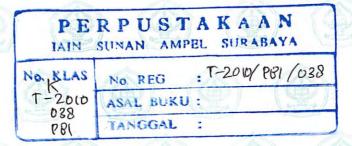
TEACHING ENGLISH BY USING AUTHENTIC MATERIALS TO THE TENTH GRADE STUDENTS OF MAN LAMONGAN



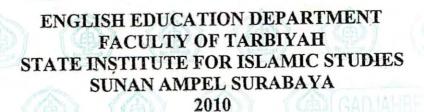
THESIS

Submitted in Partial Fulfillment of The Requirements For The Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English



By:

NUR LAILATUL FITRI D35206005













APPROVAL SHEET

Thesis by:

Name : Nur Lailatul Fitri

NIM : D35206005

Title : Teaching English by Using Authentic Material to the Tenth Grade

Students of MAN Lamongan.

Has been accepted and approved to be examined.

Surabaya, 20 July 2010

Advisor

Dr/Muhammad Salik, M.Ag

NTP 196712121994031002

LEGITIMATION SHEET

This thesis by:

Name

: Nur Lailatul Fitri

NIM

: D35206005

Has been approved by the Board of Examiners as the requirement for the degree of sarjana in English Language Education.

Surabaya, July 23, 2010

Approved by,

Dean of Tarbiyah Faculty

Dr/H/ Nur Hamim, M.Ag MP 196203121991031002

Dr. Muhammad Salik, M.Ag NIP. 196712121994031002

Chair,

Secretary,

<u>Siti Asmiyah, S.Pd</u> NIP. 197704142006042003

Examiner I,

mrn 1

<u>Dr. Phil. Khoirun Niam</u> NIP. 197007251996031004

Examiner II,

Dra. Irma Soraya, M.Pd NIP. 196709301993032004

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama

: Nur Lailatul Fitri

NIM

: D35206005

Tempat/tgl lahir : Tuban, 17 Mei 1988

Alamat

: Gesikharjo, Palang Tuban

Jurusan/Fakultas : PBI/Tarbiyah

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Surabaya, 29 Juli 2010

Yang Memuat Pernyataan

Nur Lailatul Fitri

ABSTRACT

Name : Nur Lailatul Fitri

NIM : D35206005

Title : Teaching English by Using Authentic Material to the Tenth

Grade Students of MAN Lamongan

English is one of the important language in the world, because most of information and many books are presented in English. Realizing with this statement, Indonesia government serves English as a compulsory subject for all educational levels. Although English has been taught for many years, there are still many problems found in the teaching and learning process. One of them is students' English textbooks are too difficult and sometimes make students bored and lazy. Authentic materials are one way to overcome the students' boredoms in learning English.

This study was conducted in MAN Lamongan and the subjects were the teacher and tenth grade students. The researcher was done to find out the answer of the three research questions, they were: 1) what kinds of authentic material that are used by the English teacher in teaching English, 2) how are the implementation of teaching English by using authentic material, 3) what problems are faced by the teacher when using authentic material.

This is a descriptive study. The data in this study was taken from the result of observation, and the interview from the teacher.

The results of this study were: for question number one, the result was: English teacher of MAN Lamongan usually use three kinds of authentic material, they were articles from magazines, videos and newspaper's advertisement. For the second question, the result was: in implementing magazine, teacher made an agreement with the students about the topics which will be used, the aimed was to make students interesting in reading activity. Secondly, when implementing the video, teacher only asked students to listen and answered the questions. Teacher didn't get the students to watch the video. The teacher asked students to guess what they had heard, but she didn't give enough time for the students to think about the answer. Finally, in implementing newspaper advertisement, in the first stage, the teacher gave students a short game. Then the teacher helped her students to find the meaning by asking some questions related with the topics. The result of the last questions was: the teacher found difficult to choose the kinds of authentic material which is suitable for students. Secondly, the teacher felt difficult to make the students understand with the language, because sometimes the language was not used in language classroom.

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is one of the important language in the world. English is spoken by great number of people. Most of information and many books about science and technology are presented in English. People will find difficulties in getting the newest information and catching the development of science and technology if they can not master English, so, English is needed for transferring science, knowledge, information, and technology. It also influences many aspects of life, such as political affairs, overseas commerce, and tourism industry as well as culture and humanity. Moreover, the ability of using English is needed to get the jobs, as Putri said in her article, "kemampuan berbahasa inggris merupakan kemampuan yang sangat menentukan dalam memperoleh lapangan pekerjaan...". ¹

Realizing the importance of English, Indonesia government serves English as a compulsory subject for all educational levels, from elementary school up to university level. In a special school, like SBI or Bilingual school, English is used for all the subjects. When the students learn mathematics, they have to use English as an instructional language. Hidayah states that the

¹ Debi Ediana Putri, *Peningkatan Mutu Pengajaran Bahasa Inggris*, Retrieved on December, 10th,2010 From (http://:www.pdfqueen.com/)

Department of National Education has made it very clear that English education is aimed at providing school graduates with life skills on the sense that they are expected to achieve the competence required to obtain communication skills.² At the end of the school program, the government expects the students to improve their English competence. The targeted level, students should master in the language skills, like reading, listening, speaking, and writing and language components like vocabulary, pronunciation, and grammar.

Although English has been taught for many years, there are still many problems in teaching and learning English. It is because English is not our native language. Another problem is that the students' English textbook are too difficult and sometimes make the students get bored. This condition make the students bored and lazy when they learned english. In this case, the teacher should help their students to increase student's willingness in English.

In order to motivate the students in English, the teacher should have some efforts. One of them is the teacher have to make the students interested in the materials of English given. Although the techniques and the methods are good for students, but if the materials are not interesting, the students will not enjoy in the lesson. Thats why, material is also one of the factors that influence teaching and learning process.

² Dewi Nur Hidayah, The Use of Authentic Reading Materials to Teach Vocabulary of Descriptive Text, (Surabaya: unesa Unpublished Thesis, 2009), P.2

Materials are anything which is deliberately used to increase the learners knowledge and/ or experience of the language.³ At the classroom level, materials often seem more prominent than any other element in the curriculum, because materials provide concrete models of classroom practice which are needed. Moreover it is difficult to imagine a class without books, pictures, filmstrips, realia, games and etc.

Materials come in many shapes and formats, one of them is authentic materials. Authentic materials are the materials that have been produced to fulfill some social purposes in language community. In other words, they are not specifically designed for language teaching or classroom use. Authentic materials are used to minimize the student's boredem with the textbook. Martinuz stated that authentic materials can encourage reading for pleasure because they contain interesting topics for learners, especially if students are given the chance to say about the topics or kinds of authentic materials to be used in class. According to the opinion of teacher in MAN Lamongan, the students are motivated in learning English when they get the real things in their materials. Moreover, teachers have to provide the English materials which have interesting topics, so without teacher's guidance, they will get a great desire to understand the English

³ Brian Tomplinson, Materials Development in Language Teaching, (Cambridge: Cambridge University Press, Unknown Year), P.2

⁴ Alejandro G. Martinez et.al, *Authentic Materials: An Overview*, Retrieved April 1st,2010 from (http://www3.telus.net/linguisticissues/am,html)

⁵ ibid.

⁶ Evi Laelativa, English Teacher at MAN Lamongan, Private Interview on April 5th 2010

meaning. Authentic Materials could obviously be cassetes, videos, CD_Roms, tape recording, radio, newspaper, TV programs, menus, magazines, the internet, movies, songs, brochures, comics and etc.

There are some researches related to the use of authentic materials. Firstly, Utomo had proved the effectiveness of authentic materials to teach reading, he found that by using authentic printed media can motivate the students in reading. Hidayah also researched about authentic reading materials to teach vocabulary. She found that using authentic reading materials are the other way to improve student's vocabulary through reading newspaper or magazine's articles. She wrote the Rodger's statement that authentic text can be interesting materials to motivate students because it is proof that the language is used for real life purposes by real people. Based on all the finding of Utomo and Hidayah, the researcher is interested in conducting a study of teaching English by using authentic materials. The researcher has an opinion that giving authentic materials is much better way to help the students to improve their ability or knowledge in English.

There are some differences between the researcher and the previous research. In Utomo research, he used authentic materials to teach reading. He used magazines as a kind of authentic materials to motivate the students in reading, moreover, he conducted the research in junior high school. While

⁷ Didik Tri Utomo, The Reading by Using Authentic Printed Media to The Third Year Students of SMP PGRI 13, (Surabaya: Unesa Unpublished Thesis, 2008)

⁸Dewi Nur Hidayah, The Use of Authentic Reading Materials, p.4

Hidayah, used authentic reading materials to improve student's vocabulary. She used article in magazines to improve student's vocabulary through teaching reading. She conducted the research in the tenth grade of senior high school. But in this research, the researcher wants to know the implementation of using authentic materials in teaching English for receptive skills, besides, because it is a case study, so the researcher wants to know the problems that are faced by the teacher when she (he) is using authentic materials in teaching English.

Based on the consideration above, the writer is interested in writing a thesis about teaching English by using authentic materials for the tenth grade students of MAN Lamongan.

B. Statement of The Problem

Based on the background described above, the problem of this study is formulated as "how are the implementation of teaching english by using authentic materials in MA Negeri Lamongan?"

The general problem above is specified as follows:

- 1. What kind of authentic materials are used by the English teacher in teaching English?
- 2. How are the implementation of teaching English by using authentic materials?
- 3. What problem are faced by the teacher in the teaching and learning process when using authentic materials?



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:

- 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.

E. Limitation of The Study

In this study, the researcher limits her study on the use of authentic materials in teaching English on receptive skill. It is because when the teacher teaches receptive skill, students feel more bored than in productive skill. This study focuses on the teacher when using authentic materials, and the problems that are faced by teacher. In this case the researcher takes the tenth grade students of MAN Lamongan, because according to the English teacher of MAN Lamongan, the students of the tenth grade are low motivated in learning English, so the teacher usually use the kinds of authentic materials to motivated their students.

F. Definition of Key Terms

To obtain obvious description about the title and the problem of this research, the writer gives definition of the key terms. The purposes is to make clear and to avoid misunderstanding on the concept that is used in this study. The writer would like to define them as follows:

- Teaching English in this study means the activity of the teacher in teaching receptive skills, it includes reading and listening.
- Authentic materials means materials that are not specifically designed for language teaching or classroom use, like magazine, newspaper, TV Programs, radio, songs and etc.

CHAPTER II

REVIEW RELATED TO THE LITERATURE

This chapter presents the review of related literature concerning the teaching of English, factors in teaching and learning, definition of authentic materials, kinds of authentic materials, the use of authentic materials in teaching English, the advantages of using authentic materials and the problems.

A. TEACHING ENGLISH

According to Brown, "teaching means showing or helping to learn how to do something with knowledge, giving instruction, guiding the study of something, providing with knowledge, and causing to know and understand." ⁹ while, English is an International language which is taught as compulsory subject in the classroom. From those statements, we can conclude that teaching English is the way of the teacher to develop the English competence.

In teaching English, there are two kinds of skill that should be taught for the learners, they are receptive skills and productive skills. Receptive skills include of reading and listening and productive skills include of speaking and writing. The relationship between receptive skills and productive skills are complex one, with one set of skills naturally supporting another. For example, building reading skill can contribute to the development of writing.

⁹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey:Prentice Hall, Unknown Tear), p.7

In this study, the writer only reviewed teaching English in receptive skills. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. There are some reasons why the writer only reviewed teaching English in receptive skills. It is because in these skills, learners do not need to produce the language, they only receive and understand it. Receptive skills are sometimes known as passive skill. Often in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. The main objective of a receptive skill is not the teaching of more grammar and vocabulary, but the development of the learners' ability to understand and interpret texts using existing language knowledge. In

As the writer mention above, when the teacher teaches receptive skills, it means the teacher teaches reading and listening.

1. Reading

Reading as a skill, is linked with writing. By reading books, journals and etc, we can make a note, summarize, paraphrase, and then write an essay. Jordan stated, "although the focus may be on various reading strategies and comprehension practice, the resultant exercises usually involve writing." ¹² In

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*:3rd edition, (Longman:Longman Pearson, 2001), p. 199

Gabrielatos, Receptive Skills With Young Learners, Retrieved from www.gabrielatos.com//receptive skills on june,5th 2010

¹² R.R. Jordan, English for Academic Purposes, (Cambridge:Cambridge University Press, 1997), p. 143

addition, from reading, students can build writing skill and other components of English, like vocabulary and grammar.

In the process of reading, students will be concerned with the subject content of what they read and the language in which it is expressed. Both aspects involve comprehension.

There are three ways of reading comprehension, they are previewing, scanning and skimming. Firstly is previewing, previewing is an important skill in developing speed reading. It is because through previewing, we can gain enough information from the title, table content and etc. The next is scanning. Scanning is a reading skill used for quickly locating for specific information.¹³ Scanning is a very important and useful skill for readers. When we need a piece of information from a text, we should only read what we need. When we learn to scan, we can obtain information from a text without reading every word. Finally, students also need to be able to skim a text to get a general idea of what it is about. By skimming, the readers will be able to decide whether the text is important for them and whether the text is related to what they want to find.

Many students are perfectly capable of doing all these things in other languages. For both types of student, teacher should do the best to mixture of

¹³ Zuliati Rohmah, English for Islamic Studies, (Surabaya:IAIN Sunan Ampel,2006), p.34

materials and activities so that they can practice using these various skills with English text.¹⁴

When teacher teaches reading, it should be based on reading principles. Harmer stated that there are five principles in teaching reading which can be seen below:

Encourage students to read as often and as much as possible

It means, the more students read, the better. Students will get many information, knowledge and other components of English from reading. For example: students will get much of vocabulary through reading a text. By reading, students are expected to enlarge their knowledge and vocabulary in order to they can improve their other skills.

Students need to be engaged with what they are reading

When students are reading, they should be involved in joyful reading. Teacher should try to help their students get as much pleasure from it as possible. Teacher also should do the best to ensure that they are engaged with the topic of reading text and the activities they are asked to do while dealing with it.

¹⁴ Jeremy Harmer, How to Teach English, (England: Pearson Longman, 2007), p. 101

Encourage students to respond to the content of a text

It is important that they should be allowed to show their feelings about the topic. This provoking personal engagement with it and the language. 15

• Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea to the content before reading. Book covers can give a clue what the book is. We can identify the books from their appearance.

Match the task to the topic when using intensive reading

Once decision has been taken about what reading text the students are going to read (based on their level, the topic of the text, its linguistic and activation potential), teacher need to choose good reading task. Like, the right kind of questions, appropriate activities before during and after reading, and etc.

• Good teacher exploit reading text to the full

Means that, good teacher integrate the reading text into interesting lesson sequences, using the topic for discussion and further task, using the language for study or using a range of activities to bring the text to life.

¹⁵ ibid. P,102

2. Listening

Teaching listening skill is one of the most difficult task for teacher.¹⁶ This is because successful listening skills are acquired overtime and with lots of practice. It makes students confused because there are no rules as in grammar teaching. This is not to say that there are no ways of improving listening skill, however they are difficult to quantify.

There are several principles for the teacher to improve students' skill in listening:

• Encourage students to listen as often and as much as possible

The more students listen, the better they get at listening. And the better they get at understanding pronunciation and at using it appropriately themselves. One of our mind task, therefore, will be to use as much listening in class as possible, and to encourage students to listen to as much English as they can.

• Help students prepare to listen

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic or read questions first.

Once may not be enough

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up

¹⁶ Kenneth Beare, *The challenge of Teaching Listening Skills*, retrieved on April, 1st 2010 from http://esl.about.com/Ir/teaching-listening-skills/4243/1/

the things they missed the first time, and we may want them to have a chance to study some features on the tape. In the case of live listening, students should be encouraged to ask for repetition and clarification when they need it.

 Encourage students to respond the content of a listening not just to the language

An important part of a listening sequence is for the teacher to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students.

• Different listening stages demand different listening task

Because there are different things we want to do with the listening text, teacher need to set different stages for different listening task.

Good teachers exploit listening texts to the full

The teacher can play a track for various kinds of study before using the subject matter, situation or audio script for a new activity. The listening then becomes an important event in teaching sequence rather than just an exercise by it self.

Listening material comes from many sources. Some teachers use authentic listening as their sources. Authentic materials and situations prepare students for the types of listening they will need to

do when using the language outside the classroom. The authentic listening materials are:

- Radio and TV programs
- Listening to English songs
- Lesson or lectures given in English
- Public address announcements (airport, train/bus station, stores)
- Telephone customer service recording and etc.

Whatever the kind of listening materials, teacher should be considered how can the teacher motivate students with their materials by making the topic relevant and interesting to them.

In conclusion, when we read a story or a newspaper, listen to the news or take part in conversation we employ our previous knowledge as we approach the process of comprehension, and we deploy a range of receptive skills, which ones we use will be determined by our reading and listening purposes.

B. Factors in Teaching and Learning

There are many factors which are influence in the teaching and learning process. Baharuddin stated that there are two factors in teaching and learning, they are internal factors and external factors.¹⁷ Internal factor comes from

¹⁷ Baharuddin, Teori Belajar dan Pembelajaran, (Jogjakarta: Ar-Ruzz Media, 2007), p. 116

students themselves, for example: intelligence, motivation, aptitude, interest, and attitude. While external factors, includes social environment, such as: teacher, family and etc. and non-social environment, like, materials which is taught for the students.

Here, the writer only reviewed the factors about teacher, students' motivation, and the materials. Because these are the main factors are usually influence in the teaching and learning process. The detailed explanation we can see below:

1. Teacher

Teacher is the most important factors in teaching and learning process. Classroom activities are depend on the teacher. Teacher is the key of success of failure of foreign language program. Moreover, teacher is responsible for the smooth flowing out of transferring the knowledge in the teaching and learning process.¹⁸

Good teacher is the teacher who can adopt a number of different roles in the class, depending on what the students are doing. As a teacher, we should know the kind of roles that we would act in the class. For example, the teacher always act as controller, standing at the front of class, dictating everything that happens and being the focus of attention. In this role, the more activities in the class are done by the teacher. In such situations, teacher may

¹⁸ Neneng Hidayah, *Teaching and Learning of Speaking*, (Surabaya:Unesa Unpublished Thesis, 2008), p.27

need to be a prompter, here the teacher must encourage students, push them to achieve more and feed in a bit of information or language to them proceed. At other times, teacher may need to act as feedback providers, that is helping students to evaluate their performance or as assessor (telling students how well they have done or giving grades). Teacher also needs to be able to act as resources for language information. When students need to consult, teacher become a tutor, that is an advisor who respond to what the students are doing and advises them on what to do next. In conclusion, teachers' ability to perform of those roles at different times, will help the teacher to facilitate many different stages and facets of learning.

Harmer stated that teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see their students' progress and know that we have helped to make it happen.²⁰ So, teacher should make their students enjoy in their classroom. To make our class enjoyable, teacher should have some guiding principles behind their approach in teaching. Hadfield gave four guiding principles for the teacher in their teaching:

• We learn a language in order to communicate

This means that the language in which the teacher teaches should be meaningful, natural and useful to their learners.

¹⁹ Harmer, How to Teach English, op.cit. p,25

²⁰ Ibid, p.25

• Teacher should be respect the individuality of their students

Students learn in different ways, so that their roles as teacher is to respond to their different needs and ensure that the way we teach and the activities and materials we use are appropriate for our students' level, ability, needs and are varied enough to appeal to different styles of learning.

• Learning should be positive experience

Our job as a teacher is to provide interesting, motivating, enjoyable and engaging learning activities for our students. Lesson have a clear aim which the students are aware of, in order to there is a sense of purposes and cooperative atmosphere in the classroom.

• Teacher should enable their students to reach their full potential

As well as making learning fun and appropriate for our students, we need to help them achieve their personal best. It will involve helping them take responsibility for their own learning.²¹

It is clear that teacher need to do everything possible as good support with their students providing interesting classroom. Those guiding principles offer certain guiding principles which form an approach to our teaching.

²¹ Jill Press, Unknown year), p.4and Charles Hadfield, *Introduction to Teaching English*, (Oxford:Oxford University Press, Unknown year), p.4

2. Students' Motivation

Students' motivation is the main factor which is influence the process of learning. Motivation urged students to do the learning activities. Psychologists give the definition of motivation as a process individuality which active, motivate, guidelines and keep the attitudes of individual.²² Moreover, there are two kinds of motivation; they are intrinsic motivation and extrinsic motivation.

a. Extrinsic Motivation

Extrinsic motivation is caused by any number of outside factors, Hadfield stated that people may be learning because of some external reason, such as: for their career or for their studies, in which case they may have an examination to pass. Other learners may be learnt English for pleasure, for socializing and conversation, or simply out of interest in an English speaking country and culture.²³

b. Intrinsic Motivation

Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Most researchers and methodologist have come to the view that intrinsic motivation is

²³ Jill and Charles Hadfield, Introduction to Teaching English, op.cit, p.5

²² Baharuddin, *Teori Belajar dan Pembelajaran*, (Jogjakarta:Ar-Ruzz Media,2007), p.116

especially important for encouraging success. According to Arden N. Frandsen in Baharuddin, intrinsic motivation in learning are:

- Students usually encourage themselves to know and investigate something new in the wide world.
- Students have the creativity and curiosity to advance their knowledge
- The desire of the students to be success, till they get support from family, teacher or their friends and etc.²⁴

At the beginning of a course, with students at whatever level and age, the teacher is faced with a range of motivation. Some students have a clear goal, fed by strong extrinsic motivation to achieve it. Others have an internal intrinsic drive which has fired them up. Others may have very weak motivation. Whatever type it is, increasing and directing student's motivation is one of a teacher's responsibilities.

Teacher should be able to help their students to improve their motivation. One of them is to make the students interested both in the subject and the activities which are presented during the lesson by giving an interesting and suitable material for the students, like authentic materials. The obvious advantage of using authentic materials that the teacher presents with actual everyday language, just as it appears in real life.

²⁴ Baharuddin, *Teori Belajar dan Pembelajaran*, op.cit, p.23

3. Materials

Materials are the important things in the process of teaching and learning, it is because the main purposes of learning is the authority of subject centered teaching. So, in order to achieve the learning goals efficiently and effectively, it is important for the teacher to clarify the specific purposes of using materials in their teaching. In the preparing materials, teacher has to look up at some points, such as: 1) what is the purposes of the lesson, 2) what will be studied by the students, and, 3) how will it be studied. In addition there are some criteria that must be considered by teacher in selecting materials:

The materials should be interesting and motivating

Teacher should be able to apply the material as interesting as possible. It will give students' motivation and fun in learning. The activities could be done in the form of games or others.

Materials should achieve impact

Impact is achieved when materials have a noticeable on students, that is when students' curiosity, interest and attention are attracted.

Tomplinson stated that materials can achieve impact through:

- a) Novelty. (e.g. unusual topics, illustrations and activities)
- b) Variety (e.g. using many different text types taken from many different types of sources, using a number of different instructor voices on a cassette)
- c) Attractive presentation (e.g. use of attractive colors, use of photographs)
- d) Appealing content (e.g. topics of interest to the target learners, topics which offer the possibility of learning something new, etc.)²⁵

²⁵ Brian Tomplinson, Materials Development in Language Teaching, op.cit, p.7

• Materials should be relevant for the students' need

Teacher need to consider the age of their students, because people of different ages have different needs, competence, and cognitive skills. So, teacher should be mastered on the materials which is taught based on students' condition in order to give the positive contribution to the students' activities.²⁶

In conclusion, teacher should prepare the activities in the teaching and learning process by choosing the materials that will be taught for their students based on the syllabus or the purposes of the lesson.

C. Authentic Materials

There are many definitions about authentic materials. Firstly, authentic materials are the materials that have been produced to fulfill some social purposes in language community.²⁷ While according to Nunan, authentic materials are usually defined as those which have been produced for purposes other than to teach language.²⁸ From those statements we can conclude that authentic materials are those materials which are not designed for language teaching or classroom use.

Using authentic materials is one of the bases of a creative and motivating part of the teaching process that is going to be applied according to the students'

²⁶ Baharuddin, Teori Belajar dan Pembelajaran, op.cit, p.28

²⁷ Alejandro D Martinez, authentic materials:an overview, p. 2

²⁸ David Nunan, *The Learners Centred Curriculum*, (Cambridge:Cambridge University Press, 1988), P.99

level. There is one theory that has to be taken into account in the use of authentic materials in the classroom, that is constructivism theory.

Constructivism is a learning theory that attempts to explain how learners learn by constructing understanding. According to Piaget in Baharuddin, individuals construct new knowledge from their experiences.²⁹ Constructivism theory maintains that learners play an active role in the construction of their own language. Baharuddin said that, "pengetahuan bukanlah seperangkat fakta-fakta, konsep-konsep atau kaidah yang siap untuk diambil dan diingat, manusia harus mengkonstruksikan pengetahuan itu dan memberi makna melalui pengalaman nyata..". Trom those statements, we can conclude that learners construct their own knowledge by looking for meaning and order, they interpret what they hear, read and see based on their previous learning and habits. That's why authentic materials used in the classroom.

Authentic material encourages students to bring into the classroom their own samples of authentic language data from real world context outside of the classroom. Students practice reading and listening genuine language drawn from many different sources, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, advertisements and a wide range of other written messages from the real world in situation as they occur.

²⁹ Baharuddin, loc.cit, p.117

³⁰ Ibid, P.116

In the most interpretation, authentic material is normally used in the students' specialist area. It is written by specialist for specialist. It is not written for language teaching purposes. So, when the teacher used an authentic text or speech recording in a classroom, it will bring certain problems and raise certain questions. ³¹ Authentic material can be extremely de-motivating for students since they will not understand it. To anticipate this problem, teacher should considering two things before using authentic material, they are:

- The language learning context should be appropriate with the students' level
- The topic, and purposes should appropriate and relevant for students' need.³²

In addition, authentic materials reinforce for students the direct relationship between the language classroom and the outside world. Those can be motivated the students since the language and topic appropriate and relevant for them.

D. Kinds of Authentic Materials

There are many kinds of authentic material which usually used in language classroom. Gebhard in Oura divided the authentic materials into three kinds, they are:

 Authentic listening/viewing materials, (e.g. TV commercials, movies, songs, audio taped novels, radio ads, songs and etc.)

³¹ R.R. Jordan, English for Academic Purposes, p.113

³² Ibid, p.114

- Authentic visual materials, (e.g. slides, photographs, pictures from magazines, etc)
- Authentic printed materials, (e.g. articles, brochures, advertisement, etc).³³

According to Martinez, the most commonly used perhaps are: newspaper, TV program, menus, magazines, the internet, literature (novels, poems and short stories), comics, movies, and songs.³⁴ Here, the writer reviews some of those authentic materials and its application:

a. Magazines

Parts of magazines can be used to teach English with many activities. Such as, guessing the products. In this task, the teacher cuts out the advertisement from magazines, teacher hides the products being advertised and shows them to the learners one by one to see if they can guess what product is being advertised. Other example, teacher can use articles in magazines to find main idea of the paragraph. Students choose interesting topics by themselves. By the end of the lesson, the students can find the main idea and finally they can conclude what text about. By read a lot the students can improve their vocabulary.

The procedures of using magazines in the classroom has been shown by Larimer, they are:

³³ Gail K. Oura, *Authentic Task Based Materials*, Retrieved on June 10th,2010 from www.esoluk.co.uk/calling/pdf/authentic_task_based_materials_pdf

³⁴ Martinez, Authentic Materials, p.2

³⁵ Charles Kelly, Effective Ways to Use Authentic Materials in EFL students (2005), Retrieved August 1st, 2010 from http://aitech.ac.jp~kelly/

- Locate an article of appropriate lenght of controversial issue
- Prepare vocabulary list and question work sheet
- Assign article for homework/give students time in class to read and understand vocabulary
- Have students skim the article for the answer to questions on the worksheet
- Have students write one paragraph summaries of the article
- Place students in small group, discuss the issue in the article.³⁶

b. Newspaper's advertisements

Jobs advertisement in newspaper may to teach monolog text. Students look for and read some jobs in newspaper, then they write the application letter by themselves to the company that they found. This activity can improve the ability of the students in writing. In the end of this activity the teacher divided the students into some groups to practice as a real life between the manager and employer, this activity based on the creativity of the teacher.

c. TV Programs

TV Programs also kinds of authentic materials. Most learners are used to watching TV screen in a domestic context, like: feature films, plays,

³⁶ Ruth E. Larimer, New Ways in Using Authentic Materials in the Classroom, (Pantagrapg Printing:USA,1999), P.52

quizzes, variety shows, news, and sports programmers are the staple diet of TV broadcast.

The vast majority of viewers watch for relaxation and entertainment.³⁷ By using TV programs students hopefully can guess the newest information in their life. The teacher should select the TV programs as well as student's needs. Usually TV programs used to teach listening. In the end of this activity students can write what they have heard and seen with their own language.

d. Videos

Video materials used in language teaching can come from a wide variety of sources. Video materials made for classroom have many advantages than television brings. In the broadcast mode, television programs are presented in a linear fashion: the program starts, and progresses without pauses or review to the end, while video can be reviewed. Moreover, most students show an increased level of interest when they have a chance to see the video language in use as well as hear it, and when this is coupled with interesting task.³⁸

e. The Internet

The internet can be used to provide authentic materials as well. The teacher can search for sites that focus on a specific topic, make questions,

³⁷ Jack Lonergan, *Video in Language Teaching*, (Cambridge:Cambridge University Press, 1984), P.4

and post them online. These online lessons can be completed by the students on their own.

f. English songs

Students will be bored if the teacher only used a textbook. Song is appropriate to solve this problem. It is because songs offer relaxing atmosphere and also bring relaxation and liveliness in the classroom. Sometimes, teacher gives the students the lyrics, students hear the songs and then they complete the lyrics based on what they hear.

In conclusion, it is important that students listen to and read authentic material of as many different kinds as possible. This will help motivate the students by bringing the content and the subject matter to life for them, and enable them make the important connections between the classroom world and the world beyond it.

E. The Use of Authentic Materials in Teaching English

As the researcher mention above, nowadays English is one of compulsory subject which must be learnt from elementary school to university. However, there are still many problems when we teach or learn it. One of them is materials in course books sometimes make students bored. Units and lesson in the course books often follow an unrelenting format.³⁹ So, students and teachers eventually

³⁹ Jeremy Harmer, The Practice of English Language Teaching....... p.304

become de motivated by the sameness of it all, and in their choice of topics sometimes be bland or culturally in appropriate.

One solution to the perceived disadvantages of course books is by using authentic materials. Using authentic materials is one of the bases creative and motivating parts of the teaching process that is to be applied according to the corresponded level.

One of the justifications for using authentic materials is to make the direct relationship between the language classroom and the outside world. For example, teaching commands is a common part of language instruction from a grammar text. Moreover, to motivate the students, teacher should have rich source of commands, it is found in advertisements and instruction manuals. Using these authentic materials to teach the same point may help students remember the grammatical construction better and give them a sense of how it can be used in various contexts. Other example, language classes often begin with greetings, but it may be difficult for students to grasp or remember how to greet who as the social norm dictate. A video clip may be helpful means of presenting these concept and forms. On a broader level, the use of authentic materials in the classroom keeps students grounded in the reality of the language. In addition, it can help them to recognize that there is a community of users who live out their lives in this other language. Moreover, authentic materials can be used in many

⁴⁰ David Nunan, The Learner Centred Curriculum, P. 105

activities. In the following chart, it is written some activities suggested in the use of authentic materials in the different multiple intelligences:

ТҮРЕ	LIKES TO	ACTIVITIES	
Linguistic intelligence	Read, write, tell stories	books, word games, creating class newspapers, speeches, telling stories gure Scientific demonstrations, ings logic problems, puzzles, seers, science thinking, creating acronyms, calculation	
Logical Mathematical Intelligence	i		
Spatial Intelligence	Draw, build, design and create things, daydream, look at pictures, watch movies, play with machines	movies, art, imaginative stories, following treasure	
Bodily kinesthetic intelligent	Move around, touch and talk, use body language	Physical activities, role plays, mime, twisters, body spelling, craft, cooking	
Musical intelligence	Sing, hum tunes, listen to music, play an instrument,		

	respond to music	pokey	
Interpersonal intelligence	Have lots of friends, talk to people, join groups	Peer tutoring, card games, conflict resolution, group brainstorming	
Intrapersonal intelligence	Work alone, pursue own interest	Journal keeping, homework option, reflecting learning activities, individualized projects.	

Some activities suggested for the teacher when they use authentic material. We can look at the column and see whether they have given their class in a variety of activities to help the various types of students in different intelligences. For example: when the teacher used newspapers' advertisement as a kind of authentic material, they can mix them with role play activities. Moreover, teacher can motivate students with their authentic material in many activities which are best suited to their own proclivities or based on students' need.

In conclusion, the use of authentic materials in the teaching of English are needed, because without guided exposure to authentic language samples, students may be less able to reach their goal of using the language, and of course it should be relevant for the students.

F. The Advantages of Using Authentic Materials

There are many advantages of using authentic materials in teaching English. We can mention some important points why authentic materials useful for the learning process of students at high school. Some of those points are:

- Authentic materials have positive effect on learner's motivation. It is because
 authentic materials are contains of interesting topic to learners. Especially if
 students are given the chance to have a say about the topics or kinds of
 authentic materials to be used in class.
- Authentic materials provide authentic cultural information.
- Authentic materials exposure to real language.
 It means by using authentic materials can present students with actual everyday language, just as it appears in real life.
- Authentic materials relate more closely to learner's needs.
 Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real life material treated realistically makes the connection obvious.⁴¹
- Authentic materials support more creative approach for teaching

As we know that learners are being exposed to real language and they feel that they are learning the real language. Students are exposed to real discourse as

⁴¹ Gail K. Oura, Authentic Task Based Materials, p.70

in videos of interviews with famous people where intermediate students listen for gist. Authentic materials will greatly enhance student's motivation. It allows teacher to respond on what is happening in the class.

G. Problems of Using Authentic Materials

The teaching and learning by using authentic materials presents a number of particular problems which will need to be addressed. Here, the writer reviews the problems in the language, topic and genre.

a. Language

The texts are too difficult for the students because the texts are too longer. The texts with longer sentences and longer words will be more difficult to understand. Others claim that most readers and listeners do not know half the words in a text, they will have great difficulty in understanding the text as a whole because they get unfamiliar words which the text contains.

Harmer gives the specific ways of addressing the problem of language difficulty. The ways can be seen below:

Pre- teaching vocabulary

One way of helping students is to pre-teach vocabulary that is in the reading or listening text. An appropriate compromise is to use some words from a reading or listening text as part of our procedure to create interest and activate the students' schemata, since the words may suggest topic, genre or construction or all three.⁴² The students can first research the meaning of words and then predict what a text with such words is likely to be about.

• Extensive reading and listening

The benefits of extensive reading and listening are: the more students read or listen, the more language they acquire and the better they get at reading and listening activities in general.

Authenticity

Because it is vital for students to get practice in dealing with written text and speech where they miss quite a few words but still able to extract the general meaning, an argument can be made for using mainly authentic reading and listening texts in class.

b. Topic and Genre

Many receptive skills activities prove less successful because the topic is not appropriate or because the students are not familiar with the genre they are dealing with. If students are not interested in a topic, or if they are not familiar with the text genre we are asking them to work on, they may be reluctant to engage fully with the activity.

⁴² Jeremy Harmer, Third Edition, p.203

To solve those problems, teacher needs to think about how we choose and use topics, and how we approach different reading and speaking genres:

Choose the right topics

Teacher should try and choose topics which our students will be interested in. however students have individual interests, so that it is unlikely that all members of a class will be interesting in the same thing.⁴³ For this reason, we need to include a variety of topics across a series of lesson so that all our students' interests will be created for in the end.

Create interest

Teacher can get students engaged by talking about the topic, by showing a picture for prediction, by asking them to guess what they are going to see or hear on the basis of a view words or phrases from the text, or by having them look at headlines or captions before they read the whole thing.⁴⁴ Perhaps we will show them a picture of someone famous and get them to say if they know anything about that person before they read a text about them or hear them talking.

Activate schemata

In the same way we create interest by giving students predictive tasks and interesting activities, teacher want to activate their knowledge before they read or listen so that they bring their schemata to the text. If

⁴³ Ibid, p.205

⁴⁴ Ibid. P,206

they are going to read advertisements, teacher can discuss how they expect them to be constructed as a way of directing their reading.

Vary topics and genres

A way of countering students unfamiliar with certain written and spoken genres is to make sure we expose them to a variety of different text types, from written instructions and taped announcements to stories in books and live, spontaneous conversation, from internet pages to business letters and etc.

It is good idea to make a list of text genres which are relevant to the students' needs and interest in order to be sure that they will experience an appropriate range of texts. Ensuring students' confidence with more than one genre becomes vitally important, too, in the teaching of productive skills.

CHAPTER III

RESEARCH METHODOLOGY

This part contains of research design, research location and subject, the data of the study, data analysis, and data collection.

A. The Research Design

The design of this study was principally observational case study, which was aimed to investigate and to describe the existing of phenomena, that was the real situation of the time of conducting the research. This study describes the real findings related to the teaching English by using authentic materials. In this study the researcher sit at the back of the final class of the students when the teaching and learning process happens to observe the kinds, the implementation and the problems faced by the teacher when he/she used authentic materials in teaching English. Therefore, the result of the research is in form of description and interpretation of the some phenomena that exist during the research.

B. Research Location and Subject

This research was conducted at MA Negeri Lamongan which is located on Jl. Veteran No. 43 Lamongan. The subjects of this study were the teacher and learners. The researcher observed the teacher when she (he) used authentic

materials during teaching English and the activities of the students which have given by their teacher.

C. Data

To get the data of the study, three kinds of instrument were used, namely: observation, interview and documentation. We elaborate as follows:

First, the researcher observed the school and the teacher while giving the proposal of the research at MAN Lamongan. The headmaster took pre-interview to give the permission for the researcher to conduct the research. Second, the researcher conducted the observation by coming to the classroom when the teacher was teaching English (reading and listening). The aim was to know the kinds of authentic material used by the teacher. Third, the researcher wrote the implementation of authentic material on the table and wrote information in the form of field note. The next, the researcher conducted the interview with the English teacher. The objective of interview was to get the information about the problems faced by teacher in the implementing authentic material to their students and the solutions to overcome these problems. Finally, the researcher conducted the documentation, to know the appropriate of authentic material with the syllabus or the purposes of the subject/lesson.

D. Data Analysis

According to Bogdan in Sugiyono, "data analysis is the process of systematically searching and arranging the interview transcripts, field note and

other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others." 44

Therefore, the technique of data analysis is an important part in research. Because by using her method, the researcher can conclude the result of the study.. The data from observation, interview and documentation about the kinds, the implementation and the problems by the teacher when using authentic material in teaching English especially in receptive skills were presented in a descriptive form. When analyzing the data, three main steps were done accordingly:

- 1. Identifying the data dealing with the statement problems of her study.
- 2. Analyzing and classifying the data in the form of table used is as follows:

No.	The kinds of authentic	The implementation	Teacher's
	material	of authentic	problems
		material	
1.			***************************************
		•••••	

3. The last, drawing the conclusion.

Sugiyono, Metode Kuantitatif Kualitatif dan R&D, (Bandung:Alfabeta Bandung,2008), p.244

E. Data Collection

a. Instruments

In order to get the data needed, there are three instruments for collecting the data. Firstly is an observation, the aim was to know the kinds and the implementation of authentic material. Secondly, is an interview with the English teacher. The objective was to get the information about the problems faced by the teacher in the implementing of authentic material and the solutions to overcome these problems. Moreover, the researcher used documentation to know the appropriate of authentic material with the syllabus.

b. Instruments guidance

Observation

Observation is the most basic method for obtaining data in qualitative research. According to Achmadi, observation is collecting the data by observing and recording something which is researched accurately. So, the observation is an act in which the investigator watches and observes the subject or situation physically.

There are two kinds of observation, they are participant and non-participant observation. The participant observation is the observer actively participates and become insider in the event being observed. While, non-participant observation is the observer not involved directly in the situation to be observed. In other words, the

⁴⁵ Cholid Nabuko dan Abu Achmadi, *Metodologi Penelitian*, (Jakarta:Bumi Aksara,2007), p.70

observer is on the outside looking in and does not intentionally interact with or affect the object of observation.

In her research, the researcher's position was non-participant observer, because the researcher was not involved directly in the situational to be observed. The form of field note was used to obtain information about the kinds and the implementation of authentic material during the English lesson. The researcher taking a note under each item presented detailed description of the class activities.

Interview

According to Achmadi, interview is face to face questions and answer in which the speaker and listener give their experiences, motives and information freely. 46 In addition, interviews are used together the data on subject's opinion, and feeling about the situation in their on words.

There are two types of interview, they are structured interview and unstructured interview. Structured interview is the interview in which questions and alternative answer are given to the subject. The interview follows the extent to which the questions to be asked are developed prior to the interview and it is doing for all respondent. The advantages of structured interview are easy to classify and analyze the data, and about the disadvantages of it are inflexible and may seem formal.

⁴⁶ Ibid, p. 83

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.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher analyzed the data that have collected during the research. This chapter presents the results of the observation, interview, and documentation. The explanation covers the answer of the research questions proposed in chapter I, they are the kind of authentic materials, the implementation of authentic materials, and the problems faced by the teacher in using authentic materials. Furthermore, in this chapter, the researcher also provides the discussion of the results.

A. The Glance Description of Research Object

MAN Lamongan is an Islamic school which is located on Jl. Veteran 43 Lamongan. This location is very easy to reach from many directions. Besides, the location is also very conducive for students to learn because it was in education area. There 14 schools from kindergarten up to university in this area. And also there are many Islamic Boarding Schools near with MAN Lamongan, so the students can stay there to increase their knowledge.

To support the teaching and learning process, the school has many facilities, they are 29 classroom, 7 laboratories (3 computer laboratories, 2 language laboratories and 2 for science), 3 buildings to develop students' skill, 1 library with 42.522 books, and a mosque as means of increasingly devout. Moreover, realize with the important of internet as a source of learning, MAN Lamongan

also give free wireless internet access, for both teacher and students to access or reach the internet in the necessity of teaching and learning process.

B. The Result of Findings

1. The Kinds of Authentic Material

Based on the research, the researcher found that the English teacher of MAN used authentic material in their classroom. According to Mrs. Elfi Laelativa (the English teacher of the tenth grade students), there were three kinds of authentic material that used to teach English, they were: 1) magazine, 2) video and 3) newspaper advertisements.

a. Magazines

When the researcher observed the teacher on May, 5th 2010, the teacher used magazine as her authentic material. According to Mrs. Elfi, she usually used magazines when she taught narrative or descriptive text. Sometimes, on the students' course books only explained the definition of the text types, if there are examples, it was only one. It makes students' knowledge limited on their course book. So, here, teacher needs more examples about descriptive or narrative text which obtained from magazines.

b. The videos

From the second observation that was done on seventh May, the researcher found that the teacher used the video in English class.

According to the teacher, she used videos in English class when there were some interesting topics from the videos that needed to discuss in a class, and of course, the topics should be appropriated with the students' level.

c. Newspapers advertisement

On tenth May 2010 teacher was used newspaper advertisements as kinds of authentic material. Parts of newspapers that used in teaching English were advertisements. Teacher used advertisements when she taught monolog text. Newspaper advertisement used to improve students' reading ability in monolog text.

Actually, there were four kinds of authentic material that usually used in English class at MAN Lamongan. According to the teacher, songs also used when the teacher looked their students really bored or unwillingness with English. But, the researcher didn't put it in the list above, because they were used only for relaxing, and teacher seldom used it, sometimes only in the end on the semester, and sometimes almost none.

2. The Implementation of Authentic Materials in English Class

As the researcher mention above that there are three kinds of authentic material usually used in teaching English. The implementation of each kind will be explained one by one.

a. Magazines

In the first observation, the teacher used magazines as the kinds of authentic material. The researcher did the first observation on May 5th 2010. At the beginning of the lesson, firstly teacher checked the students' attendance. Then she explained to the students about teaching technique and the authentic material used.

Teacher gave the students text which was taken from 'Hello' magazine. Teacher asked students about the text types. Some students tried to answer by giving their opinion in the text. Teacher asked them to find difficult words in the dictionary. Then, teacher explained about descriptive text and the generic structures, because the type of the text which was given was descriptive text. To make students easy to understand in descriptive text, teacher gave picture for them. (see appendix II). Teacher invited students to make sentences based on the picture. Some students got wrong in the generic structure, and teacher corrected it. After students understood with the text, teacher distributed 'Hello' magazine to the students. Teacher asked them to find the descriptive text in pair work. To make students interesting in reading activity, teacher made an agreement about the topic.

Even though it was the first meeting, students were very serious to find and read the magazine. Some students admitted that the language of the text was difficult. In the end of the lesson, teacher asked them to present about the content of the text based on students' opinion. Although they found some difficult words, Students actively gave their opinion about the text which they had read. It showed that students interested and enjoyed in the lesson. According to the teacher, by reading magazine it will be developed the students' vocabulary.

b. The video

The class did on May, 7th 2010. In this meeting teacher used video in her material. At the beginning of the lesson, teacher greeted students and introduced the topic by asking questions related to the topic and the kinds of authentic material that will be used. The questions which teacher asked to the students were: 1) did you watch news on TV last night?, 2) what channel was it on?, 3) what happened?

After questioning, the teacher was start with the video that will be used. It was 'Headline news' programs on Metro TV which was taken from You tube. Teacher played the video which was saved in disk before. The teacher asked students to listen carefully. Then, the teacher asked some students to guess what they had heard in front of the class, in this case teacher didn't give the times for the students to think about the answer. After that, the teacher gave the text from the video and asked students to complete the sentences by listening carefully (see appendix III). Teacher repeated the video 2 times. At the end of the lesson, the teacher asked the students' difficulty when they heard the news. Some

students missed with the words because it was too fast for them. The students also found the difficulty in some words because the pronunciation of the speaker in the video was different with them. At the end of the lesson, teacher repeated the video again and made students to ask questions related to the difficult words that they had heard. And then teacher gave the conclusion on what they had learnt.

c. Newspaper advertisements

The third meeting was done on May, 10th 2010. The teacher used advertisement from newspaper as authentic material. After greeting, the teacher asked the students to go to the library, because the class activity will be held on there. To motivate students in the teaching and learning process, the teacher gave a short game. It was a guessing game entitled 'who am I?'. The topic of this game was 'professions'. Teacher divided students into 5 groups. One student as the representative of each group came in front of the class one by one. Other groups asked question and the representative only answered 'yes/no'. Each group only asked one question, and the group who can guess the most answers were the winner.

After doing the short game, teacher gave the text of application letter. Students read it carefully and tried to find the meaning. Teacher asked question what kinds of jobs that were applied in the text. After the students understood, teacher asked students to find the job advertisement in newspaper. And then students wrote the application letter based on the

advertisement that they had found. At the end of the lesson, teacher divided students into 7 groups to make a short story or create role play in a group about the job application. This activity spent much time, when the time was up only one group that had presented.

3. The Problems of Using Authentic Material

Based on the research, the researcher concluded that the teacher found some problems in using authentic material, they were:

- She was difficult to choose the kinds of authentic material which is suitable for the students.
- Teacher felt difficult to make the students understand with the language, because sometimes the language was not used in language classroom. So, it was need more times. For example: in reading text, the vocabulary might not be relevant for the students and in listening class many different accents and too fast so students difficult to catch the meaning.

To overcome those problems, teacher also have some solutions, they are:

• Firstly, before using the kinds of authentic material, the teacher opened their mind about the activities which is students' like, by trying to get the newest information from the internet. And of course it is based on students' need. But, this solution seldom did by the teacher, because

according to the teacher she was busy with her activity in outside the classroom.

Related to the language, when using authentic material, the teacher engaged the students about the topic, by showing a picture for prediction or by asking them to guess what they see/hear before they read the whole things. This activity will help students easier to understand the contains of the texts in a whole.

In addition, according to Mrs. Elfi, the English teacher of the tenth grade, sometimes, students were motivated when they learnt English by using authentic material, but in different times, they felt more bored because the text are too difficult and if the authentic material were not appropriate with the students' need.

C. Discussions

In this section, the researcher would like to discuss the data that were obtained from the observation that was done on $5^{th} - 10^{th}$ May 2010 and from the interview. She focused on the finding the answer to the problems proposed in chapter 1.

1. The kinds of Authentic Material

From the observation and interview with Mrs. Elfi, the teacher usually used 3 kinds of authentic material, they were article from

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).

c) Authentic printed materials, (newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules)

2. The Implementation of Authentic Material

Based on the observation for three meetings and the interview with the English teacher, the researcher found that the English teacher sometimes used authentic material to teach English skills, they are reading and listening. Because usually students were more passive when teacher asked them to read and listen, so, to make students more active in English class, teacher used authentic material in the teaching and learning process.

Based on the first research, when the teacher implemented magazine, before asking their students to read the articles in the magazine, she made an agreement with the students about the topic which will be discussed. It is good idea to motivate students in reading based on students' need and interest.

In the second research, the researcher can say that when the teacher implemented video, she was less of creativity. Teacher only asked students to hear and answered her questions. Teacher didn't get students to

show the video, she only asked them to listen. Students felt difficult with the words because the speaker spoke very fast. In her opinion, teacher should encourage her students to listen as much as possible, because the more students listen, the more they got understandings with the text that they had heard. According to class in the second meetings, we can say that most of teacher dominated in the class. Teacher felt hurry up in teaching. Nunan in jamilah stated that teacher dominated classroom talk is one type of unequal power discourse, which means the teacher has the power to determined the topics, distribution the turns, give feedback and ask most of the questions among other things.⁴⁷

In the last meeting, students were really motivated in learning English. To motivate the students in learning, teacher gave short games related with the topic which will be learned. The researcher can say that this activity proved the students paid attention to the lesson. At the end of the lesson, teacher also mixed the authentic material with role play's activity. Teacher made her students to express them selves in the lesson. Teacher only became as tutor, means she is an advisor who respond to what the students are doing.

⁴⁷ Jamilah, Contributing Factors to the Inability in Speaking, (Surabaya: Unpublished Thesis), p.57

From those explanations above, we can conclude that:

- When implementing the authentic material, teacher used their creativity to develop the materials, teacher sometimes also make some activities related with the materials, for example: giving games to their students, role play activities and etc. In the researcher's opinion, in order to the students didn't fell difficult to use authentic material, teacher make the class to be more active with many activities, it was related to the purposes of using authentic material in language classroom, that is make the students construct their knowledge with the real life.
 - Before starting the lesson, teacher greeted students and introduced the topic by asking question related with the topic. This activity was done to break the tension and give information what students would face in the lesson. It was offered to open their minds about the topic. In order to motivate the students in learning, teacher usually gives a short game in each meeting. The researcher can say that this activity proved the students paid attention to the lesson. It was very important to create the students' motivation in learning the lesson. As stated by Utomo that teacher should be able to apply the material as interesting as possible. It will give students' motivation and fun in learning. The activities could be done in the form of games or others.

⁴⁸ Didik tri utomo, The Reading by Using Authentic Printed Media, p.27

3. The Teacher's Difficulties

Based on the result of observation and interview, teacher found some problems when she was teaching English by using authentic material, they were:

 Teacher was difficult to choose the kinds of authentic material which is suitable for the students.

As the researcher mentioned above that teacher only used three kinds of authentic material, they were articles from magazines, the video and newspapers advertisement. The teacher found difficult to choose the right authentic material for her students. It is important for the teacher to select the materials based on students' need. As Jordan stated that there are four questions that should be answered by the teacher before bringing authentic material in their classroom, they were:

- a) Are you certain with the language learning context is appropriate?
- b) Is the topic, purpose and language level appropriate with and relevant for the students?
- c) Why do you really want to use the text?
- d) What do you hope the students will gain from it?⁴⁹

In the researcher's opinion, teacher should open their mind to get the newest information related to the material which will be taught. Websites often contain good description of new activities and how to use them. Harmer suggested that teacher can also learn a lot from attending

⁴⁹ R.R. Jordan, English for Academic Purposes, p.113

seminars and teacher's conference, listening to other teachers describing new activities and the successes they have had with them.⁵⁰ In addition, teacher need to know how to use a variety of activities in the classroom, and of course it will get from reading books, magazines, internet and etc. from those materials, teacher could give the materials up to date for students.

Language

The most difficulties for the teacher in teaching using authentic material were about the language. Teacher felt difficult to make the students understand about the text from magazines or from newspaper and the languages that they heard from video. In the researcher's opinion, it is because teacher seldom did the pre teaching vocabulary. The aimed was to activate the students' schemata related to the topics which will be used. Brown cited in Jamilah stated that intelligence is the factor in influencing the development of second language learning.⁵¹ From this statement we can say that the students who are able to memorize the vocabularies of English that they were taught or they ever heard, students could be successful in learning second language. So, teacher should help their students in vocabulary before starting the lesson, for example: asking some questions related to the topic or wrote some vocabularies which will be used on the white board. This activity will help the teacher to finish their purposes of each meeting on time.

⁵⁰Jeremy Harmer, *How to Teach English*, p.32 ⁵¹ Jamilah, *Contributing Factors...*, p.52

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion presents the results of the study, while the suggestion presents the advices for the teachers, students, and other writers.

A. CONCLUSION

From the data analysis of the teaching English by using authentic material to the tenth grade students at MAN Lamongan during the English lesson, the writer draws conclusion as follows:

- a) The English teacher of MAN Lamongan used articles in magazine, video and newspaper as the kinds of authentic material in teaching English. (It can be seen on page 44), when the researcher interviewed and observed the teacher, she knew that the three kinds of those authentic materials were used in English classroom.
- b) Firstly, in implementing magazine, the teacher made an agreement with the students about the topics which will be used, the aimed is to make students interested in reading activity. Secondly, when implementing the video, the teacher only asked students to listen and answered the questions. The teacher didn't get the students to watch the video. In the first stage, the teacher asked students to guess what they had heard, but she didn't give enough time for the

students to think about the answer. Finally, in implementing newspaper advertisement, in the first stage, the teacher gave students a short game. Then teacher helped her students to find the meaning of the text by asking some questions related to the topics. The implementation of those authentic materials can be seen on page 45.

c) The teacher found some problems when she used authentic material. Firstly, she was difficult to choose the kinds of authentic material which is suitable for students. Secondly, the teacher felt difficult to make the students understand to the language, because sometimes the language was not used in language classroom. (it can be seen on page 49).

B. SUGGESTION

To improve the quality in the teaching and learning process, the researcher gives some suggestions as the consideration for the teacher, they are:

- a) Teacher should know that there are still many kinds of authentic material which are suitable for the students. It is important for the teacher to make their students read and listen authentic material of as many different kinds as possible. Because the more kinds of authentic material that used, it will motivate students and enable them make the important connection between the classroom and outside world.
- b) When implementing the kinds of authentic material, the teacher should use their creativity to develop those kinds of authentic material. Teacher

- 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.
- 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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