

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Learning materials are the crucial things for students. As a decision maker, a teacher must decide an appropriate learning material to students. Exactly, If teacher uses inappropriate learning materials, It will make students face difficulties in learning second language. Then, In order to make foreign language students learn better, teacher need to use learning materials which can facilitate the gap between the language being taught in the classroom and the language used in the real situation. In this case, Paltridge (2001) suggests to use authentic materials in the foreign language classroom. He said that authentic materials must be used in order to produce awareness of language and its related skills. In the same way, Richards (2001) recommends to second language teacher to use authentic materials. He states that the language which the learners are engaged with in classroom, must represent the language used in the real world.

Authentic material is the learning material which is not taken from text book and the real language that used by native speaker. Authentic materials can be the kinds of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom (Berardo,2006). By using authentic materials, foreign language students can perceive that they are learning the real language used by native

speaker. Harmer (1994) states that authentic material has positive effects on learners because it helps learners to produce better language, acquire the language faster and makes learners more confident to deal with real life situations.

Unfortunately, from the previous studies, there have been debates among experts regarding the use of authentic materials for the level of students. Some of them said that the use of authentic material is better for intermediate and advanced level. As Guariento & Morley (2001) said that at post-intermediate level, the use of authentic materials is available to be used in classroom. They also stated that at lower levels, the use of authentic materials may not be used because it can make students feel de-motivated and frustrated since the lack of lexical items and structures in the target language. In addition, Kilickaya (2004) and Kim (2000) also said that authentic materials can be used with intermediate and advanced students only. On the other hand, other researchers such as McNeil (1994) and Miller (2005) as cited in Al - Azri & Al-Rashdi (2014) have another view. They believe that authentic materials can be used at all levels of students even at lower level students. Because of those debates, this study tried to find out the existence of authentic materials in teaching English at Junior High School.

At SMPN 216 Jakarta, there are five English teachers but there is only one teacher who claimed that used authentic materials in teaching English. Since SMPN 216 Jakarta used 2013 Curriculum in teaching and learning process, the teacher said that authentic material used in order to arouse students' curiosity and to fulfill the demands of 2013.

In this case, 2013 Curriculum used scientific approach through the activities of observing, questioning, exploring, associating, and communicating. Permendiknas No.65 Tahun 2013 about Standar Proses explains that those activities are based on learning principles in 2013 Curriculum which mention that from learners who is usually informed by the teacher become learners who try to find out the information and from teacher who become the only learning source, 2013 Curriculum recommends to use various learning sources. In other word, 2013 Curriculum allows the teacher to use various kinds of learning materials.

Therefore, authentic materials can become the source for facilitating to conduct the activities of scientific approach in 2013 curriculum. Thus, this study tried to find out kinds of authentic materials which are used by the teacher use during English teaching and describe the learning activities as represented in the lesson plan.

1.1 Research Question

This study was guided by answering these research questions :

1. What kinds of authentic materials do the teacher use during English teaching?
2. What learning activities are represented in the lesson plan by using authentic materials?

1.2 Purpose of the study

Based on the research questions, the purposes of the study are :

1. To find out the kinds of authentic materials used in English teaching.
2. To describe learning activities represented in the lesson plan by using authentic materials in English teaching.

1.3 Scope of the study

This scope of this study is on the kinds of authentic materials used during English teaching. It also focuses on learning activities that represented in the lesson plan by using authentic materials in English teaching.

1.4 Significance of the study

The significance of this study is hoped to be beneficial for English teachers as information about the use authentic materials in teaching English at Junior High School. It is also expected to be useful for English Department students and especially for those who are interested in doing further research in the same topic.