

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **1.1. Conclusion**

In conclusion, there are some significant conclusions that the researcher could explain briefly into several points below:

1. All participants showed positive perception toward the use of authentic materials in teaching English. They were aware to use the materials even though they do not know Authentic Materials is materials in which not intentionally designed for teaching and learning objectives and the result also find that the teacher did not always use them in their teaching classroom. They had positive beliefs that by using authentic material, it could give some good affects for teachers and students to increase their various teaching and learning techniques, activities, and tasks.
2. This research revealed that three English teachers considered using authentic materials because authentic materials are real, interesting, and enjoyable materials to be used as teaching materials in teaching English. The use of the materials can encourage students to learn real context of English use and enhance students' interest and motivation in learning English.
3. The researcher found the majority of types of authentic materials that were used by all participants in their teaching classroom are listening-viewing, visual, and printed media which commonly found in internet, environment, and tape recorder. Moreover, internet was a source of authentic materials which

had an easy access in the participants' school because their school provided them Wi-Fi connection.

4. The findings showed that there were significant differences of students' reactions when the participants used and did not use authentic materials in their classrooms. The students were more motivated, excited, and interested in learning English when the teachers used authentic materials and vice versa.

## **1.2. Suggestion**

Based on the results of the data analysis, discussions, and conclusions that had been drawn above, the researcher would like to suggest some suggestions which were hopefully beneficial for English teachers, students, and future research.

### **1. English Teachers**

As a person who has big roles in determining and choosing teaching and learning materials to be used in a classroom, teacher must be more selective and innovative toward the teaching materials she uses. She could not only depend on one type of materials. Using authentic materials can be one of alternative ways for the teacher to make her teaching materials and approach more various, creative, and innovative. The more often she uses the authentic materials, the better achievements and the improvements that she will achieve in her teaching to teach and to motivate her students to be more interested and motivated in learning English.

## **2. English Students**

In learning English nowadays, students do not have to depend on what English materials their teachers has provided in classroom. Beside the materials their teacher had provided, they could find their own learning materials around their environment and daily life which can be supported by any media that they have, like smartphone or computer which could be connected to internet connection to make them easier in finding any types and sources of real English material in the internet. So, their English skills will automatically improve, and the learning methods will definitely be more interesting and fun without having a teacher to teach.

## **3. Future Research**

In this research, the researcher aimed to find English teachers' perception toward the use of authentic materials in teaching English at school which is specifically investigated on English teachers at senior high school level. As the results, the research showed that the teachers have positive perception on the use of authentic materials at that level. Therefore, based on the results, for future research the researcher suggested another researcher to investigate English teachers' perception on the use of the authentic materials at different levels of schools such as at junior high school and elementary school level, in order to know their perception toward the use of the materials at those levels.