ABSTRACT

Masruroh, Binti. 2015. Using Authentic Materials in English Foreign Language Classroom (Descriptive Study on English Lecturer*s'* Perception in STAIN Ponorogo). Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor: Andi Susilo, M.Pd.

Key word: Authentic Materials, English Foreign Language Classroom, English Lecturer Perception

Recently, there were wide array of teaching materials that available for EFL classroom. The lecturer can develop the materials teaching with supplementary materials that can be called as authentic materials. Those materials were available for teaching English skills such as writing, speaking, reading and listening.

The aims of the study were to find out the kinds of authentic materials that mostly used by English lecturers of English skills at State Islamic College of Ponorogo. It was also to explore the lecturers' design in applying authentic materials and their perception toward the use of authentic materials in English skills classroom. This study was descriptive qualitative approach with the research subjects were focus group interviews toward four lecturers in second semester in English Education Department that selected by using pre – research activity. The instruments for collecting data were interview, observation, and documentation. In analyzing the collected data, the researcher applied the step of qualitative data analysis proposed by Milles and Hubberman; collecting the data, covering data reduction, data display, and conclusion drawing/verification.

The findings of the study showed that the lecturers of English skills use any different kinds of authentic materials based on their course. The selection of the authentic materials that mostly used based on the purpose of language learning and students' need. Some kinds of authentic materials that used such as for teaching Writing I course, the lecturer mostly used short stories, short novels, article and newspaper. For teaching Reading Comprehension II course, the lecturer used some authentic printed materials such as short stories, short novels, article, and advertisement. For teaching Speaking I course, the lecturer mostly used magazine, newspaper, audio, video, realia and puppet. Meanwhile for teaching Listening Comprehension II course, the lecturer mostly used some kinds of authentic listening materials such as audio, video, song and podcast.

The lecturers' design in applying authentic materials in their English teaching was classified as combined the authentic materials with their own teaching strategy and using adoption technique. For teaching Writing I course, the authentic materials were combined with the lecturer's teaching strategy that was called "Feedback Teaching Modeling". Then for teaching Listening Comprehension II course, the lecturer combined the authentic materials with her teaching strategy that was called "Metacognitive Strategy". Meanwhile, for teaching Speaking I course, sometimes the lecturer combined the authentic materials with her strategy that can be called as "Find Someone Who Games" technique. Besides that, in a certain condition, the all lecturers of English skills were used adoption technique for applying authentic materials in their English teaching.

Henceforth, the lecturers' perception toward the use of authentic materials in their English teaching was authentic material was one of effective supplementary materials for promoting their English materials teaching. It can give the students some advantages for their English learning. In reality, the use of authentic materials in English skills in second semester in STAIN Ponorogo has some problems. It can be caused by the students' English basic knowledge and their vocabulary mastery was lack. It made the lecturer in English skills have a long process to get the appropriate authentic materials to promote their English teaching

CHAPTER I

INTRODUCTION

A. Background of Study

Currently, there are wide array of teaching materials available for EFL classroom. It helps the teachers in some educational levels to accommodate their various needed and their unique teaching situation. These materials include EFL texts, audiotapes that accompinied by workbooks or videotapes with students worksheets and so forth. These materials are available for teaching English such as writing, reading, listening and speaking. It also can be applied on teaching grammar, vocabulary building and other English course.

Some lecturers at universities may develop instructional design that switch with their own classroom. They can combine it with many other resourses that can adapt from internet. Recently, the internet is one of source that can be used to search many things, including the teaching materials. It means that the internet is regarded very important and rich sources for the teachers to be able to develop or support their English materials that appropriate for their teaching.

According to Gebhard, there are unlimited sources for teaching materials. For people who live in countries where English is a foreign language, it is so simply a matter searching creatively. They can arrange the material comfortablely.[1] In

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[1] Jerry G. Gebhard, Teaching English as Foreign Language: A Teacher Self – Development and Methodology Guided, (Ann Arbor: The University of Michigan Press, 1996), 90

addition, for lecturers who live in urban area they can access the supplementary materials from television, magazines, newspapers or advertisements.

Whatever situation that the lecturers may have, it is very possible that sometime the lecturers will find the need to adapt a particular text or materials related the lesson that they feel useful to support their learning. By using supplementary materials, the lecturers can develop their materials more effectively.

According to McGrath, supplementary materials are not merely means adding something new, but definitely to bridge the gap between a course book and the demands of a public examination, or the course book and students' need. He suggested two ways to supplement a course book. The first one by utilizing items, such as exercise, texts or activities from another published sources. The second one by devising own materials, this may include the exploitation of authentic, visual or textual item.[2] Hence, the lecturers can adapt or create some activities involving the supplementary materials. It is one of way to develop teaching learning that have unlimited sources.

The lecturers' concept to use authentic materials to supplement lessons is well worth it. This supplementary materials can be considered as authentic materials since they are taken from the primarily resources and from the text book. According to House (cited in Torregresa), authentic materials can be used by students and teachers as a means to link the formal and to some extent artificial environment of the

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[2] Ian McGrath, Materials Evaluation and Design for Language Teaching, (Edinburgh: Edinburgh University Press), 2005, 80

classroom with the real world in which we hope our students will eventually be using the language they are learning.[3] Such materials are particularly important for communicative purposes since they reproduce an immersion environment and provide a realistic context for task that related to student's need.

In fact, the use of authentic materials in English classroom has several advantages. Based on Brinton (cited in Murcia), authentic materials can reinforce for students the direct relationship between the language classroom and the outside world.[4] The students can learn from real thing in around them and it can more make them increase their learning motivation. The use of authentic materials in English classroom can motivate the student's learning process. This is in line with Melvin and Stout's finding that authentic materials can increase motivation in student's learning, as well as a renewed interest in the subject matter, when students use authentic material for their study.[5]

Many researches already give evidence that authentic material was proven to be more effective when applied to promote English learning. It is based on some

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[3] S House, Authentic materials in the classroom, In Didactic approaches for teachers of English in an international context. Sonsoles Sánchez-Reyes Peñamaría and Ramiro DuránMartínez, 53-70. Salamanca: Ediciones Universidad de Salamanca In Gabriela Torregresa Benavent, Sonsoles Sanchez – reyes Penamaria, "Use of Authentic Material in ESP Classroom," Encuentro ,20, 2011, ISSN 1989-0796, pp. 89-94

[4] Donna M Brinton, The Use of Media in Language Teaching. In M. Celce-Murcia (ed.),Teaching English as a Second or Foreign Language (Boston: Heinle and Heinle Publishers, 1991) , 46

[5] Bernice S. Melvin and Dafid F. Stout, Motivating Language Learners Through Authentic Materials. In W. Rivers (ed.), Interactive Language Teaching (New York: Cambridge University Press, 1987), 44-56.

researches that have been done in some student's of Junior High School, institute or other English course. The student's motivation and achievement are increase also.[6]

Authentic materials bring EFL students learn into real contexts. It is hoped that the students be able to figure out the kinds of authentic materials for their learning. The kinds of authentic materials selected based on students' need and learning goals. In this case, EFL lecturers are to select the appropriate authentic materials for their learning. Having selected and provided authentic materials, they can directly use authentic materials or adapt authentic materials based on EFL abilities. If the lecturers select the authentic materials appropriately, it can make the EFL classrooms are successfully.

Lecturers' creativity and ability in utilizing authentic materials have been a part of responsibility in EFL classroom at State Islamic College of Ponorogo (STAIN Ponorogo). Based on the result of informal interview that was conducted by researcher with some lecturers in English Education Department, there are some English lecturers who have applied the authentic materials for promoting their English teaching. They use some kinds of authentic printed materials such as magazines, article, short novels and newspaper's news.[7] Besides that, some there were the lecturers who have used some kind of authentic listening materials such as

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[6] Zahra Zohoorian Vahid Baghban, " A Review on the Effectiveness of Using Authentic Material In ESP Courses," English for Specific Purposes World, 31 (October, 2011); Laura Kaarina Autio, " Authentic Texts As Culture Mirrors : A handbook for English Teacher,"(Thesis , University of Jyvaskyla, 2012). Retrieved from https://jyx.jyu.fi/dspace/bitstream/handle/123456789/40071/URN%3ANBN%3Afi%3Ajyu-201210242768.pdf?sequence=1,Accessed on January,13th 2015

[7] Pre research interview in March, 13th 2015

song, audio, and video. The lecturers have designed the material effectively. They have design it based on their creativity. By using authentic materials to promote their teaching language learning, it helps the students' achievement and students' motivation in their learning are highly and students can expose information about what happening in the world.

Based on the discussion above, it is necessary to identify the kinds of authentic materials that the English lecturers used in their English learning, the lecturers' design in applying authentic materials in their teaching and investigate their perception toward the use authentic materials for their English teaching. Hence, it is essentially to conduct the research under title "Using Authentic Materials in English Foreign Language Classroom (Descriptive Study on English Lecturers' Perception in STAIN Ponorogo).

B. Focus of the Research

This research was focus on authentic materials the mostly used by the lecturers of English skills in second semester of English Education Department at STAIN Ponorogo. It was focus on identifying the kinds of authentic materials that the lecturer mostly use, the lecturer's design in applying authentic materials in their English teaching and investigate the lecturer perception toward the use of authentic materials in their English teaching.

C. Statements of the Problem

Based on the background of study, the researcher formulated the statements of problem as follows:

1. What are the kinds of the authentic materials that the lecturers mostly use in their English teaching ?

2. How is the lecturers' design in applying the authentic materials in their English teaching?

3. How is the lecturers perception toward the use of authentic materials in their English teaching ?

D. Objectives of the Study

Based on the statements of the problem, the researcher formulated objectives of study are:

1. To find out the kinds of authentic materials that the English lecturers use in their English teaching.

2. To know the lecturers' design toward the application of authentic materials in their English teaching.

3. To investigate the English lecturers perception toward the using authentic materials in their English teaching.

E. Significance of the Study

The result of the research is expected to give useful information and give contributions for the teachers, students, and future researchers.

1. For the lecturers

It can give suggestion related the kinds of authentic materials and it can enrich the lecturers' design in applying authentic materials for their English teaching.

2. For the students

By selecting authentic materials appropriately, it was expected that the students' achievement and motivation in their English learning are increase.

3. For the future researcher

It can enriching references related with the use of authentic materials in English learning. Some aspects that uncovered in this research can be research in detail by using different research design.

F. Research Method

1. Research Design

This research apply a qualitative research as a research design. In particularly, this study belongs to descriptive research because it is to identify the kinds of authentic materials that used by some English lecturers in their English learning, the lecturers' design of authentic materials when they applied authentic materials and to investigate their perception toward the use of authentic materials in their English teaching. It is an accord with Angrosino (cited in Adnan) views that

qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic, pictures of the social and cultural setting in which such behavior occurs. It is seeks to understand the what, how, when and where of an event or an action in order to establish its meaning, concepts, and definitions, characteristics, metaphors, symbols, and descriptions.[8] As it is a qualitative research, therefore this study is appropriate to cope with the need of the study.

2. Researcher Role

The characteristic of qualitative research are the intense and prolonged researcher contact with a field or situation, its role or purpose to obtain a systematic and integrated overview of the data under study, its researcher function as key research instrument and its analyses that are in form of word.[9] It means that the researcher was as actor to collect the data. So, the researcher puts in order all of the activities of the research.

In this study, the research was described based on real situation in the university. The researcher played as passive participant that unengaged in the process of the lecturers' way to design their materials directly. It meant that the researcher presented at the scene of action but did not interact or participate directly.

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[8]Mohammad Adnan Latief, Research Methods on Language Learning, an Introduction. -2nd Ed.(Malang : UM Press ,2013),75 -76

[9] Mattew B Miles and Michael Huberman, An Expanded Sourcebook Qualitative Data Analysis (California: Sage Production,1994),6

In addition, the researcher played as a data collector. In there, the researcher collected the data related the kinds of authentic materials that the English lecturers mostly used, the lecturers' design when applied the authentic materials and also their perception toward the use of authentic materials in their English teaching. The data were collected by using some techniques such as observation, interview and documentation.

3. Research Location

This research takes place at State Islamic College of Ponorogo, especially on the teachers of English skills in English Department. The reason of conducting this research in this university was there a phenomenon that some lecturers used authentic materials in their English teaching but there were some differences of authentic materials that they used related the types of authentic materials, the lecturers' design of applying the authentic materials in English classroom. Based on the phenomenon above, the researcher to be more motivated to conducts the research in this university.

4. Data and Source of Data

The data source is the information that said by people who are the subject of research such as based on observations, interview and document that facts in accordance with the focus of the research.[10] In this research, all of the data takes from

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[10] http://www.majalah pendidikan.com/2011/04/data-dan-sumber-datapenelitian.html, Accesses on 13th February 2015

the research subjects. In this case the research subjects were several teachers in English Department who have used authentic materials. The researcher takes the data from the lecturers based on their experiences, so it would produce the reality of the data itself.

Moreover, in this research, there were some of data that would be taken. The data in form of statements such as from the informant, book, and documentation or transcript related the kinds of authentic materials that be used by the lecturers, the processed and procedure of applying authentic materials that organized as verbal or non verbal. The data verbal includes type of words, sentences, phrases, and the lecturer perception. The data verbal can be taken by using interview and documentation techniques. For the data non verbal includes the lecturers' action toward the used of authentic materials in their English teaching can be taken from direct observation technique.

Since the data was from the lecturers, the researcher takes the lecturers who have used authentic materials for their teaching as the source of data. They were some lecturers who were teaches in second semester in English Education Department of Tarbiyah Faculty at STAIN Ponorogo. To getting the appropriate source of data, the researcher was done pre research activity by doing informal interviews with 7 lecturers in English Department who have teach at second semester.

From the result of pre research activity, 4 lecturers of English skills can be said as an appropriate source of data. They were Mr. Drs. H. Dolar Yuwono, M.Pd that has competence in writing course. He was has been taught in writing course for a

long time.[11] The other research subject was Mrs. Tintin Susilowati, M.Pd. She was a lecture of Listening Comprehension II course. She was teaching Listening Comprehension since 4 years ago and it was until now.[12] Another one was Mrs. Pryla Rochmawati, M.Pd. She was a lecturer of Speaking I course in English Department of STAIN Ponorogo. She was taught the English course since 2011.[13] The last research subject was Mrs. Nurul Hasanah, M.Pd. She was a lecture of Reading Comprehension II in English Education Department of STAIN Ponorogo. She was taught the English course since 2009.[14]

5. Technique of Data Collection

In this research, the researcher used observation, interview, and documentation as the methods of collecting data.

a. Observation

Observation is an activity that is done by the researcher observes the object of research directly. Observation has a purpose to get the information by seeing and hearing the phenomenon that happening in the object location. It was in line with

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[11] Look at more in interview transcript in number: 01/1/I/F-1/4-V/2015 in appendices of this thesis

[12] Look at more in interview transcript in number: 01/3/I/F-1/7-V/2015 in appendices of this thesis

[13] Look at more in interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this thesis

[14] Look at more in interview transcript in number: 01/2/I/F-1/7-V/2015 in appendices of this thesis

Kothari's perspective that observation is the information is sought by way of investigator's own direct observation without asking from the respondent.[15]

In this research, the researcher conducted the direct observation to the English classroom. The researcher observed the lecturers' activities while the teaching – learning process was going on related the applying of authentic materials in English classroom. The result of observation was recorded on her observation sheets on field notes as a useful stock of date.

b. Interview

In generally, the interview is how to collect information of materials carried by oral questioning unilaterally, face to face, and with the direction and goals that have been set. Interview can also be equipped with tools such as the type recorder, so that the answer to these questions can be more fully recorded.[16]

In this study, in order to gather more detailed information, semi structures interviews were employed as the instrument of this descriptive study. It can be caused that it gave the participants / informants a change to think of answer deeply as it was not static on one type of question only. It can also help the interviewer to be able to explore the participants' answer to other possible response. In there, the selected participants were asked to answer several question related the kinds of authentic materials used mostly in English classroom, the design of applying authentic

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[15] C.R. Kothari, Research Methodology: Methods and Techniques (Second Revised Edition), (New Delhi: New Age International Publishers, 2004), 96.

[16] Anas Sudiyono, Pengantar Evaluasi Pendidikan, (Jakarta: PT. Raja Grafindo Persada,2009),82-83

materials and their perception toward the use of authentic materials in their teaching at State Islamic College of Ponorogo.

In this case, the researcher selected 4 lecturers of English skills course as the interviewees because more responses yielded in a variety in possible answer. The result of interviews can be recorded on her interview sheet on field notes as a useful stock of date.

c. Documentation

Documentation is reaching information by using written statement from some data. It can be called as secondary data. Secondary data is the data which have already been collected and analyzed by someone else.[17]

The researcher collected the appropriate data (document) related the kinds of authentic materials that used by English lecturers and the materials design when be applied in English learning. It can be used to fit out the data that have been gotten from interview and observation. The result of documentation will be collected on researcher's documentation sheets.

6. Data Analysis

The data analysis is gotten when the researcher observes the object of research. It can be gotten from the observation directly or interview the informant. Data analysis can be completed and developed while the researcher collects the data

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[17]C.R. Kothari, Research Methodology: Methods and Techniques,(Second Revised Edition), (New Delhi: New Age International Publishers, 2004),111.

from the research object. The process in qualitative research is cycle and will be conducted simultaneously. For this research, the researcher used the step that was proposed by Milles and Hubberman. They were data collection, data reduction, data display and conclusion drawing/verification.[18]

a) Data Collection

Data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures. The main purpose of data collection is to verify the research hypotheses.[19] In this stage, the researcher collected the data from the research subject related the kinds of authentic materials, the lecturers' design when applying authentic materials in their classroom and their perception toward the use of authentic materials in English teaching that can be conducted by using observation, interview and also documentation techniques. In there, all of the data related the research need would be collected and would be done in next process.

b) Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcript. Data reduction is occurring as the researcher decides (often without full

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[18] Mattew B Miles and Michael Huberman, An Expanded Sourcebook Qualitative Data Analysis (California: Sage Production,1994),

[19] Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics, (New Delhi: New Age International (P) Limited, Publishers, 2006), 212.

awareness) which conceptual framework, which case, which research questions and which data collection approaches to choose.

In this term, the researcher classified the main point of the data that have been gotten related the kinds of authentic materials that the lecturers mostly used and the lecturers' design of applying authentic material and their perspectives toward the use of authentic materials in their English teaching. In this term, the result of data can be classified based on the kinds of authentic materials that the lecturer mostly used, the lecturers' design in applying authentic materials and the lecturers' perception toward the use of authentic material in English teaching.

c) Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing and action. Looking at displays help us to understand what is happening and to do something either analyze further or take action based on that understanding. [20] In this stage, the researcher made the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

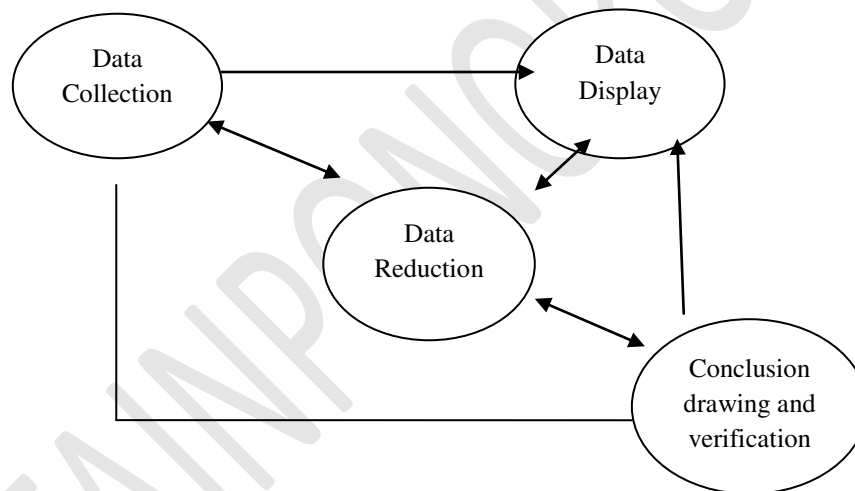d) Conclusion Drawing/Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as

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[20] Ibid, 11

fleeting second thought crossing the analyst's mind during writing, with a sort excursion back to the field notes, or it may be through and elaborate, with lengthily argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set.[21]

In this stage, the researcher was made a conclusion. The conclusion form of description data and answer the research problems that have been formulated. Based on this reason, the stage of data analysis can be showed in this picture:

Table 1.1Research Data Analysis

Based on the data analysis above, concluded that the first stage, the researcher was collecting the data. Collecting the data based on the result of observation, interview, and documentation. Then, data that have been collected must be reduced which one will be used that appropriate with the requirements necessary. Then, the researcher organized the data related the kinds of authentic materials, the

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[21] Ibid, 11

lecturers' design of authentic materials and their perception toward the use of authentic material and the last is make a conclusion from the result of data collection. So, the data was accurate more in the research.

7. Checking of Data Validity

The validity level can be done through Triangulation. Supardi (cited in Arikunto) state that triangulation is a process to getting a fix data from the various of point of view.[22] In other word that triangulation as a technique was used to check the validity of the data through the combination of many different tools, perspective and time in qualitative method.

In this research the researcher using triangulation technique. It means that the researcher compares and checks the validity of collected information through the different time and tool in the qualitative method. It can be reached by: (a) the corporation between result of observation and result of interview, (b) the corporation between public opinion and individual opinion, (c) the corporation between the opinion of public about research situation and the opinion of a long time, (d) the corporation between result of interview and related of document. In this term, the researcher compares and checks the validity of collected information by corporate between the result of observation and result of interview.

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[22] Suharsimi Arikunto, Suhardjono, Supardi. Penelitian Tindakan Kelas, (Jakarta:PT Bumi Aksara,2006),128

8. Research Procedure

In this research procedure, there are five stages to arrange research. The stages depend on Bailey's perspective in Bungin's book[23], they are: a) find the problem, b) arrange research plan, c) collecting data, d) coding and analyze the data, e) data interpretation.

Researcher started to conduct the research by doing problem finding. It was beginning in research process that was needed by researcher to conduct research action. The problem finding can be studied and observed furthermore to produce research result. The research would not be presented without problem finding.

Researcher also arranges research plan to reach research appropriate with researcher's plan. The researcher would arrange research plan that was planning, application, and reporting. In planning, researcher prepared beginning preparation related permission letter, approval, even research instrument. In application, researcher observed the problems that hinder in research location and started the research. Furthermore, the problem would be analyzed to reach the conclusion of study. Afterwards, the researcher conducted reporting activity to report the result of study.

The third stage is collecting data. Researcher collected the data by using some instruments; they were observation, interview, and documentation.

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[23] Burhan Bungin, Analisis Data Penelitian Kualitatif, (Jakarta, PT Raja Grafindo Persada), 2012, 37.

The next stage is analyzing data. Researcher processes the data by analyzed it related the advantages and weaknesses of problem, furthermore tried to search the solution of it.

Last stage is about data interpretation. This stage was closer with conclusion of research. Researcher has observed the problem study, and then the data result can be interpreted or concluded.

G. Organization of the Thesis

In order to ease the readers understand this study, the research report is arranged systematically. It consists of five chapters in which each has interconnection to others. It is highlighted in detail as follows.

Chapter I is introduction. This chapter explained background of the study, research focus, statements of the problem, objectives of the study, research method and organization of the thesis.

Chapter II is review of related literature. This chapter functions to read phenomenon that would be presented in Chapter III. The researcher would be studied about the kinds of authentic materials, the lecturers' design in applying authentic materials in EFL classroom and also the English lecturers' perspectives toward the using authentic materials in their language learning.

Chapter III is research findings. This chapter contained with serving of data that includes general data that was connected with research location that consist of vision, mission and objectives of English Education Department at STAIN Ponorogo.

The establishing history geographical position, organization structure and explanation of special data that consist of data about the kinds of authentic materials, the lecturers' design of applying authentic materials and the lecturers' perspectives toward the use of authentic materials in English teaching

Chapter IV is discussion. This chapter contains with data analyzing related the kinds of authentic materials that the lecturers used mostly in English teaching, the design of applying the authentic materials in classroom and the lecturers perception toward the use of authentic materials in their English teaching.

Chapter V is conclusion. This chapter was conclusion. In this chapter have a function to make easier reader to take essence from this proposal and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Analysis

1. The Definition of Authentic Materials

During the past decades, teaching a foreign language has gained more attention in most countries around the world. As a result, searching appropriate and effective materials occupies a great space of the lecturers' thinking. One of the purposes of teaching foreign language is to be able use in the real world, in real situation. Therefore, the language lecturers think whether it is enough to teach the language using course book or if they should adopt the materials using authentic materials to support their materials in course book.

According to Widdowson (cited in Mishan), authenticity is term which creates confusion because of basic ambiguity.[24] Therefore, the terms of authentic materials have been defined in different ways throughout the literature. Tatsuki argues that authenticity is taken as being a synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practice.[25] Nunan (as cited in Adams) refers to authentic materials as any materials

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[24] Freda Mishan, Designing Authenticity into Language Learning Materials, (Bristol: Intellect Books, 2005), 10

[25] DonnaTatsuki, What is authenticity? The language teacher. 16 (5),2006, Pp 17-21,1

which have not been specifically produced for the purposes of language teaching.[26] Little et.al (cited in Guariento & Morley) define authentic materials as an authentic text creates to fulfill some social purposes in the language community in which it was produced.[27] Bacon and Finneman (cited in Saadoom) define authentic materials as text produced by and for native speakers of the target language for non – pedagogical purposes.[28] While Hwang has defined the authentic materials as:

> Authentic materials (either written or spoken) are those which are designed for native speaker; they are real text not designed for language students, but for the speaker of the language in question.[29]

Rogers and Medley use the term "authentic" to refer to language sample that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by native speaker.[30] Another definition suggested by Peacock that authentic texts are written by native speakers and to be used by native speaker as a daily consumption. They are especially designed for

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[26] Thomas W. Adams, What Makes Materials Authentic, (ERIC Document Reproduction Service NO. ED 391389), 4

[27] William Guariento and John Morley, Text and Task Authenticity in The EFL Classroom, ELT Journal, 55,4 (Oktober,2001), 347

[28] Bushro Saadoom Al- Nuri, Investigating EFL College Student Teachers' Attitude toward Using Authentic Materials During the Practicum, Ahlulbait Jurnal, No.16

[29] Caroline C. Hwang, Effective EFL Education Through Popular Authentic Materials, Asian EFL Jurnal, 7,1,(6,2005), 1 – 10; A.G Martinez, Authentic Materials:on overview. Free resources for teacher and students of English, *Karen's Linguistic Issues*,(2002), 1 -7

[30] C. Rogers & F. Medley,Language with a purpose: Using authentic materials in the foreign language classroom. Foreign Language Annals,21, 1988, 468

native speaker or community.[31] Authentic materials were not simplified and were not provided for the purpose of language teaching.[32]

Other definitions of authentic materials have emphasized in primacy of communicativeness. For example, Lee state that a text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real life communicative purpose, where the writer has a certain message to pass on to the reader.[33] It means that the writer of a texts intend to convey a message to the reader. It is in line with Mishan views that the core definition of authentic texts relies in the fact that they have a communicative purpose.[34] It was supported with Morrow proposed that authentic text is designed to convey a real message. While Zeller and Melvin state that authentic materials exist to inform, entertain or to persuade.[35] In other words, authentic texts are written to fulfill a particular purpose, for example, to convey information, to engage, to instruct or to persuade, not to highlight particular linguistic or grammatical feature.

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[31] Matthew Peacock, "The Effect of Authentic Materials on the Motivation of EFL learners. ELT Journal, 51(2),1997, 144- 156

[32] Dolly JesusitaYoung, Processing Strategies of Foreign Language Readers: authentic and edited input. Foreign Language Annals ,26,4,(1993), 451-468

[33] Winnie yuk- chun lee, Authenticity revisited: Text Authenticity and Learner Authenticity, ELT Journal 49(4),1995, 324

[34] Freda Mishan, Designing Authenticity into Language Learning Materials, (Bristol: Intellect Books, 2005),33

[35] http://library.binus.ac.id/eColls/eThesisdoc/Bab2/2009-2-00292 IG%20Bab%202.pdf,16, Assesed on January, 14th 2015

On the other hand, other believe that there are more elements to the definition of the term authentic than textual authenticity.[36] Widdowson, for example distinguishes between authentic text and authentic discourse, saying that the language presented to second language learner may be genuine record of native speaker behavior, genuine, that is to say as textual data, but to the extent that it does not engage native speaker response it cannot be realized as authentic discourse.[37] Similarly, Breen suggest that authenticity does not relate only to the language selected to be taught (authentic texts) but to the task on which the learners are engaged and the social setting created in the classroom. Thus, Breen (cited in Saadoom) distinguishes four type of authenticity which must be in continual interrelation with one another during any languages lesson.

a. Authenticity of the texts which we may use as input data for our learner

b. Authenticity of the learner's own interpretations of such texts

c. Authenticity of tasks conductive to language learning

d. Authenticity of the actual situation of the language classroom.[38]

Moreover, Rings concludes that for a particular type of text, the speaker must be authentic, the situation must be authentic, and only then will the language

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[36] Freda Mishan, Designing Authenticity into Language Learning Materials, (Bristol: Intellect Books, 2005), 15

[37] Henry George Widdowson, Aspects in language teaching, (Oxford University Press), 1990, 45

[38] Bushro Saadoom Al- Nuri, Investigating EFL College Student Teachers' Attitude toward Using Authentic Materials During the Practicum, Ahlulbait Jurnal, No.16

content and structure be authentic for that text type.[39] To conclude, the authentic materials can be said to be the kinds of language which is use by native speaker, communicating orally or in writing that can be use to convey a message to fulfill a social purposes and which is not simplified for foreign language or second language learning.

2. The Kinds of Authentic Materials

In this era, numerous sources are available for language lecturers to exploits and select appropriate authentic materials for their lesson. They can used many different sources to practice listening and reading genuine language including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also can read magazine stories, hotel brochures, airport notices, bank instructions, advertisements, and a wide range of other written messages from the real world in situation as they occur.

Basically, authentic materials include anything that it is used as a part of communication. According to Gebhard there are some examples of authentic materials in EFL that lecturers have used. Some of them example are authentic listening/viewing materials, authentic visual materials, authentic printed materials and realia.[40] It can be clarified whit a partial list of authentic materials that shown below:

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[39] Lana Rings, Authentic Language and Authentic Conversational Texts, Foreign Language Annals, 19, 1986, 205

[40] Jerry G.Gebhard, Tecaching English as a Foreign or Second Language: A Teacher Self Development and Metodology Guide, (Ann Arbor: The University of Michigan Press, 1996), 100 - 101

a. Authentic Listening / Viewing material form television programs such as TV commercials, quiz shows, cartoons, new clips, comedy shows, movies, soap operas, professionally audio - tape short stories and novels, radio ads , songs, documentaries and sales pitches.

b. Authentic Visual Material likes slides, photographs, paintings, children's artwork, stick – figures drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless pictures book, stamps, and X – rays.

c. Authentic Printed Material likes newspaper articles, movie advertisements, astrology columns, sport reports, obituary columns and advice columns; travel magazines; science; novels; books of photographs; lyric to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, department store catalogs; telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, hotel registration form, pins with messages; bus, plane, train, taxi, and jitney schedules; teletext subtitle for the hearing impaired.

d. Realia (Real World objects) used in EFL classroom such as doll, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, candles, fly swatters, string, thread, chewing gum, glue, rulers, tacks, paper clips, rubber bands, trays, aprons, plastic forks and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, fishing reels, furniture, people, cars, bug collections, play money, stones, plants,

sand, clay, ink, sticks, jars, coffee cans, chalk, credit cards, hats, Halloween masks, rubber vomit, manikins

The kinds of authentic materials can be search and adapt from many resources such as the media, literature, computer software, and the most commonly is the internet.[41] Besides that, each of them has an impact on teaching learning process.

a. The media

As a tool for language teaching, media have always been used to facilitate the task of language learning. Media can be exploited in different way depend on the methodology that selected. From the authentic printed materials to broadcast ones (audio materials), media can be used to assist the lecturers in their teaching learning process. Among the kinds media that can be exploited are articles from newspaper and magazines, advert, brochures, radio and television program and etc.

b. Literature

It must be made clear that while any exploiting any literary text the focus should be on teaching the language not literature. It means that any literary text should be handled as any other kinds of text and should primarily aim at meaning not form.

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[41] Signi al Ngumri," Authentic Material: Toward a Rational Selection and an Effectiveness Implementation," Majalah Fakultas Adap dan Humaniora, Vol.4 ,(Basrah, Universitas Muhammad Khadir,2009), Retrieved from http://fll.univbiskra.dz/images/pdf_revue/pdf_revue_04/segni%20laamri.pdf,accessed on February, 17th 2015

c. Computer Software

Software in general can be used in a way to enable students not only to interact with personal computers but with each other as well. The students be able to involve a wide range of speakers from different accents of different ages.

d. The Internet

In the World Wide Web, the lecturers can search a variety of materials that can be of great for their students. Endless lists of material such as text, advert, magazine, radio and TV program. In website many sites contains interactive section. For example, http://www.bbc.co.uk./communicate/ which contains message board and where the students can chat with native speaker. Other useful websites are: http://www.guardian.co.uk/guardian/, http://www.nytimes.com, and http://www.google.com.[42]

Furthermore, the lecturers can access and download list of valuable materials full of informative, educational and information based on student's need to promote their learning. The kinds of authentic materials are mostly determined by the authenticity of situation in which the language is produced as well as by the source of sample and the purpose of the speaker.

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[42] Ristianah Ayuningtyas, *The Application of Authentic Materials to Improve Students' Writing Skill*,(Thesis, Surakarta, Perpustakaan UNS Surakarta), 2011, 28, Retrieved from http://etd.uum.edu.my/4460/2/s91013_abstract.pdf, Accessed on February, 15th 2015

3. Selecting and Applying the Authentic Materials

a. Selecting Authentic Materials

Using inappropriate teaching materials make the students face difficulties in learning a foreign language. The materials should appropriate with the students' need, age, proficiency level, program goals, and target of language of the participant.[43] Therefore, the materials must be motivating and raise students' interest. In order to help the students learn better, a lot of researchers suggest using authentic materials.

Berardo provides three criteria for choosing authentic texts: suitability of content, exploitability, and readability. Suitability of content indicates that the text should interest the students as well as be appropriate to their need and abilities.[44] Bacon and Finneman add that the texts should be culturally relevant to the experience of the students.[45] In this vein, Lee states that a careful and wise selection of materials focused on learners is a must if we want a positive response from them.[46] It means that, the lecturers should be careful when select the appropriate supplementary materials for their teaching, it should be relevant on students need and abilities.

Meanwhile, exploitability refers to how the text can be used to develop the students' competence and how the text can be exploited for teaching purposes.

[43] Stepen J. Gaies, Peer Involvement in Language Learning, (USA, Prentice Hall, Inc), 1985, 119-120

[44] Sacha Antony Berardo, " The Use of Authentic Materials In The Teaching of Reading," The Reading Matrix,Vol.6,No. 2 (September , 2006), 60-69

[45] S. Bacon & M. Finneman, A study of attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. The Modern Language Journal, 74(4),1990

[46] Winnie yuk- chun lee, Authenticity revisited: Text Authenticity and Learner Authenticity, ELT Journal 49(4),1995, 325

Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms.

Brown and Eskenazi claim that the primary criteria for selecting appropriate authentic text should be the reader's current vocabulary knowledge and the desired vocabulary knowledge throughout the curriculum, in addition to grammar difficulty and text cohesiveness.[47] However, Rivers claims that the primary criterion for selecting authentic text is content. He states that

> …...although length, linguistic complexity and interest for student all play significance roles in the selection of materials, the single most important criterion for selection is content.[48]

Meanwhile, little et.al (as cited in Mishan) state that the more texts are related to students' personal concerns and interest the deeper and more rabid the processing will be.[49] Moreover, Lee stated that the text must be compatible with the course objectives.[50] For example it can improve the language skill of the teachers who want the students when they have a practiced it. Besides that, the teachers must consider the length of the text and their teaching approach.

In other find out, for the materials to be effective, some criteria have to be taken into account. Criteria for selecting authentic materials are:

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[47] Jonathan C. Brown & Maxine Eskenazi, Student, Text, and Curriculum Modelling for Readers – Specific Document Retrieval, Retrieval of authentic documents for reader-specific lexical practice. In Proceedings of InSTIL/ICALL Symposium, Venice, Italy,2004, Retrieved from: http://www.learnlab.org/uploads/mypslc/publications/browneskenazi-iasted-hci-submission.pdf,562015, Accessed on May, 05th 2015

[48] W. Rivers, Interactive Language Teaching, (Cambridge; Cambridge University Press), 1987, 50

[49] Freda Mishan, Designing Authenticity into Language Learning Materials,(Bristol: Intellect Books, 2005, 28

[50] Winnie yuk- chun lee, Authenticity revisited: Text Authenticity and Learner Authenticity, ELT Journal 49(4),1995,326

1) Authenticity: The selected materials should serve communicative goals.

2) Accessibility: The materials should be easy for the students to understand and suitable for the lecturers

3) Appropriateness: It should suit the student's age, level needs and interests.

4) Applicability: It should suit the teaching context and makes the objectives attainable

5) Adaptability: It should be adapted to the students' level, needs and interests.[51]

It can be conclude that in choosing the appropriate authentic materials for the students, the lecturers must consider with the students' need, interest, and ability.

b. Applying Authentic Materials

Using authentic materials in EFL classroom should give attention in some aspects such as the students' need, ability, and the levels of EFL students. Sometimes, the lecturers have difficulties in applying the authentic materials directly and need to adapt them to be suitable for particular levels of the students.

According to McDonough and Shaw (cited in Methela), materials adaptation means matching materials to the students' need, the teacher demands and

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[51] Signi al Ngumri," Authentic Material: Toward a Rational Selection and an Effectiveness Implementation," Majalah Fakultas Adap dan Humaniora, Vol.4 ,(Basrah, Universitas Muhammad Khadir,2009), http://fll.univbiskra.dz/images/pdf_revue/pdf_revue_04/segni%20laamri.pdf,accessed on February, 17th 2015

administration's purpose.[52] They also point out that adoption is concerned with whole course book, adaptation concerns the parts that make up that whole.[53] As Littlejohn (cited in Tomlinson) affirms that adaptation can take place as a rather formal process and if necessary, the teacher can adapt the exercises by changing and then writing out a modified version for the class.[54] Therefore, adaptation of materials plays a valuable role in language teaching. It means that for the lecturers, adaptation is an extensive activity because they need to change or adjust the various parts of the course books to make it appropriate to the students.

There are some ways to adapt the authentic materials to suit the needs to the students such as adding, deleting, modifying and simplifying.[55] It can be explore as follows:

a. Adding

Whenever the lecturers want to their students to practice certain grammatical structure, item of vocabulary or the authentic materials that they want to use does not enough example, the lecturers can supply the text with further examples of any of these linguistic exponents.

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[52] Methela Rahman , "Various discussions of using authentic materials from the teachers and student's perspective for the writing classes: A tertiary level scenario," (Thesis, Department of English and Humanities (ENH), BRAC University, 2013),1-40, Retrieved from http://dspace.bracu.ac.bd/bitstream/handle/10361/3112/11363009.pdf?sequence=1,accessed on 09 January 2015

[53] Ibid, 73

[54] Brian Tomlinson, Developing Materials for Language Teaching, (London: Cromwell),2003,43

[55] http://www4.ujaen.es/~gluque/authentic%20written%20materials%202%282%29.pdf, Accessed on February, 25th 2015.

b. Deleting

The lecturers can omit some units that they feel the units are not relevant, or even the whole unit, if the students will not learn anything from it.

c. Modifying

There are two main techniques to modify a text: rewrite it and restructure it. Furthermore, the lecturers can also adapt a text for their students to read aloud or the lecturers can dictate it to the student, if they want them to practice certain features.

d. Simplifying

This technique is also useful, but can lead to a distortion of natural speech or written English if the lecturers are not especially careful when they simplify grammar or certain features of speech. In many cases it would be worthwhile keeping those grammatical points which will certainly require further practice rather than simplifying them. Simplification can be mainly applied to texts rather than audiovisual material and affects the sentence structure, the lexical content and the grammatical structures. But everyone of these processes must be carried out very carefully so that we do not turn authentic material into artificial language.

Meanwhile, Indriyati and Sa'jaun argue that the various techniques in adapting materials can be divided into three main categories in term of quantity: Plus (+), Minus (-), and Zero (0).[56] It can be clarified based on the tables below:

Table 2.3.a Plus Category of techniques adapting material

Technique	Example
Addition	Teacher may add different text and or activities
Expansion	Teacher may expand text and activities by increasing the length, difficulty, depth, etc

Table 2.3.b Minus Category of techniques adapting material

Technique	Example
Deletion	Teacher may delete some texts and/or activities altogether
Subtraction	Teacher may decrease the number of sentences in a text or part of an activity
Reduction	Teacher may reduce texts and activities by decreasing the length, difficulty, depth, etc

Table 2.3.c Zero Category of techniques adapting material

Technique	Example
Modification	Teacher may make change to instruction
Replacement	Teacher may swap one activity with another
Reorganization	Teacher may change the positions of the text and illustration
Resequencing	Teacher may change the sequence of the activities
Conversion	Teacher may change the genre of the text, or move the content from one medium to another

[56] Indriyati and Sa'jaun, Material Development, (Ministry of National Education, Directorate General Quality Improvement of Teacher and Education Personel),2009,14-15

Sometime, the materials may be too detailed, and may be sometimes too hard to understand. Although there are a place in texts where ideas need elaboration such as paraphrasing or adding examples or visuals, the usual approach is to reduce details and other information. For instance, here is before and after analysis. It contains a paragraph from The Economist magazine about the regional bloc, The Southern African Development Community. The passage from the adapted text is about 60 percent the size of the original. There is a difference between the original and the adaptation: dramatic words, idioms and arbitrary collocations become more literal and detail.

Table 2.4 Example of Adapted Text.[57]

Original 1: Southern Africa, once torn apart by war but now tentatively at peace, is enjoying an economic revival. Last year, the region's GDP jumped by an average of over 6%, a rate more often associated with Asia than with sluggish Africa. For the first time in many years, the economies in every one of the 12 members of the Southern African Development Community (SADC), a regional economic body, grew in 1996; and in eight of them the growth was over 5%. This year they may again do well
Rewrite 1: The region of Southern Africa has had its problems, including war and weather. At present, though, it is having an economic revival. Last year, the region's gross domestic product (GDP) increased by 6%. For the first time in many years, there was growth in every country of the Southern African Development Community (SADC).

Based on the table above, in the first table (original 1), the text is too long and hard to be understand. Furthermore, the simplifying technique is used in the text. Some words are modified to be more simple sentence (in sentence: once torn apart by war but now tentatively at peace, is enjoying an economic revival). The other

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[57] Adopted from http://www4.ujaen.es/~gluque/authentic%20 written%20materials% 202%282%29.pdf, Accessed on February, 25th 2015.

sentences are deleted (a rate more often associated with Asia than with sluggish in Africa, a regional economic body and this year they may again do well). While in second table (Rewrite 1) is the result of doing adapting of the text. The text is to be more simply and more easily to be understand. It means that, sometimes when the lecturers want to use authentic materials in their teaching, adapting the text is needed. It is one way to help students' difficulties in understanding the text. It can be concluded that, the use of adaptation techniques are effective at earlier stage learning. Therefore, the teachers should make a text appropriate to the level of the students.

4. **The Advantages of Using Authentic Materials**

There are many positive sides related using authentic material in EFL classroom. According to Peacock, authentic materials are intrinsically more interesting or stimulating than artificial or non – authentic material.[58] He also believes that if some lecturers use suitable authentic materials in their language classroom, it motivates students because these are more interesting and inspiring than artificial materials. It is in line with the Nuttall (cited in Berardo) says that authentic text can be motivating because they are proof that the language is used for real life purposes by real people.[59] Berardo said that we can claim that learners are being exposed to real language and they feel that they are learning the real language if using authentic

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[58] Mattew Peacock, "The effect of authentic materials on the motivation of EFL learners." ELT Journal, 51(2),199, 144-156

[59] Sacha Antony Berardo, " The Use of Authentic Materials In The Teaching of Reading," The Reading Matrix,Vol.6,No. 2 (September , 2006),64

materials. It meant that, appropriate materials help the students' to increase their motivation in learning.

The main advantages of using authentic materials in the classroom include:[60]

a. Having positive effect on students' motivation

b. Giving authentic cultural information

c. Exposing students to real language

d. Relating more closely to student's need

e. Supporting a more creative approach to teaching

Another advantage is authentic materials expose cultures of native speaker that will directly influence on EFL learner's knowledge on how the native speaker behave and use English language contextually.[61] Besides that, the use of authentic materials in EFL classroom is useful for increasing EFL students' abilities on real English usage. The materials like English newspapers, magazines, online news, and movies provide real practices of native cultures and habits in using English language. The lecturers can choose the appropriate materials directly related with their English skill such as speaking, writing, listening and reading. Authentic materials which consist of materials can be directly use or adapted by the lecturer based teaching and learning goals.

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[60] Ibid,64

[61] Mattew Peacock, "The effect of authentic materials on the motivation of EFL learners." ELT Journal, 51(2),1997, 144-156; Jerry G.Gebhard, Tecaching English as a Foreign or Second Language: A Teacher Self Development and Metodology Guide, (Ann Arbor: The University of Michigan Press, 1996),

According to Hwang, authentic materials provide any various natural, authentic, applicable and ready to use materials in EFL classroom.[62] Authentic materials are said to be natural since authentic materials reflect on what has really happened, what is really happening or what will happen. Since authentic materials are not designed for any language learning and are especially designed as parts people's daily activities, authentic materials are authentic and applicable. It meant that by using authentic materials in teaching and learning English, EFL students are exposed to direct contact of real English discourses and real practice of genuine communication in target language.

Another advantage of authentic materials is authentic materials can be applied on different levels. Authentic materials can be selected based on EFL students' need and levels.[63] Authentic materials are not only used by advance levels, but also by lower – level students. The strategy for using authentic materials for different levels of students is by determining EFL students' level and selecting the appropriate authentic materials that fit with students' level.

5. The Disadvantages of Using Authentic Materials

The use of authentic materials also has some disadvantages. According to Peacock, authentic materials can cause lower – level EFL students lack of motivation in learning English as authentic materials consist of complex, difficult text, sentences,

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[62] Caroline C. Hwang, Effective EFL Education Through Popular Authentic Materials, Asian EFL Jurnal, 7,1,(6,2005), 1 - 10

[63] J. Huizenga and M. Thomas ruzic, Reading Workout, Boston, MA: Heinle -Heinle,1994

vocabularies, and language varieties.[64] Employing learning strategies when using authentic materials for lower – level EFL students are believed to be a good strategy to solve this problem.

Another disadvantage of authentic materials is that since authentic materials are not designed for language learning process, then EFL students of different levels are not able to understand and catch the meaning of authentic materials which are not edited, rewritten, and redesigned based on EFL learner's level or abilities. Fortunately, teachers can adapt authentic materials based on the level of EFL learners.[65] Adapting and rewriting authentic materials mean that the teachers are able to select appropriate authentic materials and adjust authentic materials for a purpose of EFL classroom. For lower – levels EFL students, it will be easier to understand authentic materials if the materials are adapted. Therefore, these problems can be overcome.

6. **Using Authentic Materials in Teaching English**

a. **The Role of Authentic Materials in Teaching English**

The elusive definitions of terms "authentic" and "authenticity" and their application to language learning have been the subject of great controversy over the past three decades. The idea of authenticity developed in 1970s from Communicative

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[64] Mattew Peacock, "The effect of authentic materials on the motivation of EFL learners." ELT Journal, 51(2),1997

[65] Thomas C Lovitt, & Steven V Horton, Strategies for adapting science textbooks for youth with learning disabilities. Remedial and Special Education, 15, 2, 1994, 105 – 116

Language Teaching (CLT).[66] Using authentic materials in EFL Classroom particularly in teaching language has been effective over the past decades. It can be seen that many researcher shed more light on the usefulness of authentic materials to support language teaching and learning.[67]

Most of them state that the kinds of authentic materials help increase the students' motivation in learning, especially in teaching skills. For instance, Thanajaro noticed that the students' self-satisfaction and motivation showed improvement after employing authentic text in classroom.[68] It means that authentic materials help motivate students learn the language by making them feel that they are learning real language. Furthermore, authentic materials help learners realize the relationship between the language presented in the classroom and the language use in real world situation. It is in line with Gebhard state that authentic materials "contextualize" the language learning. In addition, authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world.[69]

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[66] Freda Mishan, Designing Authenticity into Language Learning Materials, (Bristol: Intellect Books, 2005, 1

[67] William Guariento & John Morely ,Text and task authenticity in the EFL classroom. ELT Journal, 55 (4), 2001, 347-353

[68] Metinee Thanajaro, Using Authentic Material to Develop Listening Comprehension in the English as a second language classroom, dissertation Thesis, Blackburg, Virginia, 2000,34. Retrieved from: http// http://202.28.199.34/multim/9974216.pdf, Accessed on, January, 14th 2015

[69] Jerry G.Gebhard, Teaching English as a Foreign or Second Language: A Teacher Self Development and Metodology Guide, (Ann Arbor: The University of Michigan Press, 1996,

b. The Use of Authentic Materials in Teaching Productive Skill

1) Teaching Writing

Authentic materials give contribution for improving writing skill. It has to get stated that to get students to write, they must have something or idea that can be write. Culturally authentic texts provide coverage contemporary topic of high interest that accompanied by vocabulary necessary to discuss or to write about the subject. In addition, if the goal is to teach – real life use of language, it is impossible to separate between each skill.

In realistic situations, reading in article, advertisement, or editorial may lend naturally to some type of authentic writing such as writing a letter, summarizing or note taking. Thus, the use of authentic reading materials may also play a role in improvement of overall writing performance.

Using authentic materials in teaching writing can be divided into two approaches. Authentic materials play an important role among the students while teaching through the product approach of writing. The lecturers give a model or real example for the students and the lecturers ask to create their students' own model as like as the teachers have been gave. It means that the students as a stick to a model what has been given by the lecturers.

While using authentic materials in process approach can be create in some activities. Harmer (cited in Methela) state that a writing activity in which the upper

intermediate or advance levels are asked to write a report describing their leisure.[70] At first as a prewriting activity, the lecturers can follow the elicitation to introduce the topic. Then the lecturers can do brainstorming and bring students ideas about their leisure time. The lecturers can design any writing activities with other authentic materials like magazines, newspaper, article, or other literature.

2) Teaching Speaking

By using authentic materials, speaking task can be designed and carried out. Transcribing what the students heard from audio, video, TV Programs, radio or other authentic spoken materials is an effective task that is adaptable to all kinds of authentic spoken materials. More task for example, comparing the students' understanding with the transcription are also workable.

In the other hand, authentic text also provides the stimulus for sharing and processing information. In real life, we often react verbally to something we have read. It means that authentic audio or printed have an contribution to stimulus the students expression of emotion, appreciation, discussion or debates. Speaking materials can choose from various sources but it is important to keep it in context and aligned with the culture of the students.

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[70] Methela Rahman , "Various discussions of using authentic materials from the teachers and student's perspective for the writing classes: A tertiary level scenario," (Thesis, Department of English and Humanities (ENH), BRAC University, 2013),1-40, Retrieved from http://dspace.bracu.ac.bd/bitstream/handle/10361/3112/11363009.pdf?sequence=1,accessed on 09 January 2015

c. The Use of Authentic Materials in Teaching Receptive Skill

1) Teaching Listening

Using authentic materials in teaching listening will give challenging opportunities for the students. It can also bring the students to learn real world listening. In listening class, the students trained to master the listening ability, so authentic listening materials can help them to be apply there is ability in real world communication. Berardo says that authentic material give the students experience to the use language in real context. It can help the students' sense of achievement and motivation are increase.[71]

Beside of the benefit, Martinez also mentions that authentic material has some disadvantages. The material may be too culturally biased, so unnecessarily difficult to understand outside the language community. The vocabulary might not be relevant to the student's immediate needs. Too many structures are mixed so lower levels have a hard time decoding the texts. Special preparation is necessary which can be time consuming. With listening, there might be too many different accents. The material can become outdated easily, e.g. news. The lecturers can use authentic listening materials such as video, audio, movie. The most popular one is You tube, thought others are available, like Google and Yahoo or science stages.

Many educational websites also provide access to video such as MIT world, Research Channel, Teacher Tube, TED, videolecturers.net and the specific You Tube

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[71] Sacha Antony Berardo, " The Use of Authentic Materials In The Teaching of Reading," The Reading Matrix,Vol.6,No. 2 (September , 2006)

EDU. According to the students' need or depending on the topic or focus of the activity, different types of videos can be selected. The students can also learn with authentic listening material from the radio such as BBC News, CNN channel, and VAO. These radio stations were use as media for improving listening skill.

2) **Teaching Reading**

One of the main ideas of the using authentic materials in the classroom is to expose the students to as much real language as possible. Authentic materials give the reader the opportunity to gain real information and know what is going on in the world around them. They also produce a sense of achievement. When selecting the authentic reading materials, the students' interest is the prerequisite that should be considered. A long, boring and out-of-date reading material may be possibly makes the students have less motivate from the topic and the activity. A reading task may take the forms of skimming, scanning, summarizing, contextualizing and detailed reading.

The wide variety of different types of text means that it is easier to find something that will interest the student and may even encourage further reading or reading for pleasure. For example using a complete newspaper or magazine into classroom is more have any advantage for students rather than photocopies of articles, the students can read based on what they want to read. Not only improving his language level but also the students' confidence will be improved. The materials above also ideal for teaching or practicing skimming or scanning learning.

B. Previous Research Findings

As it is stated before that study is aimed to find out the kinds of authentic materials that the lecturers' used in their English teaching, the way of the design when applying the authentic materials and the lecturers' perception toward the use of authentic materials in their English teaching, it is important to investigated previous research finding to seek the light some kinds of authentic materials, the design of applying it and the perception toward the use of authentic materials.

In this term, there were some previous research related this study. A qualitative study conducted by Methela Rahman that discuss about the teachers and students' perspectives toward the use of authentic materials in writing classes. This research was done to identify the effectiveness of authentic materials as used to teach academic writing at the tertiary level and investigate the teachers and students' perspectives toward the use of authentic materials in writing classes. This research revealed that from teachers and students' perspectives, authentic materials can bring an effective in writing classes. In addition, to construct an effective class there should be a combination of both effective materials and teaching system to engage the students with the task. So the student can enhance the opportunities for language learning.[72]

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[72] Methela Rahman , "Various discussions of using authentic materials from the teachers and student's perspective for the writing classes: A tertiary level scenario," (Thesis, Department of English and Humanities (ENH), BRAC University, 2013),1-40, Retrieved from http://dspace.bracu.ac.bd/bitstream/handle/10361/3112/11363009.pdf?sequence=1,accessed on 09 January 2015

Another qualitative research was conducted by Sacha Antony Berardo. This research analyzes about the use of authentic materials in the teaching reading. Based on this research, by using authentic materials in teaching learning, it can give a sense of achievement when understood and encourage further reading. This research conclude that one of the main reason for using authentic materials in the classroom is once outside the *"safe"*, controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used.[73]

In line with the research above, a qualitative study was conducted by I – Cheng Wu et.al. This research analyze about the effect of aural authentic materials on the motivation of language learners by doing investigation through the kinds of aural authentic materials that more prefer the students from the BBC News and the other one from Lonely Planet classes. In addition, for the interviews that was conducted learners native language – Chinese. This research revealed that aural authentic materials are beneficial in initiating learner motivation because learners tend to have positive attitudes toward such materials and learners also attach more language – related values to aural authentic materials.[74]

Another study presented by Tungesh G.M that doing exploration toward the use of media sources and authentic materials for language teaching in ESL classroom.

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[73] Sacha Antony Berardo, " The Use of Authentic Materials In The Teaching of Reading," The Reading Matrix,Vol.6,No. 2 (September , 2006), 60-69

[74] I- Cheng Wu, " The Effect of Aural Authentic Materials on the Motivation of Language Learners : A Process – Oriented Conceptualization," The Journal of Human Resource and Adult Learning, Vol 7,No.2 (December , 2011),86-95

From this paper can be conclude that as learners interact with real language content, learning is made more lively and meaningful.[75]

Rubina Rahman was done case study in her research about authentic material for language teaching. This research show that using of authentic texts bring the learners and the knowledge together when they encounter the language as it is used in real life situations and they can apply the generalizations that they have formulated during the course of instruction.[76]

Based on the previous research finding, the researcher can conclude that the authentic materials are beneficial in terms of initiating learner motivation and it is as the supplementary materials can help the teacher to develop the teachers' main materials and help the students to initiate their motivation in language learning.

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[75]Tungesh G.M , "The Use of Media Sources and Authentic Materials for Language Teaching In ESL Classroom, " ELT Voices – India, Vol 2, Issues 5 (October , 2012),104-115

[76]Rubina Rahman , "A Case for Authentic Material for Language Teaching," The Dialogue, Vol 9,No. 2,206-215

CHAPTER III

RESEARCH FINDINGS

A. Description of General Data

1. Description of Research Setting

State Islamic College of Ponorogo (STAIN Ponorogo) is one of university in Ponorogo that was released on 25th Syafar 1418 H/ 30th June 1997. It was located on Pramuka Street 156 Siman District of Ponorogo Regency. In this university, there were three faculties such as Syari'ah faculty, Tarbiyah Faculty and Usuluddin Faculty. For each faculty have some departments. In Syari'ah faculty have two departments, Tarbiyah faculty have four departments and Usuluddin faculty have two departments.[77]

English Education Department was one of English program in State Islamic College of Ponorogo. It can be called Tadris English Department (TBI). It stands under Tarbiyah Faculty (Faculty of Education). English Education Department (TBI) included a new department that released on August, 15th 2012. It was decided based on decision letter of institutional General Director at number 1223 in 2012 year. English Education Department has a vision as an English education center and education staff development. Besides that, it also has some missions such as it was doing performance in English education implementation and development, doing

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[77] Look at more in Appendices 7

performance in research implementation for English education development, doing performance in society submission in English teaching area, doing academic construction in English Education program and the last doing relationship with the others formal and non formal education institute.

The graduate students of English Education Department of State Islamic College of Ponorogo were supposed to be an English teacher. It was appropriate with the goal of English Education Department in State Islamic College of Ponorogo that it was produce Islamic education's bachelor as the teachers from the basic education levels until intermediate levels whose have ability in English education in an active manner or passive, in oral or written form, have a professional ability to teach it and have an ability related on English teaching.

2. Description of Research Subjects

In English Education Department there were 16 permanent lecturers. Each of them has taught based on their competence. Mostly, the lecturers of English Education Department were graduated from master's degree and have been versed in some educational institutions.[78] For this research, the researcher collaborated with four English lecturers that have been competence in each their course. The first one was Mr. H. Dolar Yuwono, M.Pd. He was one of the senior lectors in English Education Department. He was an English lecturer of State Islamic College of Ponorogo (STAIN Ponorogo) since 2006. He was taught Writing I course two years

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[78] Look at more in Appendices 7

ago. In a long time, he taught Writing II and III course. To support his teaching materials, he was used any kinds of authentic printed materials for his teaching such as short story or actual incidents' news from newspaper or others. Moreover, he also used some articles from international news that taken from internet access.

For his knowledge of authentic materials, he started from his study. He graduated from English Education Department of Tarbiyah Faculty of IKIP Jakarta. Then, he graduated from Learning of Technology at Adi Buana University, Surabaya. He started teaching with authentic materials since 2008. He has been using some kinds of authentic materials like short story, short article, newspaper, and sometimes using short novels. To get more knowledge with authentic materials, he did many things like joining seminars, asking friends, colleagues, and reading some books.[79]

Authentic materials as supplementary materials for teaching Writing I course have purposes to help the students to develop different types of paragraphs. The topic start with the elements of good writing, types of sentences in paragraph and the methods of paragraph development most commonly used in expository writing.[80] It was in line with the interview result that was conducted on May, 04th 2015. Mr. DY stated that:

> The main goal of teaching writing I course is to make the students to be able to write in English. They can write based on the correct grammatical structure, tenses and others features of English writing skill. In this semester, the important things that I should explore with the students is how they can make a good paragraph, because when they can't write a good paragraph, they can't write an essay, when they can't write a good essay, they can't write a thesis and etc. it meant that

[79] Look at the interview transcript in number: 01/1/I/F-1/4-V/2015 in appendices of this thesis

[80] Look at more in appendices 8

teaching writing I is a basic learning for the students to help them to be a good writers.[81]

The other research subject was Mrs. Tintin Susilowati, M.Pd. She was a lecturer of Listening Comprehension II course. She was taught for Listening Comprehension since 4 years ago and it was until now. She used authentic materials in her class. They were like some kinds of songs, video, audio and podcast. Her experienced with authentic materials was started from her study. She took for her bachelor's degree in English Literature of Wima, Madiun. Then, she took for her master's degree on English Education Department in Muhammadiyah University, Malang. Moreover, her experience in teaching English started in Tarbiyah Faculty of STAIN Ponorogo at 2008. To get the knowledge with authentic materials, she did many things like joining seminars, asking friends, seniors and reading some books.[82]

According to her, authentic materials gave a positive effect for the students. It was like help the students to understand the longer spoken discourse, main idea and supporting detail in any communication. [83] It was in line with interview result that was conducted on May, 07th 2015. Mrs. TS said that:

> The main point of teaching listening is help the listener to be sensitive about they have hear. In this term, I just hope that the materials that I have been served can help the students to be able to understand about the native speakers' spoken in monolog or dialog form. In addition, the students can understand about the main idea of text that has been studied.[84]

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[81]Look at the interview transcript in number: 01/1/I/F-1/4-V/2015 in appendices of this thesis

[82] Look at the interview transcript in number: 01/3/I/F-1/7-V/2015 in appendices of this thesis

[83] Look at more in appendices 8

[84] Look at the interview transcript in number: 01/3/I/F-1/7-V/2015 in appendices of this thesis

Henceforth, the other research subject was Mrs. Pryla Rachmawati, M.Pd. She was a lecturer of Speaking I course in English Department of STAIN Ponorogo. In her teaching, she also used some kinds of authentic printed material (magazine and newspaper), and authentic listening materials (audio and video) and also realia. The idea of using authentic materials for her teaching was gotten from her studying experience. She took her bachelor's degree in English Education Department in Tarbiyah Faculty at Surabaya Public University (UNESA), Surabaya. Then, she took her master's degree of English Education Department at Malang Public University (Universitas Negeri Malang). In her opinion, it was very important for her to show the students with real example of English written or orally in order to motivate the students to study extensively.[85]

In teaching Speaking I course, she have an idea that by using authentic materials for teaching Speaking I course, it can encourage the students to practice various kinds of expressions in intermediate level using daily topics fluently and correctly. In particularly, the students would be encouraged to have self confidence to speak English.[86] It was in line with the interview result that was conducted on May, 08th 2015. Mrs. PR stated that "The main point of Speaking I course is the students can speak English fluently and correctly. They can describe something or telling story

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[85] Look at the interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this thesis

[86] Look at more in appendices 8

in English language. Besides that, the students can understand about what they have

been spoken."[87]

The last research subject was Mrs. Nurul Hasanah, M.Pd. She was a lecturer

of Reading Comprehension II in English Education Department of STAIN Ponorogo.

Her experienced with authentic materials was started from her study. She took for her

bachelor's degree in English Education Department of Islamic University of Malang.

Then, she took for her master's degree in same faculty and university.

Moreover, her experience in teaching English started in Tarbiyah Faculty of

STAIN Ponorogo since 2009. For teaching reading, she used some authentic printed

materials such as short story, novels, magazines, and some articles. To get the

knowledge with authentic materials, she did many things like joining seminars, asking

friends, seniors and reading some books.[88] Mrs. Nurul said that:

> In Reading Comprehension II course, I hope that the students can read about some
> kinds of English text and then they can understand the meaning of the text. In this
> stage, I give them some reading techniques such as scanning, skimming and others.
> It can help the students to be more easily to catch the main idea of the text.[89]

To summary, the research subjects in this research were four lecturers of

English skills in second semester of English Education Department at State Islamic

College of Ponorogo. Each of them has taught based on their competence. By using

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[87] Look at the interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this
thesis

[88] Look at the interview transcript in number: 01/2/I/F-1/ 7-V/2015 in appendices of this
thesis.

[89] Look at the interview transcript in number: 01/2/I/F-1/7-V/2015 in appendices of this
thesis

authentic materials for their teaching English skills, they have some purposes that focus in increasing students' ability in learning English skills.

B. Description of Specific Data

As it was related in the first chapter that this study was aimed at describing some kinds of authentic materials that the lecturers mostly used in their English teaching, to describe the lecturers' design in applying authentic materials in their English teaching and also investigated the lecturers perception toward the use of authentic materials for their English teaching, the researcher was doing some techniques in collecting the data appropriately. Interview technique was done to get the data related the kinds of authentic materials that the lecturers mostly used in their English teaching and their perception toward the use of authentic materials for their English teaching. Meanwhile, direct observation technique was done to observe the lecturers' design in applying authentic materials in their English classroom. To complete the data that was found from interview and observation activity, the researcher collected the appropriate document related the authentic materials that the lecturers used in their classroom and other supporting data that appropriately.

For the research necessity, the four research subjects were written in the subjected manner in initial form. They were Mr. DY, Mrs. NH, Mrs. TS and Mrs. PR. In this research, after conducting the interview, observation and getting document, a lot of data were gathered and presented on the following:

1. The Kinds of Authentic Materials that the Teachers Mostly Used

In English teaching, there were some aspects that the lecturers should have attention. One of them was about the materials teaching that have been used for their teaching. In specific terms like in teaching English skills, the lecturers should have creativity and responsibility to serve the materials teaching appropriately. It can be done by supporting and developing their materials textbook with supplementary material such as authentic materials that can be found in everywhere. Based on the research data that was found from the lecturers of English skills in second semester of English Education Department at State Islamic College of Ponorogo, mostly the lecturers used authentic materials for their English teaching. In generally, the selection of authentic materials found that in average range, the research subjects mostly used authentic materials with the various reasons. The first reason was about the purpose of the English learning. Authentic materials were used to support their textbook material with the hoped that it helped the students' motivation and achievement was increase. For the lecturers of each English skill, they have a different authentic material that mostly used. Authentic printed materials were the mostly used by the lecturers of English skills in their learning. It was like short story, short article, newspaper and also short novels.[90] This was in line with the interview result that was conducted on May, 04th 2015 at 07.00 am with Mr. DY. He was the lecturer of Writing I course. Mr. DY stated that:

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[90] Look at the documentation transcript in number: 03/1/D/5-V/2015 in appendices of this thesis

> For writing I course, mostly I just used printed materials that appropriate with the students ability and students level. Authentic printed materials that usually I used can be adopted from some books such as a book of social and culture science, theology and other books. For a specific topic, I conduct the appropriate materials from internet like a short story, short article and sometimes I give an example of real incidents in around us or from newspapers or novels.[91]

It meant that, for teaching writing I course, the authentic printed materials such as short story, short article, newspaper and also short novels were the authentic materials that mostly used by the lecturer. According to Mr. DY, authentic printed materials more suitable for supplement his main materials from textbook in teaching writing I course. In addition, authentic printed materials for teaching writing I course gave a real example of English text with the hoped that it can increased the students' motivation and achievement.[92] Those authentic printed materials above also have been applied for teaching Reading Comprehension II course. It was in line with the observation result that was conducted on April, 28th 2015 showed that the process of teaching learning Reading comprehension II course, the lecturer used some authentic printed materials such as short story, short novels, article, and advertisement.[93] According with Mrs. NH as a lecturer of Reading Comprehension II course, it was very important to give a real example of English text with the hoped that it can gave a stimulus for the students to be willingness to read English text. Hence, their motivation and achievement would be increased. Mrs. NH stated that:

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[91] Look at the interview transcript in number: 01/1/I/F-1/4-V/2015 in appendices of this thesis

[92] Look at the interview transcript in number: 01/1/I/F-1/4-V/2015 in appendices of this thesis

[93] Look at the observation transcript in number: 02/O/28-IV/2015 in appendices of this thesis

> As I began thinking about reading, I used to read anything beside me. It was inspired me to use many kinds of authentic printed materials when I teach a Reading Comprehension II course. In my opinion, for teaching reading course, it is so appropriate when we as a lecturer can supply the appropriate materials based on the main goals of teaching. Some materials from books and online materials such as articles, novels and the other printed material are very helpful.[94]

It was not much different with authentic printed materials that have been used for teaching Speaking I course. Mrs. PR as a lecturer said that authentic printed materials such as magazine and newspaper also used to promote the materials from textbook. It was in line with the interview result that was conducted on May, 08th 2015. Mrs. PR stated that: "To help the students to be more active in Speaking I class, I have used authentic materials such as magazines, newspapers, audio, video and from realia. The students more interest to get all of them and it make the students' motivation in learning are increase."[95]

It can be said that authentic printed materials such as short story, article, short novel, magazine and newspaper were the mostly used by the lecturers of English skills based on their course. According to the lecturers, authentic printed materials were when be applied for their English skills course. But in different course, another kinds of authentic materials such as authentic listening materials were chosen by the lecturer of Listening Comprehension II course. Basically, the reason for chosen the authentic listening materials were based on the learning purposes and students' need. Mrs. TS said that listening was the activities of paying attention to and trying to

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[94] Look at the interview transcript in number: 01/2/I/F-1/7-V/2015 in appendices of this thesis

[95] Look at the interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this thesis

get meaning something that we have listen. It meant that give real example of native speakers' spoken was the appropriate way to help the students to increase their achievement. Authentic listening materials that mostly used by the teacher were songs, video, audio, and podcast. Mrs. TS said that:

> In my opinion, the focus of teaching listening comprehension is on the students' hearings. We can give anything materials that appropriate with the students and it can give the students to stimulus their hearing to catch or understand about what they are hear. We can get it from online sources or maybe we can buy a cassette from store. In my course, I was tried to give them some familiar songs such as "A Thousand Years" and "Someone Like You". Sometimes I give them video, audio about conversation and also podcast.[96]

It meant that for teaching listening comprehension II course, songs, video, audio, and podcast were some kinds of authentic listening materials that the lecturer mostly used for her teaching.[97] Authentic listening materials also have been applied for teaching Speaking I course. It was like video and audio tape.[98] Beside used authentic printed materials, she felt that the students also need to get the real example of spoken materials. It was hoped that the students would be encouraged to rich their communication and they have self confidence to speak English. Mrs. PR stated that: "In my opinion, the students need to get more examples of spoken text. It can help them to practice the various kinds of expressions in intermediate level using daily

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[96] Look at the interview transcript in number: 01/3/I/F-1/7-V/2015 in appendices of this thesis

[97] Look at the documentation transcript in number: 03/3/D/29-IV/2015 in appendices of this thesis

[98] Look at the documentation transcript in number: 03/4/D/23-IV/2015 in appendices of this thesis

topics fluently and correctly. Hence, give the students a video or audio is one of ways to attained it."[99]

Another authentic material that Mrs. PR used for her teaching Speaking I course was realia. It was one of authentic materials that the most often used by the teacher. According to her, by using realia for speaking practice, it helped the students to increase their ability in mastering their vocabulary. Besides that, the students' self confidence to speak English would be appeared. It made the students to be more active in class and their achievement would be increase. It was in line with the result of observation that was conducted on April, 23rd 2015. It seen that the students who have a self confidence in doing speaking practice by using realia have more active in class.[100] Mrs. PR state that: "To help the students more active in Speaking I class, I have used authentic materials such as magazines, newspapers, audio, video and from realia. The students more interest to get all of them and it make the students motivation in learning are increase."[101]

From all of the discussions above, it can be concluded that the four research subject (lecturers of English skills) mostly used authentic materials for different purposes of learning English skills. The lecturers also considered the authentic materials that they used appropriate with the students' need and ability. Each kind of authentic material consist of various form such as printed, audio, visual and realia.

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[99] Look at the interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this thesis

[100] Look at the observation transcript in number: 02/4/O/23-IV/2015 in appendices of this thesis

[101] Look at the interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this thesis

The following table presented the summary of the kinds of authentic materials that the

lecturers mostly used in second semester of English Education Department at STAIN

Ponorogo.

Table 3.1 The Kinds of Authentic Materials that the Lecturers Mostly Used in
        Teaching English Skills.

No	Reason	Kinds of Authentic Materials	Source (Example)	Skills or Abilities
1	Purpose of learning English skills (Achievement)	Authentic Printed Materials	Short story, book, article, newspapers, magazines, short novel,and advertisement	Writing, Speaking, Reading, Vocabularies, Grammar, Pronunciation
		Authentic Listening materials	Songs, video, podcast ,audio	Listening, Speaking, Vocabularies, Grammar and Pronunciation
		Realia (real world object)	Puppet	Speaking, vocabularies, pronunciation
2	Students' need	Authentic Printed Materials	Short story, book, article, newspapers, magazines, short novel, and advertisement	Writing, Speaking and Reading
		Authentic Listening Materials	Songs, video, podcast, audio	Listening and Speaking
		Realia	Puppet	Speaking

The table 3.1 above showed that mostly authentic printed materials such as

short story, article, short novels, magazine, and newspaper were the most preferable

materials to support the   lecturers' materials from textbook. It was be applied for

teaching writing I course, Reading Comprehension II course and teaching Speaking I

course. Besides that, it can be use to improve the students' vocabulary master, grammar and their pronunciation. The other authentic materials like authentic listening materials have been applied for teaching Listening Comprehension II course and Speaking I course. They were songs, video, audio, and podcast. It can also for increasing the student's achievement in vocabulary mastery, grammar and pronunciation. Meanwhile, realia also have been applied to support the speaking practice in teaching Speaking I course.

2. **The Lecturers' Design in Applying Authentic Materials for Teaching English Skills**

Appropriate materials have an important role in teaching and learning and it was quiet to select and adapted them because the successful learning process in the classroom mainly depends on one of them. For this reason, lecturers should be careful when selecting, adapting and also applying the authentic materials. Based on the research data finding, there were some techniques that the lecturers used in applying the authentic materials for their teaching English skills. The first one was combined the authentic materials with the lecturers' strategies or model in teaching their each skills. It can be used as a real example of the topic that was taught or as a main material in specific topic that would be learned. These was in line with the observation result that was conducted by the researcher on May, 07th 2015 at 07.00 pm in teaching Writing I course in second semester of English Education Department

of STAIN Ponorogo. For example authentic printed materials that were used in teaching writing I course would be combined with his own teaching model. The teaching model can be called as" Feedback Teaching Modeling".

Feedback teaching modeling was one of teaching strategy that need the students' feedback toward the model or theme that the lecturer was given. It begun with the lecturer searched the appropriate materials related the topic that would be learned. Sometimes, the lecturer doing adaptation related the authentic printed materials that would be used. It was appropriated with the students' need, ability and their levels. It was hoped that the students to be able to comprehend the content of the text. After that, the lecturer delivered the material in power point model.[102] Mr. DY stated that:

> In writing I course, Feedback Teaching Modeling is one of technique that was I have used in this course. It is like I give a model or topic about what will be learn, and then I give some explanations and some examples (authentic example such as news about the corruption or real thing around us) that was I adapted to be more appropriate to the students related the topic, after that I ask them to make an examples by their own words. Finally, the students' task will be corrected together.[103]

It can be said that, applying authentic printed materials for teaching writing I course was by combining it with the lecturers' design in teaching. It not much different with the lecturer's design in applying authentic printed materials for teaching Speaking I course. Mrs. PR as the lecturer combined the authentic printed materials with their own teaching model. Her teaching model can be called as "Find

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[102] Look at the observation transcript in number: 02/O//07-V/2015 in appendices of this thesis

[103] Look at the interview transcript in number: 01/1/I/F-1/4-V/2015 in appendices of this thesis

Someone who Games technique." In here, the lecturer gave a worksheet that content of some statements. The students ask to make a question and search the answer / response with doing short and structured interview with their friends. It can help the students to drill up their ability to be more increase in their speaking practice. It was believed that by using this teaching technique can make increased in students' ability in Speaking I course. This was in line with the result of direct observation that was conducted on April, 23rd 2015. It seen that the students' ability in Speaking I course was increase since the teaching strategy was be applied.[104] It was appropriate with the interview result that was conducted on May, 08th 2015. Mrs. PR state that:

> For a specific Speaking topic, I preferable to choose the authentic printed materials to supplement the materials from course book. I have combined it with my teaching technique that can be called as" Find Someone who Games". It was more like as doing short interview with their friends. I feel that it can increase their ability in speaking practice.[105]

It can be said that authentic printed materials that was combined with the lecturers' teaching strategy in Speaking I course have a purpose that it can help the students to increase their ability in speaking practice. In line with the lecturers' design in applying authentic printed materials for teaching Writing I and Speaking I course, authentic listening materials that have been used for teaching Listening comprehension II course were combined also with the teacher's teaching listening strategy. Based on the interview result that was conducted on May, 07th 2015, Mrs. TS (lecturer of Listening Comprehension II course) said that teaching strategy that

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[104] Look at the observation transcript in number: 02/O//07-V/2015 in appendices of this thesis

[105] Look at the interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this thesis

was used can be called as Metacognitive strategy. In metacognitive strategy, there were some processes that should be done by the lecturer. It were likes the mature of the planning process, the monitoring and the evaluation. Mrs. TS stated that:

> For teaching listening comprehension II course, I have choose the teaching strategy that I feel suitable for teaching listening process. It can be called as metacognitive strategy that consists of some teaching process such as the mature of planning process, the monitoring and the evaluation. I should combine it with authentic listening materials that will be used.[106]

It can be summary that the lecturer's design in applying authentic listening materials were combined it with her teaching strategy that can be called as metacognitive strategy. Meanwhile, in a certain condition, the lecturer's design in applying authentic material more preferable used adoption technique. It meant that, the authentic materials that were chosen delivered for students directly. The lecturer asked to the students to bring the English text that can be bought from bookstore or search from internet access. But, for sometimes the lecturer that was gave the appropriate materials. The authentic printed materials would be used to learn some techniques in reading skills. It was in line with the result of observation that was conducted on April, 28th 2015 in Reading Comprehension II course.[107] Henceforth, according to Mrs. NH, it was not a matter if the authentic printed materials that were chosen delivered for students directly. It can be caused that the main focus of teaching Reading Comprehension II course was the students be able to read English text

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[106] Look at the interview transcript in number: 01/3/I/F-1/7-V/2015 in appendices of this thesis

[107] Look at the observation transcript in number: 02/3/I/28-IV/2015 in appendices of this thesis

correctly. It was agreed with interview result that was conducted on May, 07th 2015. Mrs. NH stated that: "For teaching Reading Comprehension II, usually I ask the students to look for some kinds of text that can be gotten from library or bookstore or search in internet. Then, the students learn some skills in teaching reading such as skimming and scanning techniques."[108]

To summary, adoption technique was preferable techniques that used by the lecturer to apply the authentic printed materials for teaching Reading Comprehension II course. It was in line with authentic printed materials for teaching writing I course. Sometimes, the lecturer was done adoption technique directly. It can be caused that the lecturer felt that the materials were appropriate for the students. It was in line with the result of interview that was conducted on May, 04th 2015. Mr. DY stated that: "If the authentic printed materials were appropriate with the students' ability and need, I just give them originally."[109]

It was not much different with authentic listening materials for teaching Listening Comprehension II course. Beside combined authentic materials with her own strategy, for a certain condition, Mrs. TS also used adoption technique for teaching Listening Comprehension II course. It was in line with interview result that was conducted on May, 07th 2015. She felt that it was not much taking time for prepared it and more easier when applied it. Mrs. TS stated that: "In a certain

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[108] Look at the interview transcript in number: 01/2/I/F-1/7-V/2015 in appendices of this thesis

[109] Look at the interview transcript in number: 01/1/I/F-1/4-V/2015 in appendices of this thesis

condition, I just applied it for the students directly. Beside it was not much taking time for prepare the materials, it more easily to applied it for the students."[110]

It was not much different when applied authentic listening materials and realia for teaching Speaking I course. The audio or video and realia that used in teaching speaking were applied for the students directly. Based on the interview result that was conducted on May, 08th 2015, Mrs. PR said that for authentic listening materials was more be better when applied directly. She felt that it was not taking time for prepared the materials. In addition, the students can learn the real example of native speakers' spoken. Mrs. PR stated that: "For authentic listening materials such as video and audio, I just give it directly or just adopted it. I feel that it is not taking time for prepared it and the students can learn the native speakers' spoken directly."[111]

It meant that, for teaching Speaking I course, adoption technique was used for teaching Speaking I course by using authentic listening materials and realia. It can be concluded that, the teachers' design in applying the authentic materials for teaching English skills were classified into two categories. The following table presented the summary of the lecturer's design in applying authentic materials for teaching English skills.

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[110] Look at the interview transcript in number: 01/3/I/F-1/7-V/2015 in appendices of this thesis

[111] Look at the interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this thesis

Table 3.2 The Lecturers' *Design in Applying Authentic Materials for Teaching* English Skills

No	Lecturers' Design	Type of Technique	Kinds of AMs	Skills
1	Combined it with the lecturers' technique or strategy	Feedback Teaching Modeling	Authentic Printed Materials	Writing
		Find Someone Who Games	Authentic Printed Materials	Speaking
		Metacognitive strategy	Authentic listening materials	Listening
2	Adoption Technique	Delivered directly	Authentic printed materials	Reading
		Delivered directly	authentic printed materials	Writing
		Delivered directly	Authentic listening materials	Listening
		Delivered Directly	Authentic listening materials& realia	Speaking

In table 3.2 above showed that the lecturers' design in applying authentic materials was various. The first one was combined the authentic printed materials with their own teaching model or strategy. It was appeared in teaching Writing I course that the lecturer combined the authentic printed materials with his own teaching model that can be called as Feedback Teaching Modeling. This matter was appeared also in teaching Speaking I course that the lecturer applied authentic printed materials with he own teaching strategy that can be called as Find Someone Who Games technique. Henceforth, authentic listening materials for teaching Listening Comprehension II course were combined also with the lecturer's teaching strategy that can be called Metacognitive strategy.

Meanwhile, in a certain condition, the lecturers' design in applying authentic materials for teaching English skills especially authentic printed materials for teaching Reading Comprehension II course was done by using adoption technique. It was appeared also in teaching Listening Comprehension II course. Then, adoption technique was used for teaching authentic listening materials and realia in teaching Speaking I course.

3. The Lecturers' Perception Toward the Use of Authentic Materials in Teaching English

Using authentic materials for teaching English skills have many several benefits for students. For different course and different authentic materials that was used gave the students a stimulus to increase their abilities in each of English skills. Based on the interview result that was conducted on May, 07th 2015 with Mrs. TS shown that authentic listening materials such as songs, video, audio, and podcast give a stimulation for the students to be able to understand the meaning of something that they have hear.[112] It was appeared also based on the direct observation result that was conducted by the researcher on April, 28th 2015 shown that the students' motivation in learning and their ability in teaching listening was increased since they have a

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[112] Look at the interview transcript in number: 01/3/I/F-1/7-V/2015 in appendices of this thesis

stimulus to hear an English songs or video or audio of native speaker' conversation habitually.[113] As Mrs. TS stated that:

> Basically, authentic listening materials give the students benefit more. Their motivation and ability in Listening skill would be increase. I just give them habitual activities to listen English songs or news, English conversation and others. I hope that authentic materials can help them   be able to understand the meaning of something that they have hear.[114]

It meant that authentic listening materials gave stimulation for the students to help the students to increase their motivation and ability in teaching Listening Comprehension II course. It not much different with Mrs. PR's perception that not only authentic listening materials but also authentic printed materials, both of them gave benefit for students to increase their motivation and ability in teaching Speaking I course. It was in line with observation result that was conducted on April, 23rd 2015 that the students' motivation and ability in teaching Speaking to be more increase since authentic materials as the supporting materials for their teaching.[115] It was in line with the interview result that was conducted with Mrs. PR on May, 08th 2015. Mrs.PR stated that: "Authentic materials bring the students to learn with real language. It hoped that it can make the students' motivation and ability in speaking course are increase. So, authentic materials that were used can help the students to be more easily to attain the purpose of learning."[116]

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[113] Look at the observation transcript in number: 02/3/O/28-IV/2015 in appendices of this thesis

[114] Look at the interview transcript in number: 01/3/I/F-1/7-V/2015 in appendices of this thesis

[115] Look at the observation transcript in number: 02/4/O/23-IV/2015 in appendices of this thesis

[116] Look at the interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this thesis

It was supported with the opinion that was conducted from interview result with Mrs. NH who has revealed that authentic printed materials provided a real English language for the students. For applying authentic materials in teaching Reading Comprehension II course, the students' ability in learning was increased step by step. The students were appeared to be more preferable to read any English text. This condition above was in line with the observation result that was conducted on April, 29th 2015.[117] It was supported also with the result of interview that Mrs. NH state that: "Actually, authentic materials are good materials that can be used for teaching reading. It can help the students to learn from real example. But, we must have awareness that it was a foreign language, so it was a natural condition when the students have a difficulty in their learning."[118]

It was not much different with the interview result that was conducted on May, 4th 2015 with Mr. DY. He said that authentic printed materials that were used in teaching Writing I course gave benefit for students especially in their motivation in learning. The students appeared more active in class. Mr. DY stated that: "Authentic materials bring the students to learn real language. It is one of benefit that from real fact they can have a stimulus in order they can pour their idea in a good written.

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[117] Look at the observation transcript in number: 02/2/O/29-IV/2015 in appendices of this thesis

[118] Look at the interview transcript in number: 01/2/I/F-1/7-V/2015 in appendices of this thesis

Besides that, it can help them to increase their motivation in learning writing I course."[119]

It can be summarize that, authentic materials that were used by the lecturers for teaching English skills have benefit for students. Authentic materials gave a stimulation for the students to increase their motivation and ability in learn each English skills. But in reality, there were some problems that appeared to students toward the use of authentic materials for teaching each English skill. It was in line with the result of observation that was conducted on May, 07th 2015 in teaching Writing I course that the students have a problem related with the use of authentic materials in their learning such as they were difficult to understand the English text that was given.[120] According to Mr. DY, the problem that faced by the students toward the use of authentic printed materials in teaching writing I course was can be caused by the students' ability in writing was lack. The students' vocabulary mastery and the grammatical features were limited. It made the materials teaching should be provide appropriately. It was made one kinds of challenge for the lecturers of English skills. It make the lecturer should create the materials teaching creatively based on the students' need, ability and levels. It was in line with the result of interview that was conducted on May, 07th 2015 with Mrs. TS. According to her, the students' problem that faced toward the use of authentic listening materials for teaching Listening

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[119] Look at the interview transcript in number: 01/1/I/F-1/4-V/2015 in appendices of this thesis

[120] Look at the observation transcript in number: 02/1/O/7-V/2015 in appendices of this thesis

Comprehension II course was the students have difficulty in understand the native speaker's spoken or find detail information of songs or others. In addition, it can be caused by the students' vocabulary mastery and listening ability were lack. It made the lecturer should design the materials creatively and it was need some processes to design the materials that appropriate with the students' ability and need creatively. Mrs. TS state that:

> I feel that it is a great challenge for me in teaching Listening Comprehension II course. Basically, authentic listening materials are effective when be applied as supplementary materials for teaching Listening Comprehension II course. But in reality, the students still have difficulties toward the applying authentic listening materials in their learning. Hence, I should have long process and adapted the materials with the students' need, ability and levels[121]

Same statement presented by Mrs. PR as the lecturer of Speaking I course. Applying authentic materials for teaching Speaking I course have a different sense from the lecturer. Mrs. PR stated that the lecturer should be creative in design the materials in order to help the students to be easier to understand the material teaching. Hence, the lecturer's creativity in design the materials was important things. It was in line with interview result that was conducted on May, 08th 2015. Mrs. PR stated that:

> Applying authentic materials for teaching Speaking I course give me a different sense. I should do many activities for prepare it especially for authentic printed materials. When the students feel bored about the materials it makes them difficult to understand the materials teaching. In addition, it give effect for their achievement. Hence, I should design it be more interested.[122]

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[121] Look at the interview transcript in number: 01/3/I/F-1/7-V/2015 in appendices of this thesis

[122] Look at the interview transcript in number: 01/4/I/F-1/8-V/2015 in appendices of this thesis

Another statement presented by Mr. DY. He stated that authentic materials that were used for teaching Writing should be designed creatively and appropriately. It was a great challenge for the lecturer to be able to provide the materials appropriately. Mr. DY stated that:

> Using authentic materials in teaching Writing I course give a different challenge for me. Based on the students' problem that appeared such as the students have difficulties in understand the meaning of the English text that was given and the students' difficulties in developing their ideas and built it to be a good written. It made me challenges to be more creative in providing the materials for teaching writing. I should search or look for the appropriate materials, design it and explore it for the students. It needs much take time and long processes.[123]

It was supported also with the interview result that was conducted on May, 07th 2015 with Mrs. NH. Authentic materials for teaching Reading comprehension II course can be said as good supporting material. But sometimes, the lecturer felt necessary to think the appropriate material design that the students more easily to understand it. The lecturer needs a long process to get the appropriate materials. Mrs. NH stated that:

> Actually, authentic materials are good materials that can be used for teaching reading. It can help the students to learn from real example. But, we must have awareness that it were a foreign language, so it was a natural condition when the students have a difficulty in their learning. In addition, I need some processes that continuously to adapt the materials appropriately.[124]

To summary, authentic materials for teaching English skills give benefits for students. One of them was authentic materials help the students' motivation and their ability was increase step by step. Besides that, the lecturers' perception toward the use

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[123] Look at the interview transcript in number: 01/1/I/F-1/4-V/2015 in appendices of this thesis

[124] Look at the interview transcript in number: 01/2/I/F-1/7-V/2015 in appendices of this thesis

of authentic materials for their teaching English skills was it gave a different sense or challenge for the lecturers to design the materials appropriately.

CHAPTER IV

DISCUSSIONS

In this chapter, the researcher discuses about the data result of the research based on the statements of problem. The results of discussion were taken from interview, observation and documentation that held in lecturers of English skills in second semester of English Education Department at State Islamic College of Ponorogo. The explanation of the discussion as follows:

A. Discussion About the Kinds of Authentic Materials that the Lecturers Mostly Used in Teaching English Skills

Authentic materials were among the most important tools for the lecturers that can and must used in class in order to make them go smoothly and be effective in transmitting the necessary knowledge to all the students. Exposing students to such language form would enable them to cope with genuine interaction, whether it was inside or outside classroom. When authentic materials were used with the purpose of student's learning, students would have a sense that the real language for communication was being learnt. In contrast with the design of textbooks, authentic materials intrinsically more active, interesting and more stimulating. It was in line with Peacock viewed that authentic materials motivate learners because they are

intrinsically more interesting or stimulating than artificial or non-authentic.[125] It meant that authentic materials were very helpful in increasing students' motivation in learning.

Recently, the resources for teaching materials are available for everybody. The internet was regarded as very important and rich source for authentic materials. It can help the lecturers who want to use authentic materials to be an easier to select the appropriate materials for their students. Basically, authentic materials included anything that can be used as a part of communication.

Based on the data collection of using authentic materials in teaching English skills, the kinds of authentic materials that the lecturer mostly used in teaching English skills in second semester of English Education Department at State Islamic College of Ponorogo found that in average range, the selection of kinds of authentic materials were based on two reasons. The purpose of learning such as can help to increase the students' achievement and ability were the mostly reasons. Authentic materials were useful for increasing students' ability in English since the materials were communicative in purpose.[126] Communicative purposes enhance EFL students' abilities in using English either for listening, writing, reading and speaking. The authentic materials that used by the teachers was be hoped that can help the students to increase their achievement in learning and their ability in each English skills. It was

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[125] Mattew Peacock, The Effect of Authentic Materials on the motivation of EFL learners,144

[126] Caroline C. Hwang, Effective EFL Education Through Popular Authentic Materials,1-10

in line with Lee's statement that a careful and wise selection of materials focused on learners is a must if we want a positive response from them.[127] It means that authentic materials that were chosen should based on the purpose of learning.

Authentic printed materials that were used by the lecturers such as some short stories, articles, magazine, newspaper and some kind of books. Besides that, authentic listening materials such as video, song, audio, postcard, realia and other authentic materials were used also in teaching English skills as noted as Gebhard.[128] It can be said that some types of authentic materials can be used for supporting teaching English skills as it was a part of communication.

The materials above can be search in internet that was presented in various versions. The lecturers can found it in form of past, new, or even the newest issues or materials. Using the newest issues in around the students help them to be more easily to found a good idea in writing skill. Some variety of printed materials such as e-books, journals, articles, newspaper, short story, magazines can be taken from internet. Commonly, the teachers used authentic printed materials for their teaching writing, speaking and reading. They felt that it was more appropriate to support their materials. Each kind of authentic materials above can be easier to found it, browsed and downloaded in the internet. Besides that, authentic listening or viewing materials mostly use in teaching listening and speaking. Some kinds of authentic listening or

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[127] Winnie yuk- chun lee, Authenticity revisited: Text Authenticity and Learner Authenticity, 325

[128] Jerry G.Gebhard, Tecaching English as a Foreign or Second Language: A Teacher Self Development and Metodology Guide,100

viewing materials were songs, video, audio, and podcast. In teaching listening, authentic listening materials gave opportunities for the students to be familiar with the different accent of native speakers.

The use of video and audio materials in EFL classroom may vary depending on lecturer's choice. The materials which have been chosen should appropriate with the students' need, ability and students' levels. It was the second reason that the teachers mostly used it. It was in line with Gaies's view that the materials should appropriate with the students' need, age, proficiency level, program goals, and target of language of the participant.[129] In this case, both audio and video materials should be adjusted based on EFL students' abilities. In do this, the lecturers should give more explanation and tutorials throughout the task.

Based on the explanation above, the researcher come to the conclusion that the kinds of authentic materials that mostly used by the lecturers of English skills in English Education Department of STAIN Ponorogo were varies. It was depended on the lecturers' reason for used it. Mostly, the lecturers more chose authentic materials based on the purpose of learning and also the students' needs, abilities, and also the students' levels. Some variety of authentic materials that the lecturers mostly used were short story, article, newspaper, magazine, songs, podcast, realia, video and audio.

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[129] Stephen J. Gaies, *Peer Involvement in Language Learning*,119-120

B. Discussion About the Lecturers' Design in Applying Authentic Materials in Teaching English Skills

Teaching materials have great influence on what and how the lecturers have been teaches. It meant that lecturers as a leader at class has important role to make the students be success in their learning. Selecting appropriate and qualified teaching materials have positive effect on the students' learning style and learning result. Lecturers not only focused on their materials that they used, but also they should have attention in applying strategy, technique, and methods for their teaching.

Using authentic materials were useful in language learning, it helped the students to be able to expose to real language. It was encourages the lecturers to adopt creative teaching approach. For teaching English skills in second semester of English Education Department at STAIN Ponorogo, the lecturers' design in applying authentic materials can be classified into two categories. The first one was the authentic materials was combined with the lecturer's strategy or teaching technique. It meant that the whole of authentic materials would be adapted appropriately and then be combined with the lecturer's teaching strategy or technique. It was in line with McDonough and Shaw stated that materials adaptation means matching materials to the students' need, the teacher demands and administration's purpose. They also point out that adoption was concerned with whole course book, adaptation concerns the

parts that make up that whole.[130] Based on the result data, Feedback Teaching Modeling was combined with authentic printed materials in teaching writing I course. By using authentic materials in their teaching writing, it hoped that the students have a sensitivity related some real incidents in around them and they can wrote it to be a good written. It was in line with Hwang proposed that authentic materials are said to be natural since authentic materials reflect on what has really happened, what is really happening or what will happen.[131]

Meanwhile, in teaching Listening Comprehension II, the lecturer used her own strategy that can be called as "Metacognitive" strategy. In this term, the design of authentic materials can be applied in some process of metacognitive strategy such as the mature of planning, the monitoring and the evaluation process. Metacognitive strategy was consists of planning, monitoring and evaluating. For teaching Speaking I course, the lecturer was combined the authentic printed materials with her own strategy that can be called as "Find Someone Who Games". The students have done a short interview with their friends in that game. It can help the students' speaking practice would be increased. In summary, authentic materials that were combined with the lecturers' teaching technique have a purpose it can help in improving the language skills when the students have done it or practice it. It was in line with Lee's

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[130] J. McDonough, & C. Shaw, Materials and Methods in ELT,73
[131] Caroline C. Hwang, Effective EFL Education Through Popular Authentic Materials,1-10

statement that the authentic text materials should be compatible with the course object.[132]

The other category related the lecturers' design in applying authentic materials was using adoption technique. Sometimes, the authentic materials that were chosen were appropriate with the purpose of learning, students' need and ability. By using adoption technique, the lecturers helped that the students can learn from real example of English text. It can give a positive effect for the students in their learning. It can give the authentic cultural information for the students.[133] Based on the data result showed that adoption technique was used in applying authentic printed materials for teaching Reading Comprehension II course and writing I course. Besides that, adoption technique was used also in applying authentic listening materials and realia for teaching Listening Comprehension II course and Speaking I course. To conclude, the lecturers' design in applying authentic materials were classified into two categories. The first one by combined the authentic materials with the teacher's strategy or technique and then by using adoption techniques.

C. Discussion About the Lecturers' Perception Toward the Use of Authentic Materials for Teaching English Skills

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[132] Winnie yuk- chun lee, Authenticity revisited: Text Authenticity and Learner Authenticity, 326

[133] Sacha Antony Berardo, " The Use of Authentic Materials In The Teaching of Reading,64

Using authentic materials for teaching English skills were beneficial for the students. It can give positive effect for students' motivation and achievement. It was in line with the result data of the research that using authentic materials for teaching English skills gave the students benefits such as it can increase the students' motivation and achievement in learning and gave the students real example. As Berardo mentioned that authentic materials can be used to promote motivation and give the students "sense of achievement".[134] It was supported by Nuttall (cited in Berardo) that authentic text can be motivating because they are proof that the language is used for real life purposes by real people.[135] To be used effectively, it was important for the lecturers that when choosing materials there should always be meet objective of the lesson. Authentic materials have a positive effect on students' ability in English skills. They can learn by real example of native speaker. It was in line with Peacock suggestion that authentic materials expose cultures of native speaker that would directly influence on EFL learner's knowledge on how the native speaker behave and use English language contextually.[136] It meant that using authentic materials for teaching English skills to be able to expose the students' knowledge on how the native speaker behave and use English language in contextual.

Although the authentic materials have important role in supporting students' learning of foreign language by giving them an opportunity to deal with the situation,

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[134] Ibid, 66

[135] Ibid, 64

[136] Mattew Peacock, "The effect of authentic materials on the motivation of EFL learners, 144-156

there were many difficulties that hinder the use of authentic materials. Through there were certain difficulties or problems that appeared from the students while using various kinds of authentic materials in classroom, the lecturers should designed it creatively. It was in line with Berardo state that authentic materials should be used in accordance with students' ability, in order to overcome the problems created by difficult authentic text, one solution is to simplify them according to the level of the students. This can be done by removing any difficult words or structures but this can also remove basic discourse qualities, making the text *"less"* authentic.[137] This matter would be a great challenge for the lecturers in designing the materials creatively and appropriately. It was need a long time and some processes that were done continuously.

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[137] Sacha Antony Berardo, The Use of Autentic Material in Teaching Reading,65

CHAPTER V

CLOSING

A. Conclusions

Based on the data result that carried out in lecturers of English skills course in second semester of English Education Department at State Islamic College of Ponorogo in academic year 2015/2016, the findings of the result showed as follow:

1. The kinds of authentic materials that the lecturers mostly used for their teaching English skills were based on a various reasons. The first reason was the authentic materials appropriate with the purpose of learning especially in improving students' achievement. The second one was authentic materials that were used were appropriate with the students' need. The kinds of authentic materials that mostly used were short stories, article, newspaper, magazine, some kinds of books, video, songs, audio, podcast and realia. For different course, the lecturers used different kinds of authentic materials. For teaching Writing I course, the lecturer used some authentic printed materials such as short stories, short article, short novels and newspaper. Then, for teaching Reading Comprehension II course, the lecturer used short stories, short article, short novel and sometimes advertisement. For teaching Listening Comprehension II course, the lecturer used some authentic listening materials such as song, video, audio and podcast. Meanwhile for teaching Speaking I course, the lecturer used authentic printed

materials such as magazine and newspaper and authentic listening materials such as audio and video, realia and puppet.

2. The lecturers' design in applying authentic materials for their teaching English skills was classified into two categories. The first one was authentic materials were combined with the lecturers' teaching materials. It was likes Feedback Teaching Modeling for teaching writing I course, Find Someone Who Games for teaching Speaking I course and Metacognitive strategy for teaching Listening Comprehension II course. The second category was by using adoption technique. It was used in all of the teaching English skills, if the lecturers felt that the authentic materials were appropriate with students' ability in each skill.

3. The lecturers' perception toward the use of authentic materials in their teaching were it was gave the benefits for the students. Besides that, the lecturers felt more be challenge when applying authentic materials in their teaching English skills. The lecturers should be creative in design the materials.

B. Suggestions

Based on the result finding related the use of authentic material in teaching English skills I second semester of English Education Department in the State Islamic College of Ponorogo, the researcher has some suggestions as follows:

1. For the lecturers

The lecturers should be more creative in selecting, designing and applying authentic materials for their teaching English skills. In addition, the lecturers

should be more sensitively toward the problem that faced by students toward the use of authentic materials for their teaching. With the hoped that the lecturers can create the materials that appropriate with the students' need, ability and levels.

2. For the students

In teaching learning process, there must be participation from both the lecturer and the students. The lecturers as a facilitators help the students only in classroom with a limited time. To improve their ability in each English skill, all the students have to do is practicing all of English skills as much as possible. It can be done by search the other kinds of authentic materials in internet or other resources.

3. For institution

The institutions should provide the appropriate facilities that support the teaching and learning process. One of the problems that make the lecturers does not have opportunity to express their brand new ideas and show their best ability is because of the lack of facilities. Besides that, the institution should facilitate the students to improve their skill and make the teaching and learning process run well. To improve the students English skills, the institution should provide the appropriate media and materials which can be used in teaching learning process for example newspapers, English novels or books and etc. Moreover, the institution should hold regular meeting with the English teachers in order to discuss about the problems that faced in teaching and to find out the best solutions.

4. For the other researchers

This study is about the use of authentic materials in English Foreign language classroom that specifically in English lecturers' perception in STAIN Ponorogo. It is expected that the result of the study can be used as an additional reference for further researcher, especially research that dealing with teaching English skills.