

# **CHAPTER I**

## **INTRODUCTION**

This chapter present background of study, limitation of the problem, research question, purpose of the research, significant of the research, definition of key term and hypothesis.

### **1.1 Background of Study**

In Indonesia, some teachers may still use textbooks as main source in teaching English. The reasons why teachers decide a textbook in managing their lesson in the classroom, for instance; saving time in giving direction to lessons, guiding discussion and facilitating in giving homework, and also will be easier, well-organized, more convenient, and faster in terms of teaching and learning activity process.

In teaching and learning process, it is a common phenomenon students find difficulties in understanding the lesson or students did not have interest in lesson and feel bored because in learning English they are only learn from textbook. Teachers should have something to do with for successful students' learning English. In relation to English teaching, teachers need to provide some teaching materials. Materials provide the content of the lesson, the balance of skills taught, and the language practice of the student. Materials support the teacher in teaching and the student in learning.

Teaching materials can be in the form of textbook and authentic materials. What needs to concern in this research are authentic materials. (Kilickaya, 2004) states that nowadays there are a lot of voices suggesting that English language

presented to the learners in the classroom, should be authentic in order to enhance learners' learning process. There are many references to authentic materials in internet source and environment, and teacher can use that in source to teaching English in order to enhance learners' learning process.

Gardner and Miller (1999:101) explained that authentic materials means any texts (printed or digital) or tape which is produced for a purpose other than teaching the target language. In short, authentic materials can be a source to teach students by using materials taken not for teaching purpose. At the pre-observation, the researcher asked the English teacher at SMPN 7 Muaro Jambi about does the teacher used Authentic materials to teach English and why the teacher used that. The teacher said that she used authentic materials in teaching English, especially the teacher use both of authentic materials and textbook.

According to Guariento & Morley (2015) language learners need to have access to real examples of how language is used in everyday life. Authentic Materials will provide a very big motivation, because language learners will be given the opportunity to experience firsthand how the foreign language is used in the real context. Based on that explanation, in this research the researcher choose to investigate the use of authentic Materials focus on teacher perception toward using Authentic materials in teaching English at SMP N 7 Muaro Jambi.

Based on that problem and explanation the subject in this research is teacher at SMP N 7 Muaro Jambi. The reason why the researcher chooses the SMPN 7 Muaro Jambi is because teacher in that school use Authentic Materials in teaching

English and the researcher wants to observed the English teachers perception for their understanding in using Authentic Materials.

Therefore, the researcher wanted to study this research, that entitled “Using Authentic Materials in Teaching English at SMP N 7 Muaro Jambi: Teacher Perception in EFL classes ”.

### **1.2 Limitation of Problem**

This research conducted at SMPN 7 Muaro Jambi. The participants were the English Teacher at SMP N 7 Muaro Jambi, focus to investigate SMP N 7 English teacher perception regarding the use of authentic materials in teaching English.

### **1.3 Research Question**

The problem of this research can be stated as follow:

1. What are the teachers’ perceptions toward the use of authentic materials in teaching English?
2. How does the teacher implement authentic materials in English classroom?

### **1.4 Purpose of The Research**

According to background of the research above, the purpose in this research is to investigate SMPN 7 English teachers’ perception regarding the use of authentic materials at junior high school level.

### **1.5 Significance of The Research**

The result of this research is hopefully will give contribution for both teacher and students of SMP N 7 Muaro Jambi. Teacher can use Authentic

Materials in teaching learning process. Besides, for students, this research hopefully will give an effect for students in learning English.

In addition, the use of authentic material is expected to effectively draw students' attention, interest, and achievement during the learning process.

## **1.6 Definition of Key Terms**

This research is composed of three main terms which are essential to be described. The writer wants to explain the meaning of the title.

### **1. Perception**

Galotti (2018) perception is a process of taking sensory information from the objects or environment, then interpreting the information meaningfully. It means that perception appear when an individual has received sensory information regarding an object from his environment where he is in, then interpret meaning of the information based the information that he has received through his sensory systems.

### **2. Authentic Materials**

Wallace cited in Berardo (2006) adds that authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes. In brief, a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has certain message to pass on the reader.