

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Researches

In this research, the writer would like to know the implementation of authentic materials at MA Mathalibul Huda Mlonggo Jepara. To know the benefits and problems in implementing authentic materials, there were many researches which same topic about the research, the researcher have five previous researches related to this study

The first research was conducted by Yavani(2017:5). The title is *Authentic Materials: Teachers' Perception and Why It Matters*. This research is to find out teachers' perception toward the use of authentic materials in learning process. This research is using observation and documentation. This research showed that authentic materials are important in teaching English. In implementing authentic materials the teachers still confused to make the students understand.

The second research was conducted by Al Darwish(2014:5). The title is *Teachers' perception on authentic materials In Language Teaching in Kuwait*. The teacher used qualitative method approach in which simultaneously collected data using a non-participant observation, artifacts and face-to-face interview. The result of the research is authentic materials are a good media for learning a second language.

The third research was conducted by Ferlianty(2016:17). The title is *teachers' perception toward the use of authentic materials in EFL classroom*. The researcher is using observation, giving Likert-scale questionnaire, and interviewing the teacher. The result of this research is the teachers get a problem in preparing and implementing authentic materials. But the teachers overcome this problem by selecting the materials those students' needs.

The fourth research was conducted by (Fadilah, 2016). The title is *The use of authentic material as a media in teaching text to improve the student on writing ability for the second grade student of MTS N Cepogo Boyolali*. The researcher used two cycles. Each cycle consists of planning, action, observation and reflection. The result from this study showed that the improvement in writing skill from students is significance get higher when the teacher implementing authentic materials.

The fifth journal was conducted by Murray(2015:5). The title is *Using Authentic Materials in The Foreign Language Classroom*. This study is attempted to recognize deeply and understand the Libyan EFL teachers' perceptions, attitudes, and reaction. The result of this study is the teachers have positive attitudes to using authentic materials in teaching English.

Based on previous researches above there are many researchers that said authentic Materials is a good material to teach in the class. But the researchers do not know the problem or the weakness of Authentic Materials. In this study the writer would like to describe the implementation of authentic materials for bilingual classroom of MA Mathatlibul Huda Mlonggo Jepara.

In this research is to describe the implementation of authentic materials and find out the factors that influence the implementation of authentic materials in teaching English for bilingual classroom at MA Mathalibul Huda MlonggoJepara.

2.2 Related Theories

This part consists of some theories that would support this proposal.

The writer will take many references from many sources that will write in this paper.

2.2.1 Authentic Materials

2.2.2.1 Definition of Authentic Materials

According to (Anjani, 2014), authentic materials are designed for native speakers and not for language teaching. In this research, the teacher can use authentic materials adopted from English newspaper and magazine that include short story, announcement and advertising, that written by English people and designed for native speakers. Dealing with the real life texts which contain real life information could also motivate students. Those texts provide a new experience dealing with the language inside the classroom (Desitarahmi, 2013:24).

According to (Murray, 2015), to get beyond the limitations of a text or any other specially developed instructional sources which are known as created materials, many EFL/ESL teachers adapt or become accustomed to authentic materials and media. Basically, authentic materials include anything that used as a part of communication. Authentic materials can be effectively

used in EFL classroom to grab learners' attention. Especially for young learners can to expose a new objects (Kirana, 2014:12). According to Desitarahmi(2013:24), said that authentic materials are text which is not used for teaching purpose. They contain as the native speakers used in real life communication.

Based on the explanation above, it can be concluded that authentic materials is good more effective to teach English then textbook that used so far in teaching English. There are many opinions that authentic materials are good materials to improve English skills.The writer will describe the implementation of authentic materials to achieve a goal that had been set of the researcher.

2.2.2.2 The Advantages and Disadvantage of Authentic Materials

There are advantages and disadvantages of authentic materials in teaching English for the teacher.

The advantages of using authentic materials are having a positive effect for students and give the much knowledge about culture and how to speak like a real native speaker. The students can feel that they are learning a target language as it used outside the classroom (Anjani, 2014). According to Kristanti (2017:23), said that students will be fammiliar with how language in real life. Students. Authentic materials can bring culture information to the students' attention.

Moreover (Ahmed, 2017) said that authentic can motivate the students and make easy for teacher in learning process. When the teachers use

authentic materials in teaching English it can make the students more interested because in authentic material the material do not monotonous. Authentic material teach the students learn with native speaker and can apply in real situation when meet foreign people. According to Tamo, (2009:2), authentic materials have possitive effects for students motivation.

Anjani(2014:5) explained disadvantages of using authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems. Sometimes the vocabulary may not be relevant to the learner's need and too many structures can create difficulty(Anjani, 2014:5).

For the teachers when teaching English using authentic materials they have to make a big effort to search for suitable materials for students(Kristanti, 2017:23) Authentic materials may be too culturally biased, unnecessarily difficult to be understood outside the language community (Tamo, 2009:2)

According to Ahmed(2017:4) the disadvantage of authentic material is for students more difficult to understand the pattern and vocabulary when the teacher teach using authentic materials in the class,because this materials facing with native speaker. Authentic materials also use internet connection that is one the obstacle from the school that does not have the internet connection.

The other disadvantages of authentic materials are that the students can be difficult to understand the vocabulary from the conversation. It sometimes

does not provide appropriate language model for learners. It is time consuming preparation because authentic texts are generally not proposed for teaching language, teachers have to design their own lesson plan and make it appropriate for students (Anjani, 2014:5).

Therefore, an authentic material is useful for teachers in teaching English in the class. it can be a good materials for students in learning real situation. But the students when learn with materials of authentic materials the students will get misunderstanding about the vocabulary or the pattern.

2.2.2.3 The Implementation of Authentic Materials In Teaching English

According to Tamo (2009:4), the use in an EFL classroom the teacher using a media for teaching English to make the students interested in learning English. Because authentic materials involve the language that naturally occurs as communicate in the native speakers' context of use, or rather in the selected context where Standard English is the norm. The teacher use media for example real newspaper reports, real magazine articles, real advertisements and etc. From the media will make students to be more active in the learning process.

The implementation to make the students interested in learning English normally the teachers use newspaper is always up to date, factual and accurate. Newspaper contains vocabulary which is common for students in Indonesian language but it is stated in English so that it will give broader insight of translation. Teacher can divide class into groups of four/five students in each group, followed by peer group and then continued by

individual work. This grouping will help students to work in a team and gradually shifting to peer work then individual (Kirana, 2014:2).

Based on the discussion above there are many teachers use authentic material to make the students more active and interested in learning English. many teachers use newspaper to create vocabulary and knowledge for students and the teachers can implement another media like short video, music and etc.

2.2.2.4 Types of Authentic Materials

According to Ahmed (2017:4) there are four types of authentic materials in EFL/ESL classroom teachers have used such as:

Authentic Reading and Writing Using authentic materials in teaching reading can attract the students' interest. They will not just read the text. But also know the context of authentic. Use the authentic materials that related with their daily life, so they easy to understand about the materials and about the purposes of the text (Anjani, 2014:5). Fadillah, (2015:38) said that before use authentic materials in teaching writing the students have low respond how to write descriptive text. After the application of authentic material, the students become more active and it is not only successful to improve their vocabulary but also increase their writing skills

There is an Authentic speaking in teaching English. The teachers can use video to improve students in speaking skill. Lazaraton (2001) maintains that while teaching speaking skills, teachers need to be specifically proficient in organizing class activities that are authentic, motivating, and varied. The use of authentic, engaging materials should be the basis for in-class activities.

For listening there is authentic listening. There are huge resources on different TV channels which can definitely help learners develop their listening informally can use radio, news, TV (Ahmed, 2017:4).

2.2.2.5 The Factors Influence Authentic Materials

There are many factors that influence authentic materials in teaching English. The first is easy access to authentic materials. It means that the teacher can browse the materials from the internet and can choose good materials for students. The second is available of equipment. From the equipment schools supplies the tools to make easy the teachers when need some materials for example OHP, Computer, Internet Connection, Video Player, Audio Player, and Environment School. The third is students' interest. The students more interested in song. It is more fun and refreshment. They can speak fluency and hear the vocabulary produced by native speaker (Mandasari, 2017:43).

According to Barardo (2006:6), the important factors choosing in authentic readings that the teacher have to use suitability of context, exploitability, readability, presentation to make students more active and interested in learning reading skill. From that factors challenges the students to study and make them interested in reading ability from the text.

Based on the discussion above the factors that influence authentic materials are from the media, environment, school and students' respond in learning authentic materials. The teacher enjoys exposing the materials for students based from factors that support the teacher.

