

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this Chapter, the writer presents the research finding and discussion. It reports the findings and results of the data collection. Detailed description of the results obtained from this study is presented.

A. Research Finding

According to the research problems of the study, the research finding presents the result of the research based on the statement problems and the variables. They are about the kinds of authentic materials used by the teachers, the difficulties in preparing the authentic materials, the difficulties in using authentic materials during the class, the difficulties in evaluating the students with authentic materials, the factors of the difficulties, and also the strategies of the teachers in solving the difficulties.

These data had been collected by the researcher during one week. Exactly, it was on Tuesday, 7th of August, Thursday, 9th of August, and Monday, 13th of August 2012. Based on research procedure and data collection technique, the data were collected by giving questionnaire and doing some interviews.

1. Kinds of Authentic Materials

There are several kinds of authentic materials used by teachers. According to the result of interviewing the teachers and giving the questionnaires since 7th – 13th of August 2012, the kinds of authentic materials that they ever used were video movies, hand out, news paper, magazines, novels, dramas, and poems.

1. Video movies

Video movies are usually used by the teacher as the authentic materials for teaching English. They used them in several cases. Sometimes they used video movies to teach listening and some others to teach a literature.

The first teacher used video movies to teach listening. She used the video movie to show the students about the real of the English in the real use. It is also to show the students how the English is pronounced by the native. It is because the English letters are different in pronunciation for Indonesia students. Therefore, the use of the video movies is very important to develop the students' knowledge about English.

The second teachers were different in using the video movies. It was because she was teaching literature when used the video movies. It was more about drama. She used the video movies to show how the English drama was played. It was to stimulate the students to study and make them enjoy during the lesson.

The third teacher used video movies to teach speaking. She thought that by giving the video movies the students can build their mind to speak up and also enrich their vocabularies from the movies. The video movies also can be the media to show the students how the native speak up especially in pronouncing the words. It can help the students being able to pronounce the English word correctly.

2. Hand out

Hand out is one kind of authentic materials which is usually used by English teachers. It is about some articles taken from internet or etc. the teachers used the hand out to give the students a real example of English use.

One of the interviewee said that she usually used the hand out to give the students the authentic materials. It is because hand out can be more easily to get than the textbook and also show more authentic to daily life. The hand out also used when the teachers have own purpose to reach the target of teaching. So it can make the teacher get easy to evaluate the students after class.

3. Newspaper and Magazine

Newspaper and magazine are common thing to get the authentic materials for English. In teaching English, the teachers do not only use them to teach reading, but also to teach writing, speaking, literature, etc. It is according to the interview with the research subjects since 7th – 13th of August 2012. All of them used these kinds of authentic materials to teach English. They said that there were many things provided

in the newspaper and magazine that show the students about the use of English in the real life. Moreover, one of the research subjects also said that newspaper and magazine is very useful thing in teaching English especially when using authentic materials. She said even though there was only one magazine it was more than enough.

4. Novels, dramas, and poems

Novels, dramas, and poems are kinds of authentic materials that very common used by the teachers who are teaching English literature. It is happen to the one of the research subjects of this study. According to the questionnaire and the interview with one of the research subjects, Riska Safriyani, on Thursday, 9th of August, she said that as the English literary teachers she had to provide the authentic literature of English as much as possible. In that reason, she used novels, dramas, and poems as the media in teaching literature.

2. Difficulties in Preparing the Authentic Materials

To prepare the authentic materials, teachers have some problems. According to the result of the questionnaire and the interview with the research subjects since 7th – 13th of August 2012, there are several problems found by the teachers when preparing the authentic materials.

The first problems are dealing with the time. Some teachers need more time in preparing the authentic materials. It is because they have to prepare the materials as well before they practice to the students. It is to avoid some problems with the students when they practicing it in the class. The duration of time depends on what the kinds of authentic materials they used. Like video movies some teachers need to have long preparation. Moreover, it is also dealing with the purpose they need with the authentic materials. The long preparation will be very needed if the purpose of study is more complex. The teacher will spend much time only to prepare the authentic materials.

According to the questionnaire and the interview with the research subjects since 7th – 13th of August 2012, all teachers agreed that the durations of preparing the materials are depend on what kinds of materials they used. Moreover, one of them said that to get the right authentic materials for the students were not easy. She sometimes needs more time only in choosing the authentic materials. She said, “It could be for minutes, ours, or days. Sometimes you may get lucky and sometimes you may not. So, it depends.”⁵⁴

The second problem is in choosing the authentic materials. For the teachers who used the authentic materials should think of many things to choose the appropriate authentic materials for their students. Most of the interviewees agreed

⁵⁴ According to the result of the questionnaires and the interview with Mrs. Silfia on 13th of Augustus 2012

that to choose the appropriate authentic materials they should think the age of the students, the level of the students, and the appropriateness with the lesson they teach. Some times they also think that the authentic materials should be interesting to the students so the students can enjoy during the lesson.

Other problems are about mechanical problems. According to the questionnaire and the interview with the research subjects since 7th – 13th of August 2012, two of the research subjects have problems with the mechanical preparations. When their materials need some electronic aspect like video and audio the problems come to the preparations of the instruments. They need to have more preparation with the electricity aspect.

3. Difficulties in Using Authentic Materials in the Class

In the class the teachers also find some difficulties. Even-though they have prepared the authentic materials as well, they still found problems dealing with the students during the class. According to the interview and the questionnaires since 7th – 13th of August 2012 the difficulties are dealing with the understanding of the students about the authentic materials. When the teachers give too high level of the authentic materials the students will get difficult to understand the purpose.

All of the research subjects here agreed that to make the students understand with the authentic materials there were some problems. One of interviewee said that

the problems came when there were many different levels of students' abilities. She said that the class sometimes had variety of students' ability. If they had different level of English the materials would fell too difficult for some of them, and also would be too easy to some others.

Other than understanding to the students, the difficulties also came from the instrument they used during class. Sometimes when they used an internet access of the class, the access suddenly off, so the students are complains with the problems.

4. Difficulties in Evaluating the Authentic Materials to the Students

Several teachers sometimes used authentic materials to evaluate their students to measure their achievement. They used it to keep the naturalness of the materials and to measure the students authentically. Based on the result from the questionnaire and the interview with the research subjects since 7th – 13th of August 2012, all of the teachers said that there are no difficulties in evaluating the students using the authentic materials. It is because the evaluation of the study based on what they had taught to the students. For the example, if they are teaching speaking with the video movies, so they will use video movie to evaluate the speaking skills of the students. It can be retelling what they watch, describing the main content of the movies, or etc.

Table 1: Teachers' Difficulties

No	Research subject	Kinds of authentic materials used	The difficulties		
			Preparing step	During the class	Evaluating step
1	Irma Soraya	Video movies and Hand out	<ul style="list-style-type: none"> - Choosing the appropriateness of the authentic materials for the students - Long preparation with the Electricity tools 	<ul style="list-style-type: none"> - Sometimes understanding of the students 	-
2.	Rizka Safriyani	Newspaper, magazine, video movies, novels, poems, dramas	<ul style="list-style-type: none"> - Choosing the appropriateness of the authentic materials for the students - Long preparations for some authentic materials 	<ul style="list-style-type: none"> - Electricity problems - Understanding to the students 	-
	Silfia Asningtias	Newspaper, magazine, video movie	<ul style="list-style-type: none"> - Finding the right resources - Finding the right levels of difficulties for the students - Finding something that interesting 	<ul style="list-style-type: none"> - The variety of students' ability 	-

5. Factors Causing the Difficulties

According to the result of the questionnaire and the interview since 7th – 13th of August 2012 with the research subjects, there were several factors causing the difficulties that dealing with the kinds of difficulties in using authentic materials.

The first factor causing the difficulties is dealing with the kinds of the authentic materials used. There are many kinds of authentic materials that available in the daily life. The teachers should be able to choose the appropriate authentic materials for the students. They also have to look at the difficulties of the authentic materials they used. If the authentic materials are long and difficult to be understood they will cause the difficulties to the students and sometimes also for the teachers. It is also what kinds of the authentic materials that make the students interested. The difficult will occur if the kinds of the authentic materials are not appropriate to the students and also not interesting.

The second factors are dealing with the students. Many times the students in the class have different ability with each others, so the teachers have to think more time with the students' ability. It is relevant with the result of interview with the research subjects since 7th – 13th of August 2012. One of the interviewee said that if there were many levels of the students in the class the difficulties would be easily appeared. They could be the difficulties in choosing the right authentic materials for the right level of students.

The third factor is media supporting the teaching process. If the class is lack of electronic support like LCD, sound system or etc, the implementation of the authentic materials will have many problems especially in using video movies or internet access. According to the interview with the research subjects since 7th – 13th of August 2012, some of them said that the electricity could be broken or sometimes be off, or sometimes be low to be accessed. The class would be difficult to continue with the kinds of authentic materials if the electricity gets the problems.

Table 2: The Factors Causing the Difficulties

No	Research subject	Kind of difficulties	The factors (cause) of difficulties
01	Irma Soraya	<ul style="list-style-type: none"> - Choosing the appropriate authentic materials for the students - Long preparation with the Electricity tools - Sometimes understanding of the students 	<ul style="list-style-type: none"> - Many various students' ability in the class - There are many kinds of authentic materials in daily life - The teachers have to look at many things dealing with the students like age, levels, and environment - The class does not support the teaching instrument well

02	Rizka Safriyani	<ul style="list-style-type: none"> - Choosing the appropriate authentic materials for the students - Long preparations for some authentic materials - Electricity problems - Understanding to the students 	<ul style="list-style-type: none"> - Many various students' ability in the class - There are many kinds of authentic materials in daily life - The teachers have to look at many things dealing with the students like age, levels, and environment - The class does not support the teaching instrument well
03	Silfia Asningtias	<ul style="list-style-type: none"> - Finding the right resources - Finding the right levels of difficulties for the students - Finding something that interesting - The variety of students' ability 	<ul style="list-style-type: none"> - Many various students' ability in the class - There are many kinds of authentic materials in daily life - The teachers have to look at many things dealing with the students like age, levels, and environment

6. Solutions to Solve the Difficulties

From the problems above the teachers also have some strategies to solve them. According to the result of the questionnaire and the interview since 7th – 13th of

August 2012 with the research subjects, one of interviewee said that as teacher she had to be creative dealing with their teaching. The teachers should be able to solve any problems they found during teaching. To know the strategies used by the teacher, let's look at the answer of the teacher during the interview process.

The first is solution of the problem in choosing the appropriate authentic materials in preparing the materials. Teachers should be able to choose the appropriate materials for their students. They have to look at some aspect of their students like age, levels, environment, etc. the teachers should know their students as well, at what level they are, at what age they are, and at what conditions they are. It is to minimize the difficulties during practicing or even loses the difficulties at all. One of teachers said that even-though they had to spent long time to choose the kinds of authentic materials the appropriateness of the authentic materials is still important to the students to be motivated in learning.

The second is in preparing the authentic materials. The teachers sometimes need long time to prepare the materials. It is caused by the kinds of authentic materials they used. Too long authentic materials are too long also to prepare. So for the solutions of it is the teacher only skips what things that they do not need for their teaching. So it can be the smaller one and easier.

The third is in some electricity problems. Sometimes when the teachers used like video movies or internet access the electricity problems sometimes appear.

According to the interview with one of the research subjects on 9th of August 2012, she has some strategies to solve the problems. To anticipate weather there are problems with internet connections she always brings her own modem, so she still can access the internet even the local internet access is broken. Moreover, when there are other problems with the electricity instruments in the class, she brings her own instruments like little sound or etc.

The next is solutions for the problems of students' understanding. The factors are from students' level abilities. The teachers often find the variety of students' level ability. According to the interview with one of the research subjects on Monday, 13th of August 2012, she said that there were many strategies to solve the problems. The first, she made some small groups like pear activities. It was done by combining the level students' ability. That strategy could make the low level students be able to learn from the high level students. The second strategy, she gives more explanation to make the students understand well. Other teacher said that it could be done by giving the synonyms, gesture, or descriptions with the things that are confused. The third strategy was bringing up the issues to the class to be discussed with other students to clarify the understanding of the students. That is also to check the students' comprehensions.

From those solutions, the teachers indicate the strategies are successful. It is according to the result of the questionnaire and the interview since 7th – 13th of August 2012 with the research subjects. The teachers said that the students enjoy with

the strategies made by the teachers. The indication of the students that they get enjoy with the strategies is that the students show joyful like smiling and enthusing doing the lesson or assignment. The strategies also make the students studying extensively with other authentic materials.

Table 3: The Teachers' Strategies in Solving the Difficulties

No	Research subject	Kinds of the difficulties	Strategies to solves the difficulties
	Irma Soraya	- Choosing the appropriate of the authentic materials for the students	- Reading books
		- Long preparation with the Electricity tools	- Joining seminars or workshop
		- Sometimes understanding of the students	- Creative method
	Rizka Safriyani	- Choosing the appropriate of the authentic materials for the students	- Reading books - Joining seminars or workshop
		- Long preparations for some authentic materials	- Reading books - Joining seminars or workshop
		- Electricity problems	- Using modems or bring own instrument
		- Understanding to the students	- Creative method - Asking students to bring their own dictionary
	Silfia Asningtias	- Finding the right resources - Finding the right levels of difficulties for the students - Finding something that interesting	- Access as many possible resources as you can - Make own collection - Go to libraries
		- The variety of students' ability	- Make a small group like pear activities. - Give more explain to understand the

			<p>meaning.</p> <ul style="list-style-type: none"> - Discuss the materials in the class to clarify their understandings. - Make a comprehension checks.
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B. Discussion

There are several things to be discussed here. It is according to the data of the research and the research questions of the study. Here, there will be discussed about the kinds of authentic materials used by the teachers, the teachers' difficulties in using the authentic materials, the factors of teachers' difficulties, and the solutions of the teachers in using the authentic materials in teaching English.

1. Kinds of Authentic Materials Used by the Teachers When Teaching English

There are many kinds of authentic materials used by the teachers to teach English. They are newspaper, magazines, handout, video movies, poems, novels, and dramas. Freda Mishan explains in her book about the kinds of authentic materials.

They are literature, broadcast media, newspaper, advertising, songs and music, films, and ICT.⁵⁵

The teachers do not only use the authentic materials in one lesson, but they also use the same authentic materials for other lessons. It is to help the teaching method of the teachers with the materials. It is also to make the students get easy to understand the meaning in the materials. For the example, the teacher uses video movies to teach speaking and literature. In one side, she wants to show the students how the native speak up with the correct pronunciations, but in other side she wants to show how the actors show the action of the drama. Therefore, the main purpose is still to motivate the students to learn by the real use of English.

As Jeremy harmer said, “Authentic materials are language where no concessions are made to foreign speakers. It is normal, natural language used by native – or component – speakers of a language.”⁵⁶ The teachers present the authentic materials to show the real use of English to the students. It is very important to the students to know how the English is use in daily life, and to motivate the students learning extensively.

⁵⁵ Freda Mishan, *Designing Authenticity*.....p. 95

⁵⁶ Jeremy Harmer, *The Practice of*.....p. 205

2. Teachers' Difficulties in Using Authentic Materials to Teach English

Teachers find some problems when using the authentic materials. It is very common for every teacher when using authentic materials. The problems are coming when preparing the authentic materials and practicing the authentic materials in the class. When preparing the authentic materials, the problem is choosing the appropriate authentic materials for the students and preparing the teaching media for the authentic materials. However, when practicing the authentic materials in the class, the most important problem is with verity of the students. Alejandro G. Martinez mentioned the disadvantage of using authentic materials for teaching English. He stated that authentic materials might be too culturally biased, might be irrelevant to the student's immediate needs in the vocabulary, were too many mixed structures which make lower levels have a hard time decoding the texts, need special preparation which spent much time, were too many different accents in listening, became outdated easily like news.⁵⁷

According to the definitions of teaching in chapter II, interactions between teachers and students are very important. It is to deal with the target of learning and teaching of the teachers. The teachers should know the characteristic of the students, the age, the level, and the environment of the students. It needs more time to know the characteristic of the students. Moreover, there is also verity of students' level

⁵⁷ Alejandro G. Martinez, *Authentic Materials*.....4/19

abilities in the class, so it will cause the difficulties for the teachers to choose the appropriate level for the students.

Teaching media in the class also influence the implementation of the authentic materials. The electricity items like LCD, sound system, internet access, etc, are very important to make the teaching process successful. Patel classified some of teaching media used by the teachers. They are visual aids, audio aids, audio-visual aids, language laboratory and computer assisted learning. Visual aids include boards, maps, charts, newspaper, magazine, etc. Audio aids include radio, tape recorder, etc. Audio-visual aids include video, television, film projector, etc.⁵⁸

3. Factors Causing the Difficulties

The difficulties of the teachers in using authentic materials are caused many things. They are from the kind of the authentic materials used or will be used by the teachers, the students' understanding, the variety of students' level ability, and the media needed by the teachers to support their teaching. The difficulties also depend on how the English is used by the students' in their daily life. In chapter II, the writer stated that teaching English is just as teaching other languages. It depends on the position of English used by the learner whether it is used as first language, second language, or foreign language.

⁵⁸ DR. M. F. Patel, *English Language*.....59

For the first language, the students do not need to learn the language because they have acquired it naturally. It will be possible for them to learn the formal standard of the language. It is significantly different from second language and foreign language. It is because in second language and foreign language the learners do not understand the whole of the language (the form, the meaning and the use).

There are many kinds of authentic materials in daily life and used as the first language by the native speakers. It makes the teachers get difficult in choosing the appropriate authentic materials for the students. Peacock said “Authentic materials are materials that have been produced to fulfill some social purpose in the language community.”⁵⁹ And Jeremy harmer said, “Authentic materials are language where no concessions are made to foreign speakers. It is normal, natural language used by native – or component – speakers of a language.”⁶⁰

4. Teachers’ Strategies to Solve the Difficulties of Using Authentic Materials for Teaching English

Teachers should have many strategies to solve every problem they found in teaching. It is not only for English teachers but also for every teacher. Based on a description in chapter II, teaching language is giving or training some knowledge to

⁵⁹ Peacock, M., *The Effect of Authentic Materials on the Motivation of EFL Learners*, English Language Teaching Journal, 1997, 51, pp 2

⁶⁰ Jeremy Harmer, *The Practice of.....p. 205*

someone about language to get understanding about the language and to be able to use it in daily life of communication, the teachers are not only transferring the knowledge but also influencing the students to be able to practice the language.

It is dealing with the strategies or method used by the teachers in the class. In chapter II, the writer stated that there are several strategies and methods in teaching language. They are direct method, grammar translation method, audio-lingual method, Communicative Approach, Total Physical Response, Natural Approach, Competency-Based Approach, Silent Way, Community Language Learning, and Suggestopedia.

To solve the difficulties in using authentic materials, teachers have several strategies. The first is strategy for the problem in choosing the appropriate authentic materials. The teachers look at some aspects of their students like age, levels, environment, etc. the teachers should know their students well, at what level they are, at what age they are, and at what conditions they are. It is to minimize the difficulties during practicing in the class. Alejandro G. Martinez stated that authentic materials might be too culturally biased, might be irrelevant to the student's immediate needs in the vocabulary, were too many mixed structures which make lower levels have a hard time decoding the texts, need special preparation which spent much time, were too many different accents in listening, became outdated easily like news.⁶¹

⁶¹ Alejandro G. Martinez, *Authentic Materials*.....4/19

The second strategy is minimizing the time when preparing the materials. The teachers do what they think that it is easy for them. The teachers will skip the authentic materials if they are difficult to be used. The teachers also make their own collections with the authentic materials. To anticipate the problems with internet connections, the teachers bring their own modem, so they still can access the internet even-though the local internet access is broken. Moreover, they also bring their own teaching media like a little sound or etc to anticipate weather there are problems with the media in the class.

The other problems are from students' understanding and levels of students' understanding. The teachers often find a class with the variety of students' level abilities. Many strategies can be done to solve the problems. The first, the teachers can make some small groups like pear activities. They combine the level of students' ability. It makes the low level students can learn from the high level students. The second strategy, they can give more explain to get the students' understanding. It can be done by giving the synonyms, gesture, or descriptions with the things that are confusing. The third strategy is bringing up the issues to the class. It is to be discussed with other students to clarify the understanding of the students. That is also to check the students' comprehensions.

The strategies in solving students' difficulties are related to the method in teaching language. Since the target of learning English is to be able to communicate, many teachers use methods that force the students need to communicate. They are

like communicative approach and community language learning. Many teachers' used the strategies or methods to solve the problems.

The last, the teachers do what they and their students' feel enjoy during the class. The students will easily get motivated to study if the materials they study are joyful and easy to be understood. Daniela Tamo stated, "Authentic materials have a positive effect on learner motivation."⁶² Moreover, Jack C. Richard quoted from Philips, Shettlesworth, Clarke and Peacock stated that authentic materials also provide exposure to real language and relate more closely to students' needs⁶³.

From those solutions, the teachers indicate the strategies are successful. The indication of the students that they get joyful with the strategies is that the students show the joyful like smiling and enthusing doing the lesson or assignment. The strategies also make the students studying extensively with other authentic materials. Daniela Tamo stated, "Authentic materials have a positive effect on learner motivation."⁶⁴ Therefore, the students will study by themselves if they get motivated to study.

⁶² Danela tamo, *the use of* 2/1

⁶³ Jack C. Richard, *Curriculum Development*p.220

⁶⁴ Danela tamo, *the use of* 2/1