

CHAPTER I

INTRODUCTION

A. Background of Study

Authentic materials are common things we find in teaching English nowadays. Many teachers not only use textbooks but also use authentic materials for their teaching. They try to achieve the goal of learning language. They also try to get the interest of the students when using authentic materials.

Authentic means a real thing.¹ Authentic materials according to Peacock are “Materials that have been produced to fulfill some social purposes in the language community.”² The real of English produces the real content of English itself, like the word use, the form, and the culture. They are very helpful for students to know the use of English in the real context. They also can motivate the students to learn more about English. In the contrary, non-authentic materials are especially designed as language learning purposes.³ They are created on some pedagogical purposes, so many of them do not show the real of English content (many of them are edited according to what the level students using it).

¹ Kate Woodford, Guy Jackson, E-Dictionary: *Cambridge Advance Learners' Dictionary* (Cambridge: Cambridge University Press, 2003)

² Peacock, M., *The Effect of Authentic Materials on the Motivation of EFL Learners*, English Language Teaching Journal, 1997, 51, pp 2

³ Peacock, M., *The Effect of Authentic Materials*.....51, pp 2

Teaching language authentically is very important to be implemented especially for second language learners. It will motivate the learners. The learners will feel that they are learning the target language. There are also other advantages in using authentic materials for language teaching. Jack C. Richard quoted from Philips, Shettlesworth, Clarke and Peacock stated that authentic materials have good effects to motivate the students. First, authentic materials give authentic cultural information about the target language. Second, they also provide exposure to real language and relate more closely to students' needs. The last, they can support a more creative approach to teaching.⁴

As the conditions of modern era, the authenticity of English is easy to get. There are many ways to get the authentic materials for teaching English. The easiest thing we can get is from internet. Many people can access internet. They are not only adults but also children and teenagers who are able to access internet. They not only use internet to find an important data, but they also use it to communicate such as using Facebook or E-mail. They also use it to know the update news and some entertainment. For the teachers, there is no reason not to use the internet access for their teaching, because they will easily get the authenticity of English in order to motivate students' learning.

⁴ Jack C. Richard, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), p. 219

Some other media are also easy to provide the authenticity of English. Some popular western movies and songs, for examples, are also easy to find in television programs and radio. Students are also close with those two things. Moreover, some of them even prefer the western movies and songs than local movies and songs. Many researchers stated in their teaching research that movies and songs have many benefits in students' English skill development. They also easily get motivated to learn English more.

Other than non-printed media, there are also printed media that provide the authenticity of English. If we look at some brochure, printed advertisements, or some product tools, we will find English easily. In some newspaper and magazine, like The Jakarta Post and Kangguru, are also presented in English. Those media have many benefits to motivate the students' learning in order to introduce them about the 'real' English in use.

Even-though the authenticity of English is easy to get and is also beneficial in motivating students' learning, authentic materials cause several problems especially for the teachers. It is because the authentic materials are different from created materials in that they are not produced as pedagogical purposes. Jack C. Richard stated that authentic materials often contain difficult language and unneeded vocabulary items. They are also a burden for the teachers.⁵ Moreover, the teachers need to have more creativity in adopting and adapting authentic materials for their

⁵ Jack C. Richard, *Curriculum Development*.....p.220

teaching. They will not get easiness like when using textbooks. They have to be able to filter what are suitable for the students' level.⁶ The high level of English for low learners is not motivating the learners at all. As Guariento and Morely stated in Patrick McCoy article, the authentic materials cause the learners get frustrated, confused, and more importantly, be demotivated if it is not presented accordingly to their level.⁷ It is a big problem for the teacher to solve when they want to implement the authentic materials in their teaching.

Based on the statements above, the difficulties of using authentic materials are very important and interesting to know and analyze. In this study, by the title "TEACHERS' DIFFICULTIES IN USING AUTHENTIC MATERIALS FOR TEACHING ENGLISH IN ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF IAIN SUNAN AMPEL, SURABAYA", it is to know the difficulties of the teachers when they used authentic materials in teaching English. They are about the difficulties of the teachers in using authentic materials, the factors caused the teachers' difficulties, and the strategies used by the teachers to solve the difficulties and the students' responses to the strategies. They are about the teachers' experience when they used authentic materials in their class. They are more about what the teachers felt when they used the authentic materials. Therefore, to do this research firstly the researcher gave some questioners for the teachers and than the

⁶ Charles Kelly, Lawrence Kelly, Mark Offner and Bruce Vorland, *Effective Ways to Use Authentic Materials with ESL/EFL Students*, [The Internet TESL Journal](#), Vol. VIII, No. 11

⁷ Patrick McCoy, *Using Authentic Materials: Keeping It Real*, Meiji University

researcher continued with some in-dept interview to dig the deep data from the teachers.

In this study, the researcher does the research at English Education Department of Tarbiyah Faculty of IAIN Sunan Ampel, Surabaya. It is because in this department there are several teachers having used authentic materials for their teaching. According to the researcher's experience learning in this department two years ago, the researcher found that several teachers used the authentic materials to teach English skills such as reading, listening, speaking, and writing. They used several kinds of authentic materials for their teaching such as video movies, video news, magazines, songs, and brochures.

This study specifically takes several teachers of English education department that have used the authentic materials as the research subjects. The first teacher is teaching listening. She used video broadcast news from one of local private television stations, Metro TV. It is to get the students be used to listen the authentic English conversation or English broadcast. The second teacher is teaching literature. She used many kinds of authentic materials, but she usually uses novels, poems, and dramas. It is to show the students about the real literatures of English created by the native. The third teacher is teaching speaking and reading. She also used many kinds of authentic materials. She used magazines, newspaper, video movies, etc. Same with two teachers before, she also used the authentic materials to show the students about the real of English.

In practicing the authentic materials, the teachers find several problems. They are because the authentic materials are different from other materials like created materials. They are because the authentic materials show the real of English itself or the nature of English so they get difficult in choosing the authentic materials appropriately for their students. Moreover, there are still other problems found by the teachers. The problems of the teachers when used authentic materials are interesting to be studied. It also motivates the researcher to take the subject of the research because it is important to avoid the problems of using authentic materials for teaching English.

The last, from this research the researcher hopes to know more about the difficulties of the teachers, the factors, and the strategies in solving the difficulties and the students' responses after doing the strategies of teaching English. This study will be very useful for other teachers especially for teachers in English Education Department who are going to use the authentic materials in teaching English in order to anticipate the several problems when using the authentic materials.

B. Statement of Problems

According to the background of the study, there are three main problems that I stated in this research. They are:

1. What are the difficulties of the teachers when using authentic materials?

2. What are the factors (causes) of the difficulties in using the authentic materials?
3. What are the teachers' strategies to solve the problems and what are the students' responses to the strategies?

C. Objective of the study

Related to the statement of the problems there are also three objectives of the studies pointed here. They are:

1. To know the difficulties of the teachers when using authentic materials.
2. To know the factors (causes) of the difficulties.
3. To know the strategies of the teachers to solve the problems and the students' responses to the strategies.

D. Significance of the Study

As the target of study is for pedagogical purposes, this research will be very useful for teachers and candidates of teacher. They will need this research if they want to implement authentic materials. It is to avoid the difficulties in using authentic materials. After knowing the difficulties of the teachers when using authentic materials, they will be able to anticipate the problems when they also use the authentic materials. It can be a motivator to the teachers and candidates of teachers to

use authentic materials, because the benefit of using the authentic materials is much bigger and much more important than the difficulties.

This research will also be useful for the next researchers who want to take the use of authentic materials or anything about authentic materials as their subject research. This research will be very helpful for them to know the difficulties in using authentic materials. Therefore, they can avoid some problems during their research. The researchers will be more careful before using the authentic materials when they read this study.

It is because this research also shows the successfulness of the teachers when using the authentic materials with several strategies in solving the difficulties.

E. Scope and Limitation of the Study

According to the subject of the study “The Difficulties of the Teacher in Using Authentic Materials for Teaching English”, the most important thing in this study is to know the difficulties of the teachers. This study does not talk about the use of authentic materials or the effectiveness of the authentic materials, but this study will talk more about the difficulties of teachers’ in using authentic materials. They are any problems faced by the teachers when they used authentic materials in their class.

This study is also limited only for the teachers who have ever practiced using authentic materials for teaching English. It is because they would know much about the problems of using the authentic materials. In this research, the researcher will take the sample of some teachers who have used authentic materials for their teaching in English Education Department of Tarbiyah Faculty in State Institute for Islamic Studies (IAIN) Sunan Ampel.

F. Definition of Key Terms

The most important things that I have to explain here from the subject of the studies are:

- “Teacher”, in Cambridge advanced learner’s dictionary, is someone whose job is in collage.⁸ In this research, teachers are lecturers who are teaching English in English Department of State Institute for Islamic Studies (IAIN) Sunan Ampel. Specifically, they are the lecturers who have practiced using authentic materials for their teaching.
- “Difficulties”, according to Cambridge advanced learner’s dictionary, are problems.⁹ At this point, the teachers’ difficulties are the problems that are found by the teachers when using the authentic materials.

⁸ Kate Woodford, Guy Jackson, *Cambridge.....E-dictionary*

⁹ Kate Woodford, Guy Jackson, *Cambridge.....E-dictionary*

- “Authentic materials”, Alejandro G. Martinez quoted from Peacock that authentic materials are materials that have been produced to fulfill social purpose in language community.¹⁰ In this study, the authentic materials are materials which were used by the lecturers as instructional materials in teaching English. They also show the real of English in use or English in the real life.

G. Organizations of Thesis Writing

This study will consist of five chapters. Chapter one is introduction. The introduction includes background of the study, statement of the problems, objective of the study, scope and limitations of the study, definitions of key terms, and organizations of thesis writing.

Chapter Two is review of related literature. In the review of related literature, there are several literatures related to the study. It consists of review about language teaching, authentic materials, authentic materials for teaching English, and previous study. In language teaching the writer stated much explanation about the definition of language teaching, teaching English, and methods in teaching language. In authentic materials, there are more explanations about the definition of authentic materials and kinds of authentic materials. In authentic materials for teaching English there are the

¹⁰ Alejandro G. Martinez, *Authentic Materials: An Overview*, [Karen's Linguistics Issues](http://www.metu.edu.tr/~kilickay), 2002, (online document at URL <http://www.metu.edu.tr/~kilickay>, accessed on April 19, 2012)

importance of authentic materials for teaching English and the advantages and disadvantages in using authentic materials for teaching English.

Chapter Three is research method. It is the description of the method for this research. In this chapter, there are research design, sources of data, research subjects, data collection technique, research instruments, research procedure, and data analysis technique.

Chapter Four will be research finding and discussion. It will report the findings and results of the data collection. Detailed description of the results obtained from this study will be presented.

Chapter Five will be conclusions and suggestions. It will conclude the results of the study and also give some suggestions to the reader. It will also be recommendations for future research and implications for teaching.

A complete list of references and appendices will follow after chapter five.