

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher is going to present the data analysis and discussion used to answer research problem which has been collected from the observation and interview. The important point of this chapter is to describe the Implementation of Authentic Materials in teaching English for bilingual classroom at tenth Grade in MA Mathalibul Huda Mlonggo Jepara and what factors influence authentic materials in teaching English for bilingual classroom at the tenth grade in MA Mathalibul Huda Mlonggo Jepara 2018/2019.

#### **4.1. Findings**

Based on the observation which had been done by the researcher during the implementation of authentic materials in teaching English, the researcher found some findings. The finding of researcher concerning to the implementation of authentic materials in teaching English for bilingual classroom at the tenth grade in MA Mathalibul Huda Mlonggo Jepara are discussed as the following;

**4.1.1. The Implementation of Authentic Materials in Teaching English for  
Bilingual Classroom at The Tenth Grade Students in MA Mathalibul  
Huda Mlonggo Jepara in the Academic year 2018/2019**

Based on the data observation and documentation which were done by the researcher, the teacher implemented authentic materials to teach three English skills, they are reading, listening and speaking.

Teaching learning English by using the media of authentic materials is done in the tenth grade IPA A1 class of MA Mthalibul Huda Mlonggo Jepara. The tenth grade IPA A1 class located at the first floor, it consist 30 students 20 girls and 10 boys. The teacher name is Ruly Septianto, S.pd who handles the English lesson for the tenth grade students.

Before teaching, the teacher made lesson plan before the teacher teach in the classroom.the teacher makes a lesson plan to organize the learning activities in the class. From the lesson plan the teacher are able to manage the steps in the learning activity.

Before beginning the lesson, the teacher opened by saying “assalamu’alaikum” to the students. After that, the teacher checked the students’ attendances that were absent today. Then, teacher begin a class by asks about the assignment in the last week. Before teacher begin into main topic, the teacher gives students stimulate such as game or quiz that related to the next material. After the students pay attention to the teacher explanation,next step is that the teacher explained to the students about the

materials that they will learn in the class. Students respond toward the teacher explanation and give feedback by asking some questions. The questions are based on the materials that explained by the teacher in the class. After the students give some questions for teacher, the teacher tries to bring students into authentic materials.

At the first, the teacher showed short video in listening skill to make students interested in authentic materials. The teacher explains the content from the video and discuss about how to express your feeling to the one that you love.

The video can invite all of the students' interested in learning process. After that, teacher asks the students to give attention in the LCD projector because the video would play to watch and identify the expression and the conversation from the video. During the video is played in the class, students tried to test their ability in understanding the expression and meaning of the conversation from the video. After the video had been watched by students, teacher divided them into the some groups. The teacher asks each group to discuss what the expression from the video and meaning from the conversation in the video. After students discuss with their group, teacher asks each of the groups to come forward and explained what they had been discussed with their groups. In every group, they are discussing about the expression and the conversation from the video. After all of the groups had explained what they discussed in front of

class. The students got some difficult words that spoken by native speaker from the video.

After that, students mention the difficult words that they found for them and how to pronounce each word to the teacher. The teacher gives a correction and writes the difficult words on the white board. Afterward, teacher asks the students to search the meaning from dictionary. Teacher gives time for students to search the meaning of the words from dictionary. After students found out the meaning, teacher asks them to come forward of class to pronounce a difficult words and write down the meaning on the white board. Teacher also gives a correction when the students do not pronounce the words correctly.

After showing the video, teacher continues to the next materials. The material is reading, for reading lesson the teacher asked students to open their English book on page 21 and asks them to read the text in the book. The textbook told students about how to say congratulate to his/her friends. The teacher asks them to make a pair in the class and discuss about the conversation from the textbook. The teacher gives 30 minutes for them to read and discuss with each group about the conversation from the textbook. After students finished read and discuss the conversation from the textbook. The last materials is speaking, for speaking lesson the teacher asks each group to come forward and practice it with their partner in front of class. By practicing the conversation from the textbook, teacher found out some difficult words for students to pronounce. Teacher also asks the students about the meaning of the

conversation from the textbook. After students found the meaning from the conversation, teacher asks them to mention the difficult words that students feel hard to understand. Teacher help the students to pronounce the difficult words by practice it together in the class.

After the students can pronounce the difficult words fluently, the teacher asks the students to talk about all of the materials that had been discussed in the class. The teacher checks students' understanding about the materials by asking the one by one.

In the learning activities the students respond well about the materials implemented by the teacher in the class. The students are more interested and enthusiastic to identify an expression from the video that displayed by the teacher and practice a conversation from textbook. It can be seen when they were practiced in the class about the expression from the video and the conversation from the textbook. Even though when in the practicing students still make mistakes at least they are not be afraid to tray and practice how to speak English well in front of class.

After all the materials done, teacher gives some motivations to the students in learning English. The teacher said that when student learn English, the important thing for students is never give up, keep moving forward and do not be afraid to make a mistake. The teacher gives homework to test students' ability in understanding from the last lesson. The teacher gives homework for students, in the process that will make the student' ability gets better. When

students can do the homework by themselves although students get a low score it can give the students appreciation to the effort. The students are also creating vocabularies to enhance students' knowledge in learning English. In learning English vocabulary is important to make understanding of a sentence or utterance.

#### **4.1.2 The Factors That Influence Authentic Materials in Teaching English for Bilingual Classroom at The Tenth Grade Students in The Academic year 2018/2019**

The researcher has interviewed the teacher at MA Mathalibul Huda Mlonggo Jepara. The interview was conducted on Wednesday 17, October 2018 at 3.00 PM.

The interview was conducted to the English teacher who implements authentic materials in teaching English for bilingual classroom in MA Mathalibul Huda Mlonggo Jepara, the data was only from one teacher that implement authentic materials in teaching English in IPA A1. In this interview the researcher give five questions to interview the teacher. The result of interview as follow:

##### 1. What do you think about authentic materials?

“I think authentic materials are good materials for students, because from authentic materials the students can understand the way native speaker in using English. In authentic materials the students will know the culture how to speak in there”. The teacher mentions that authentic materials can be good

materials to make students to be more active and get more experiences the culture from native speaker.

2. What are the challenges using authentic materials in teaching?

“The challenges are how to motivate the students in learning English. When I implement authentic materials I have to choose good materials to make them interested in learning English” Motivate students is important for students, because it can make the students more active and interested them to learn English in the class. If teaching materials are not interesting and motivating, learners will learn nothing?

3. What factors that support the use of authentic materials?

“The factors is from the school provide the media, such as projector, internet connection, audio player etc. Based from the media I can teach my students with using authentic materials in the class”. The school provides the media for teacher to teach using authentic materials. Without that media the teacher cannot teach English using authentic materials in the class.

4. How do you get authentic materials?

“I get authentic materials from the internet. Usually I created to look for it from YouTube or the other media. So that, I use it could be improve the students’ ability in learning English”. The school cannot invite foreign people

to come in their school. So the ways to teach English with native speaker the teacher look it from internet and newspaper etc.

5. How students respond related authentic materials?

” the students’ respond is different when I use text book than authentic materials. Before I teach using authentic materials the students are lazy in learning English subject, because I teach in the end of class. But after I implement authentic materials students look more active than before, and they got more experience using English better”. Respond is important to support the teacher in implement authentic materials. When the students have a good respond and more active in learning activity teacher can continue to implement authentic materials in the class.

#### 4.2 Discussion

After describing the implementation of authentic materials in teaching English at the tenth grade at MA Mathalibul Huda Mlonggo Jepara, the researcher found some research findings to answer the problem. In generally it would be concluded that the implementation of authentic materials in teaching English and what factors that influence the implementation of authentic materials in teaching English.



#### **4.2.1 The Implementation of Authentic Materials in Teaching English for Bilingual Classroom at Tenth Grade in MA Mathalibul Huda Mlonggo Jepara 2018/2019**

Based on the documentation and observation findings, the implementation of authentic materials in teaching English for bilingual classroom at the tenth grade in MA Mathalibul Huda Mlonggo Jepara in the academic year 2018/2019 run well, because the teacher has applied developments of students activities based on teaching/learning the media of authentic materials.

The English teacher at MA Mihalibul Huda Mlonggo Jepara has implemented authentic materials in English teaching. In the implementation of authentic materials in learning English is using for three skills, listening, reading and speaking. For listening, the teacher gives short video for students to improve students' ability to listen a real conversation from the native speaker. The video is about how to express the feeling toward his/her friends. After that, the teacher asks students to imitate the expression and practice how to pronounce the conversation from the video.

In teaching reading, teacher also uses textbook for students. In the textbook there is a conversation about how to say congratulate to his/her friends. The teacher uses textbook to avoid students' misunderstanding in interpreting the conversation from text. The teacher has a purpose to make the students easier in interpreting a sentence from the conversation textbook,

because to translate language from a newspaper, a tenth grade students it is still difficult in translating the sentences from newspaper. Therefore, teacher uses textbook in teaching English reading for the students. The teacher has a purpose do not make students difficult in English learning process.

In speaking skill, the teacher asks each group to come forward and practice what they get from the video and textbook in front of class. From the video and textbook students are able to practice how to pronounce well with their ability in the class together. After that, the teacher gives an assessment to the students about their ability in speaking English.

In the learning activities the students has a good respond about the implementation of authentic material that explained by the teacher in the class. The students are more interested and enthusiastic when the teacher asks them to identify an expression from the video that displayed by the teacher and practice a conversation from textbook.

In line with Kirana, (2014:12) and Tamo, (2009:2), the implementation of authentic materials to make the students interested in learning English. Normally the teachers use the media of authentic materials and the media is newspaper is always up to date, video, 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. However, when the teacher implemented a new material for students, they often had difficulty in understanding the materials, because each student has different abilities to understand the material that explained by the teacher.

Therefore, when in the learning process, the teacher must be able to become a good guidance for students and make them understand about the materials explained by the teacher in the class. Because the students are still at tenth grade, the teacher has to choose the media carefully for students. From the materials it could make students interested in English learning process.

#### **4.2.2. The Factors Influence the Implementation of Authentic Materials in Teaching English for Bilingual Classroom at Tenth Grade in MA Mathalibul Huda Mlonggo Jepara 2018/2019**

Based on the interview result, the factors influence authentic materials in teaching English for bilingual classroom at the tenth grade in MA Mathalibul Huda Mlonggo Jepara are as follows:

1. Students respond toward the implementation of authentic materials

Authentic materials are a good material for students, because from authentic materials the students can understand the way native speaker in using English. In authentic materials the students will know the culture how to speak in there authentic materials can be good materials to make students to be more active and get more experiences the culture from native speaker.

Then, the teacher gives some motivations for students to make them to be more active and interested in the learning process.

Then, from students' respond is different when the teacher uses text book than authentic materials. Before the teacher teaches using authentic materials the students are lazy in learning English subject, because teacher teaches it in the end of class. But after the teacher implements authentic materials students look to be more active than before, and they got more experience using English well. Respond is important to support the teacher in implement authentic materials. When the students have a good respond and more active in learning activity teacher can continue to implement authentic materials in the class.

2. The school and media to support the teacher in implement authentic materials

Based from the media the teacher can teach students using authentic materials in the class. The school provides the media for teacher to teach using authentic materials because without that media the teacher cannot teach English using authentic materials in the class. So, the teacher implements authentic materials to become a good way to make students interested in learning English. The teacher can use a media of authentic materials as a tool to make students to be more active in the class.

3. The access to get the media of authentic materials in teaching English

The teacher gets a media of authentic materials is from internet. Usually the teacher created to look for it from YouTube or the other media. So that,

the teacher use it could improve the students' ability in learning English because the school cannot invite foreign people to come in their school. So the ways to teach English with native speaker the teacher look from internet and newspaper etc. Based from the media the teacher can access the materials and choose the suitable materials for students in teaching English in the class.

In line with Barardo(2006) and Mandasari(2017), the important factors choosing in authentic reading 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.

Regarding from the fact above, there are some factors that influence authentic materials in teaching English. Teacher believe that the media of authentic materials can improve students ability in learning English, b because in authentic materials there are a lot of materials for teachers in teaching English in the class. For example the media of authentic materials are on YouTube, newspaper, advertisement, and etc.

Therefore based from the media, teacher hopes when implement authentic materials in teaching English it will be make students to be more active and interested in learning English in the class. As a teacher must be able to be a motivator for students whose ability is lower in the class.