

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The importance of learning English has grown significantly in today's globalized world. Proficiency in English is vital not only for academic success but also for professional advancement and effective social interactions. As a result, English teaching methods and materials have continuously evolved to meet these demands. One approach that has gained considerable attention is the use of authentic materials in English instruction.

Authentic materials are real-life resources not originally designed for educational purposes. Examples include newspaper articles, videos, advertisements, radio programs, and everyday conversations. The use of such materials in language teaching is believed to boost student motivation because they are more closely connected to real-world situations that students encounter.

Research suggests that authentic materials provide several key benefits for language learners. First, they offer students exposure to the natural variations of language used in everyday contexts, including vocabulary, expressions, and sentence structures. This helps students gain a more accurate understanding of how language is used in real-life situations.

Second, authentic materials can significantly enhance students' listening and reading skills. Since these materials come from real-world sources, they familiarize students with the speed, accents, and intonation patterns typical of native English speakers, helping them develop stronger listening skills.

Additionally, authentic materials encourage the development of critical thinking skills. When students engage with relevant and thought-provoking content, they are more likely to participate actively in the learning process, fostering critical analysis and discussion, which is essential for deeper language comprehension.

However, integrating authentic materials into the classroom is not without challenges. A key difficulty lies in finding materials that align with students' language proficiency levels. Authentic texts often contain complex language that may be difficult for beginners or intermediate learners. Teachers must therefore carefully select and adapt materials to match the needs of their students.

Recent studies highlight both the advantages and challenges of using authentic materials in English language education. Qoxxorova (2023) emphasizes the benefits, including enhanced student engagement, improved comprehension, expanded vocabulary, and increased cultural awareness. Similarly, the British Council (2024) supports the use of authentic materials, noting their ability to make lessons more engaging and meaningful, despite the potential language barriers.

Although numerous studies have examined the advantages and obstacles of incorporating authentic materials in English language instruction, there remains a scarcity of research centered on particular student groups within unique educational settings. Much of the current research looks at overall outcomes but does not explore how authentic materials specifically affect language learning at certain institutions or among specific groups of students. This study seeks to fill that gap by analyzing the perceptions and engagement of 11th-grade students at MAN 1 Batang Hari. By focusing on these students' experiences with authentic materials and their learning interactions, the study aims to add a deeper perspective on the

effects of these materials on language learning within distinct cultural and educational frameworks.

1.2 Research questions

According to the problem of the present study, the researcher formulates the problems of the study as follows:

1. What are students' perceptions of the types of authentic materials used for English language learning at MAN 1 Batang Hari?
2. What is the level of students' interest in the use of authentic materials for English language learning at MAN 1 Batang Hari?
3. What is the level of influence of authentic material usage on learning English at MAN 1 Batang Hari?

1.3 Objective of the Research

In response to the problems outlined in this study, the following objectives are proposed:

1. To identify students' perception of the types of authentic materials utilized for English language learning.
2. To determine the level of students' interest in the use of authentic materials for English language learning at MAN 1 Batang Hari.
3. To assess the level of influence that authentic material usage has on learning English at MAN 1 Batang Hari.

1.4 Limitation of the Research

Based on the background and identification of the problem, the research limitations are outlined as follows: First, the study is restricted to eleventh-grade

students at MAN 1 Batang Hari. Second, the focus of the research is exclusively on the use of authentic materials in English language instruction. Third, the study aims to assess the influence of authentic materials on students' interest in learning English. Data is collected solely through student questionnaires, without including other methods or settings for further analysis.

1.5 Significance of the Research

After completing this research, the researcher hopes the findings will provide valuable insights into the use of authentic materials at MAN 1 Batang Hari. The study is intended to offer both theoretical and practical benefits for readers, emphasizing the importance of authentic materials and their cultural relevance in language learning. By incorporating these materials, the learning experience becomes more engaging, relevant, and meaningful, enhancing students' interest and motivation. This approach allows students to connect the language with real-life contexts, fostering a deeper and more practical understanding of English.

1.6 Definition of Key Term

1.6.1 Authentic materials

Authentic materials encompass texts, audio recordings, and videos originally created for native speakers and real-world communication, rather than for language learners. These materials are

intended for everyday use, offering a genuine representation of language in various contexts. Integrating authentic materials into language learning allows students to engage with the language as it is naturally used, making the learning process more practical, relevant, and closely aligned with real-life experiences.

1.6.1 Students' Interest

Students' interest refers to their intrinsic motivation, curiosity, and personal inclination toward specific subjects, topics, or learning activities. This psychological state is marked by heightened attention, deeper cognitive engagement, and a strong desire to explore and understand the content. It reflects students' enthusiasm and willingness to actively engage with areas they find meaningful or captivating, driving a more focused and motivated approach to learning.

1.6.3 Types of Authentic Material

Authentic materials that expose learners to real-world language usage are crucial for developing proficiency and cultural understanding. These materials come in various forms, including audio, visual, print, digital, and realia. Audio materials such as radio programs, podcasts, songs, movies, TV shows, and audiobooks offer exposure to natural speech and diverse accents, while visual materials like photos, advertisements, maps, diagrams, and infographics assist learners in interpreting visual contexts.

Print materials, including newspapers, magazines, brochures, menus, manuals, and labels, provide insight into written language used in everyday life. Digital materials, such as websites, social media, online articles, forums, and emails, reflect the dynamic and interactive nature of modern communication. Additionally, realia like currency, tickets, receipts, postcards, souvenirs, and packaging offer tangible examples of language in use. Together, these authentic materials enhance language learning by bridging classroom instruction with

real- world contexts.