusion and suggestion.

5.1 Conclusion

In this study, the use of authentic materials was investigated. The primary focuses discussed in chapter IV are to find out how teachers select, adapt, adjust, and integrate authentic materials in their classrooms, and explore teachers and students' challenges in using authentic materials.

After analyzing the findings of the research, the first conclusion drawn is that both of the participants have good background knowledge in terms of authentic materials. They select authentic materials based on some criteria such as relevancy with syllabus and students' interest, content value, and culture appropriateness. The participants further adapt the authentic resources by modifying the content based on students' ability. To know how appropriate these materials, both of the teachers have different ways. The way Indah decide the materials appropriateness is by giving the materials to the lower class. Meanwhile Yuli preferred to check her students' understanding in the very first meeting in order to easily understand her students' ability.

Furthermore, the findings also lead to a conclusion the way the participants integrate authentic materials in their classrooms. Both of them used similar authentic materials, but, Yuli often used pictures because there was no LCD projector in her classroom. Meanwhile Indah used pictures to activate her students' prior knowledge before going to the activities. The text also was chosen based on the syllabus and students' interest with up-to-date and not-to-long text. Moreover, they both have good

classroom management. They managed chair arrangement based on materials difficulties and often walked around to control their students' understanding.

However, teachers faced some difficulties in preparing authentic materials. Time constraints become one of obstacles faced by them. Teachers should select appropriate authentic materials based on the criteria. Although the resources are accessible, there are many considerations that should be noticed to fulfill students' needs.

When using authentic materials in the classrooms, both teachers and students have some challenges. The students are still difficult in some unfamiliar vocabularies and complex structures. In listening skills, the students somehow find strange accent and dialect that make them quite hard to understand. Because of those obstacles, the teachers should have extra effort to explain the materials to the students.

5.2 Implications

The research findings reported have pedagogical implications. Pedagogical implications are specifically addressed to stakeholders in the development of teachers. In this implication, teachers should be aware how important using teaching materials especially authentic materials in EFL classrooms. Teacher's knowledge before selecting authentic materials is crucial due to their considerations such as students' needs and objective, culture appropriateness and content issues. Moreover, teacher's creativity is demanded in using these resources in order to enhance students' language development in real-life situations. The way teachers manage the classroom when using these materials also plays important role so that the use of authentic materials can maximally be used in the EFL classrooms.

5.3 Suggestions

Based on the research result, several suggestions are offered for the readers and stakeholders. First, the teachers may provide more creative authentic resources for the students due to a set of pictures is most often used in the classrooms. Then, authentic materials can use to enhance many language skills. As the teacher often used authentic materials in reading and listening skills, they should take opportunity to develop other skills.

As the research result shows lack of facilities, it is better for the schools to fulfill learning equipment such as LCD projector in order to ease teachers use media in their classrooms.

Furthermore, this research was conducted in one senior high school. Further researchers hopefully could conduct similar research at least two different schools so that comparative result could be gained.