CHAPTER I

INTRODUCTION

1.1 The Background

In the teaching-learning process, the teacher brings any kind of materials in the classroom which can be easily comprehensible by the students. The purpose of the teacher do it is to motivate students in learning English. Therefore, the teacher brings other materials in the classes to support the textbooks like printed and authentics materials which is reflect the natural language as spoken. That was supported by Gilmore (2007) and Guo (2012) argue that the prime teaching content of textbooks does not fulfill the learners' needs and present real language but authentic texts do and also there is a contradiction and inconsistency between the training at school and the experiences of the students in daily life based on Caseley (2004). Thus, authentic materials are an useful means, to bridge the gap between the classroom and the real world. A classroom should be linked to its function in the real world.

Therefore, Foppoli (2006, as cited in Al-Azri and Al-Rashdi, 2014) suggested that teachers not only can use textbooks in teaching but also they can use authentic materials to support and enhance their students' learning. In this research, authentic materials that the teacher was taught in the class are as complementary textbooks. Authentic materials based on Erbaggio, et al (2012) refer to oral and written language materials that the native speaker use in daily life. The use of authentic materials itself is not new, the teacher started to use them in the 1970s while when the spread of Communicative Language Teaching

(CLT) and this has been discussed and debated by many foreign language teachers (Kilickaya, 2004) and nowadays the use of authentic material in language teaching has been popular. Although the use of authentic has been trendy, in fact, the teacher still focusing on one material provided by the school without other complementary materials in teaching in the class. This is based on a little survey that has done by the researcher in some senior high school, especially in Jambi city and just some school that combined the textbooks with the other materials and in the practice, phenomenon that can be seen or based on the teachers experinced is that students felt bored if they asked to read or learn any subject in a book which the book contains full text, especially if teachers always take and teach the students with using "read only the book" strategy and that can be made the students lazy to learn.

This is not appropriate with K-13 which based on E. Mulyasa (2013) that was translated from Indonesian explained that one of principle of K-13 is the learning process was organized in an interactive, inspiring, fun, challenging, motivating the students to actively participate and providing sufficient space for initiatives, creativity, and independence according to talents, interests, and development of physical as well as psychological students. Based on E. Mulyasa's statement that teachers can use authentic materials to motivate students to learn or make them active in the class because the authentic materials present the real materials that contain real language from the native speaker and this is used in the real condition outside the class. Like Guariento and Morley (2001) stated that using authentic materials helps students be more effective in increasing their

communication ability in the target language and be more motivated in learning English.

When the teachers introduce new materials in the class, perhaps some teachers would ask the students how their perception of the new materials. Based on Feldman (cited in Puspita, 2013), the perception here is the process of sorting out, interpretation, analysis, and integration of stimuli which involves our sense, organs, and brain. In this research, perception comes from the students about the materials that the teacher used in the class, especially authentic materials. Teachers do this to can pick up suitable materials for students that also can motivate students in learning. Otte (2006) already had studied the effect of aural authentic texts on listening comprehension skills of a number of students involved in a study at a University in USA. As a result, based on the problem that the researcher had explained and researcher above this research will conducted.

1.2. Research Question

Based on the background above, research questions designed as follows: "what are students' perceptions on the use of authentic materials as a complementary textbook in English class?"

1.3. Purpose of the Research

The main purpose of this research which is to investigate the use of authentic materials as main complementary textbooks in the English learning process that viewed from the students' perception in the class and the authentic materials that used in the class should be interactive, inspiring, fun, challenging and motivating them.

1.4. Limitation of the Research

This study focuses on the students' perception of the use of English authentic materials at one public senior high school on the 11th grades in Jambi, in which the school uses authentic materials in teaching English in the classroom. Thus, before doing the research, the researcher should do the pre-observation in the school and the authentic materials focus on the using of advertisement, the lyric of the songs, pictures, invitation, street signs, and recipes because there are many kinds of authentic materials that the teacher can be used in the class.

1.5. Significance of the Research

This study is conducted for gain more information about students' perceptions on the use of authentic materials in the learning process. Theoretically, this research can help the teacher in choosing suitable materials for students to motivate them in learning English and practically, this research can be a reference to others who have the same interest in researching students' perceptions.

1.6. Definition of Key Terms

Perception.   - The process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information (Ward, Grinstein & Keim, 2015).

      - The process of receiving stimuli (object, quality, the relationship between phenomena, and events) until the individual realized and understood (Irwanto, 2002).

Authentic Material. - Any texts that written by native English speakers for native English speakers (Heitler, 2005).

- Language samples (both oral and written) that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by native speakers (Rogers & Medley, 1988 as cited in Santos, 2009).

Authentic materials that the researcher use in the research:

Advertisement. - An essential tool in promoting products and services to customers (Abu Bakar, 2015).

- Any paid form of non-personal presentation of ideas, goods, or services by an identified sponsor, and an advertisement is the result action of advertising (Baker, 1994).

- Impersonal communication of information about products, services or ideas through the various media, and it is usually persuasive by nature and paid by identified sponsors (Bovee, 1992).

Lyric of Song. - A short poem or a number of verses set into music and intended to be sung (Hornby, 1995).

Picture.   - Visual media that can be seen (Gerlach, 1980).

Invitation.   - A request, a solicitation, or an attempt to get another person to join you at a specific event (vocabulary.com).

Street Signs.   - Highly critical information systems to ensure safety, efficiency, and continuity of read traffic (Beijer, 2004).

Recipe.   - Key tools in any culinary culture, instructing dinners on how to prepare ingredients in a safe, nutritious, pleasing fashion (Borghini, 2015).

Interactive.   - The process of exchanging and sharing of knowledge resources conducive to innovation between innovators, its suppliers and/or its clients (Tomei, 2008).

- The extent to which participants in a communication process have control over, and can exchange roles in, their mutual discussion (William, Rice, & Roger, 1988).

Inspiring.   - Associated with positive affect and has been shown to enhance well-being and mediate the transmission of creative ideas (Thrash & Elliott, 2003).

Fun.   - Expectations, engagement, and endurability (Read &

    MacFarlane, 2000).

    - Comprise challenge, fantasy and curiosity (Malane, 1980 &

    1982).

Challenging.   - Culturally abnormal behaviour(s) of such an intensity,

    frequency or duration that the physical safety of the person

    or others is likely to be placed in serious jeopardy, or

    behaviour which is likely to seriously limit use of, or result

    in the person being denied access to, ordinary community

    facilities (Emerson, 1995 & 2001).

Motivating.   - What gets you going, keeps you going and determines

    where you are trying to go (Slavin, 1997).

    - The "internal drive" that pushes somebody to do something

    (Harmer, 1991).

    - The process aroused by stimulus to achieve desired

    purposes, behaviors or conditions (Aree Punmanee, 1991).