

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

English is an important language to communicate with foreign people. Therefore, English is implemented in Indonesia and become a compulsory subject since 1967. English is defined as a foreign language taught at the junior high school level to university in which it provides opportunities for learners to access science and technology and strengthening the nation's international relation. In implementation, teaching English is more focused on the ability to read than other capabilities of listening, speaking, and writing. The teachers should focus on that four skills and the teachers have to use good way in teaching English to make the students became smart with the materials that are given by the teachers.

In addition, in Indonesia when the teachers teach English in the class, they always use text book. In the text book the materials are usually monotonous. So, the students are not interested in learning English in the class. Therefore the teachers should be able to modify the materials to make the students interested and active in learning English in the class. Authentic materials can be one of good materials when the teachers teach English. The teacher can find many media to get suitable from authentic materials. In the learning process authentic materials is useful for teachers to improve the student's ability. The teachers can

get the result when teaching English using authentic materials in teaching English because there are some benefits of authentic materials.

According to Anjani(2014:3), explains that authentic materials are designed for native speakers and not for language teaching. In this research, in teaching and learning process. 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.

The benefits of authentic materials can be seen from the materials provided. Teachers can use the media in the desire for learning and improve understanding of students who have difficulties to learn English. It is very good to make the students interested in learning English using authentic materials for the media are not monotonous. In authentic materials the students can be motivated because it is more interesting and provides the original culture of English. Kirana(2016:12).Adds that using authentic materials particularly in teaching English in classrooms has been effective than using textbook. Many researchers even strengthen the usefulness of authentic materials to aid language learning process and teaching. (Yavani, 2017) mention that authentic materials (AM) are communicative approach. This can be used to motivate the students. The students who have negative thinking about English they will be more motivated if they learn English in real situation.

(Kirana, 2016)mentions that teaching through authentic materials will make the learners feel that they are learning a real language which is used by the

real native speakers for real communication. If learners are asked to study grammar rules or study the textbooks for the tests they cannot understand nor experience the feel of the language as a real language used. Authentic materials are perceived by the learners as useful, lifelike, and interesting. In addition, Kahinaya (2006:5) believes that in the course of the decade, the use of authentic materials has become increasingly in learning situation ranging from traditional intensive EFL to language training for professionals.

For the effectiveness of authentic materials, MA Mathalibul Huda one of the private schools in Jepara, has used authentic materials as an important thing to make students interested in learning process. In teaching English the teachers have an obligation to use authentic materials in teaching English. However, there is no previous research in how teacher implement authentic materials in teaching English. Therefore, in this study the writer wants to conduct a research about the implementation of authentic materials in teaching English at the tenth grade in MA Mathalibul Huda Mlonggo Jepara.

## **1.2 Statements of the Problem**

After knowing the background of the study above, the statements of the problems that the writer would like to answer are as follow:

1. How is the implementation of authentic materials in teaching English for bilingual classroom at the tenth grade in MA Mathalibul Huda Mlonggo Jepara?

2. What factors influence the implementation of authentic materials in teaching English for bilingual classroom at the tenth grade in MA Mathalibul Huda Mlonggo Jepara?

### **1.3 Objectives of The Study**

According to the background and statement of the problem above, the objective of the study can be started briefly as follow:

1. To describe the implementation of authentic materials in teaching English for bilingual classroom at the tenth Grade in MA Mathatlibul Huda MlonggoJepara.
2. To find out the factors that influence the implementation of authentic materials in teaching English for bilingual classroom at the tenth Grade in MA Mathalibul Huda Mlonggo Jepara

### **1.4 Significance of The Study**

The study is expected to give benefits and information for certain groups, especially for those who contribute in pedagogical area. Practically, for the English teachers, this possibly can be a reference to consider authentic materials as an alternative source along with textbook. Then, this can be a guide in terms of what should be noticed in selecting authentic materials before bringing the students to the classroom.

Theoretically, for the students, this research can acknowledge them to authentic materials as one of certain sources that will enrich their knowledge and give them more exposure to learn English. And the last, for the next researcher,

the result of the research can be used as a source of the opinion that can be taken as references for another investigation in the same area in different context.