

## CHAPTER 4

### FINDINGS AND DISCUSSION

This chapter presents the description of data, findings and discussion for the 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?

#### **4.1 Data Descriptions**

The data were learning materials and teacher's statements of learning activities (*Kegiatan Pembelajaran*), Learning Objectives (*Tujuan pembelajaran*) section, statements of *Kompetensi Inti* section in the lesson plans. There were total 8 lesson plans and 43 learning materials that have been analyze which consist of 12 texts, 2 videos, 9 pictures, 9 invitation cards, and 11 greeting cards. All of learning materials and the statements from lesson plans were classified in a table analysis to discover the kinds of learning materials used in teaching english based on the learning objectives whether the learning materials are authentic or non-authentic materials. From the lesson plans which have been analyzed, there were 16 statements of *Kompetensi Inti*, 48 teacher's statements in *Tujuan Pembelajaran* section, and 72 teacher's statements of *Kegiatan Pembelajaran*.

## 4.2 Findings

The followings are the findings gained through document study that was conducted from the lesson plans and the learning materials used in the first semester of year eight at SMPN 216 Jakarta.

### 4.2.1 Kinds of Authentic Materials

The result of this section has aimed to answer the research question “What kinds of authentic materials do the teacher use during English teaching?”. After analyzing the data from learning materials used in the first semester, the writer found the result from the learning materials which divided into authentic materials and non-authentic materials used in teaching English. The chart below is the percentage of overall kinds of learning materials used in the first semester :

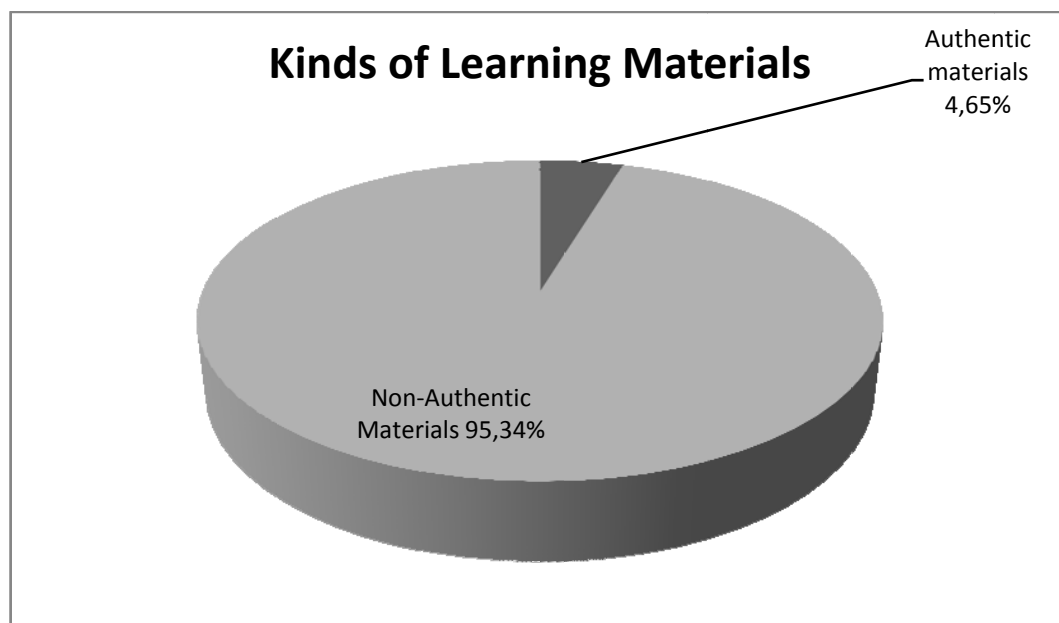


Chart 4.2.1.1 Kinds of Learning Materials

This percentage was obtained after analyzing 43 learning materials which consist of 12 texts, 2 videos, 9 pictures, 9 invitation cards, and 11 greeting cards. From the analysis, the writer found that 2 learning materials were authentic materials and the others were non-authentic materials. The percentage of the use of authentic materials were obtained from the use of Motivator video of Nick Vujicic and invitation card of wedding party during English teaching in the first semester.

#### **4.2.2 Learning Activities by Using Authentic Materials**

The finding from this section is to answer the research question of “What learning activities are represented in the lesson plan by using authentic materials?”.

The result from the first research question “What kinds of authentic materials do the teacher use during english teaching?” found that authentic materials were used in teaching English. There were Motivator video of Nick Vujicic and invitation card of wedding party.

In using Motivator video of Nick Vujicic as the learning materials in teaching English, students are asked to watch the video. After watching the video, they are asked to write the ability of Nick Vujicic. To make students easy in writing the ability of Nick Vujicic, the teacher provided some pictures of Nick Vujicic in doing his ability. This learning activities was presented based on the target language of knowledge aspect in 2013 curriculum from statement of

*Kompetensi Inti* 3.2 which discussed about ability and willingness. This learning activity is supported by teacher's statement in the lesson as follow :

*“Peserta didik menonton video motivator Nick Vujicic dan menuliskan kemampuan yang dimiliki oleh Nick Vujicic”*

4.2.2.1.1 Teacher's statement No.1 : learning activities that portrayed in lesson plan by using Motivator video of Nick Vujicic

Beside motivator video of Nick Vujicic, the other kinds of authentic material was invitation card of wedding party. This authentic material was found in the target language of knowledge aspect in 2013 curriculum from statement of *Kompetensi Inti* 3.4 which discussed about invitation and greeting cards.

From teacher's statements in the lesson plan, it could be described that the first activity was observing the invitation card through reading those invitation cards. After that, students were asked to identify the kinds of invitation cards which were presented by the teacher as the learning materials. There were nine invitation cards which were consist of invitations of wedding (authentic), farewell, birthday, baby shower, halloween, wedding (non-authentic), graduation, reunion, and housewarming party. Then, students were asked to compare which one is formal and informal invitations based on the invitation cards which presented in the slide. In comparing the invitation cards, the teacher used the example of wedding invitation party and farewell party. The wedding invitation card which was presented to identify the formal and informal invitation card was authentic

wedding invitation card. These descriptions of learning activities were supported by teacher's statements in the lesson plan as follow :

*“Siswa mengamati beberapa undangan pribadi.”* (Teacher statement's 1)

*“Siswa mengidentifikasi jenis - jenis undangan pribadi dan struktur dari undangan pribadi dengan dibimbing oleh guru.”* (Teacher statement's 2)

*“ Siswa mencoba mengidentifikasi struktur teks undangan formal dan undangan informal”* (Teacher's statement 3)

4.2.2.1.2 Teacher's statement No.2 : learning activities that potrayed in lesson plan by using invitation card.

### **4.3 Discussion**

As presented on findings, the results showed that authentic materials were used in teaching English at Junior High School. They were Motivator video of Nick Vujicic and invitation card of wedding party. Those learning materials were concluded as authentic materials because they are originally made and used by native speaker and they were not intended for pedagogical purposes.

According to Mishan (2005) explanation about the criteria of authenticity, Motivator video of Nick Vujicic is categorize into authentic materials because of the provenance and authorship. In this case, Nick Vujicic comes from Australia and Australia is a country in which English as the first language. In other word, Nick Vujicic is the native speaker of English. Then, the invitation card of wedding party is categorized into authentic materials because of original context. In this sense, the invitation card of wedding party is not taken from text book and it contains the real language of native speakers' use in their invitation card of wedding party. The real language that is intended in invitation card of wedding

party is the term of *Request the pleasure of you company* and *The honour of your presence* which were used by native speaker in their wedding invitation card.

Motivator video of Nick Vujicic and invitation card of wedding party proved that authentic materials have been used at Junior High School. It can be said that the result of this study is in contrast with what Kilickaya (2004) statements in which authentic materials can be used with intermediate and advanced students only and the result of this study is in the same line with McNeil (1994) and Miller (2005) statements which mentioned that authentic materials can be used at all level of students even at lower level students.

From the findings of this study, based on Genhard (1996) explanation that authentic materials are categorized into authentic listening, authentic visual, and authentic printed materials, Motivator video of Nick Vujicic and invitation card of wedding party can be categorized as authentic visual materials. It was said like this because Motivator video of Nick Vujicic emphasises on the various activities or abilities that can be done by Nick Vujicic and the invitation card of wedding party is taken in image format.