



C. Objective of The Study

In line with the problem of the study stated above, the objectives of the study is “ to describe the implementation of teaching English by using authentic materials in MA Negeri Lamongan”.

Based on the general objectives above, the specific objectives of the study are:

1. To know the kinds of authentic materials that are used by the teacher in teaching English
2. To describe the implementation of teaching English by using authentic materials
3. To describe the problem faced by the teacher in teaching English by using authentic materials.

D. Significant of The Study

The findings from this study are aimed to give contribution to the teacher. The finding can be used to improve the teaching and learning process conducted by the teacher and giving information about the particular materials in teaching English at MAN Lamongan that can be implemented in other school, college or other courses.

Besides, the unstructured interview is type of interview where the questions arise from the situation. The researcher asks question as the opportunity arises and then listen closely and uses the subject's responses to decide on the next question. The unstructured interview is more informal, free questioning to the subjects. It is possible to gain the subject's views, attitudes, believe and other formations.

Therefore, in her research, the researcher used unstructured interview. The instrument was given for one English teacher who taught the tenth grade students of MAN Lamongan. In order to obtain the data concerning with the problems faced by the teacher in implement the kinds of authentic material in teaching English especially in receptive skills and how the teacher overcome the problems. In her interview, the respondent gave her information freely and the researcher writes it.

magazine, video, and newspapers advertisement. In researcher's observed, when selecting these kinds authentic material, teacher was in line with the syllabus material. As the researcher mentioned above, the text that teacher gave from magazine or video were in line with the curriculum, they were descriptive text and news item text. It was very important for the teacher to use the materials with the syllabus because syllabus is relying on of the teacher in the process of teaching and learning.

According to the teacher, the kinds of authentic material which used only from magazine, newspaper, and video. It is important for the teacher to know that there are still many kinds of authentic material which are suitable for the students and appropriate with them. As the researcher mentioned in chapter II that there are three kinds of authentic material, they are:

- a) Authentic listening/ viewing materials, (TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio taped short stories and novels, radio ads, songs, documentaries, and sales pitches).
- b) Authentic visual materials, (slides, photographs, paintings, children's artwork, stick figure drawing, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless pictures books, stamps).

should make some activities related with the materials, for example: giving games, giving questions related with the topic and etc. the aimed was to make students to be more active with those authentic materials.

- c) The teacher should select the authentic materials based on students' need. Teacher should considering some things before using the kinds of authentic material. They are: 1) the language learning context should be appropriate with the students' level, 2) the topic and purposes of using authentic material should appropriate and relevant for students' need. Related with the language, teacher should help their students in pre teaching vocabulary, because it is important to activate students' schemata related to the topics which will be used.

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