

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the key findings and conclusion derived from analyzing the data on teacher perceptions regarding the use of authentic materials in English language teaching at MAN 1 Batang Hari. In addition to presenting the conclusions, the chapter also discusses the implications of this research study. The final section offers recommendations for teachers, policymakers, and future researchers interested in exploring teacher perspectives on used authentic materials in English language teaching and learning or in related contexts.

5.1 Conclusion

This study seeks to identify the types of authentic materials, assess students' interests, and evaluate the impact of these materials. The results from data collection and analysis, along with the discussions, lead to several key conclusions. These findings help in understanding how different types of authentic materials affect students and their level of engagement.

First the types of authentic materials used at MAN 1 Batang Hari include authentic audio, authentic visual, authentic printed, authentic digital, and authentic realia. According to the data, the highest-rated type of authentic material used at MAN 1 Batang Hari is realia, with a score of 3.90. This suggests that students find real-life materials particularly helpful and engaging in their English learning. Conversely, authentic audio received the lowest score at 3.50, indicating that while still beneficial, audio materials are less effective than other types in capturing students' attention or aiding their learning. Nevertheless, all types of authentic materials at MAN 1 Batang Hari have a high overall rating, demonstrating their

positive contribution to the learning process.

Second, the data about the level of students' interest shows that all the questions indicate a strong level of student interest, with mean scores ranging from 3.69 to 4.20. The highest score comes from the statement "The availability of authentic materials awakens my enthusiasm," which indicates that students feel highly motivated and excited when authentic materials are available. On the other hand, the lowest score is from the statement "Authentic teaching materials are able to create a more interesting and stimulating environment," with a score of 3.69, meaning that while students find these materials engaging, they may not be as impactful in making the learning environment more stimulating compared to other aspects. Overall, particularly with certain questions that resonate more strongly, suggesting these areas are particularly effective in capturing their interest.

Lastly, all five statements exhibit a notable of influence, signifying that they are broadly seen as impactful. The highest score of 4.13 for the statement "Learning English becomes more enjoyable and exciting with the use of authentic materials" indicates that students find the use of authentic materials makes learning English more enjoyable and engaging. Conversely, the lowest score of 3.92 for the statement "The use of authentic materials makes me interested and attentive" suggests that while authentic materials do capture students' interest and attention, their influence may not be as strong as other factors in enhancing enjoyment and involvement in learning. However, overall, the use of authentic materials has a positive influence on students' interest in learning English.

In summary, at MAN 1 Batang Hari, various types of authentic materials, including audio, visual, printed, digital, and realia, are used, with realia receiving the highest rating of 3.90, indicating its effectiveness in engaging students. In contrast, authentic audio had the lowest rating of 3.50, suggesting it is less impactful compared to other materials. Student interest is high overall, with scores ranging from 3.69 to 4.20, particularly strong for statements about enthusiasm and excitement, though some aspects like creating a stimulating environment were rated lower. Despite this, all types of authentic materials positively influence students' engagement and enjoyment in learning English.

5.2 Recommendation

1. Researchers advise that educators should familiarize students with the incorporation of authentic materials into their English language learning process. The materials utilized can include sample transcripts, audio recordings, or video clips. Additionally, the author also hope that both teachers and students can integrate authentic materials into more immersive and intensive learning experiences, such as employing objects and resources readily available around the students.
2. Future researchers delve deeper into this topic by conducting more extensive analyses, employing alternative research methodologies, examining diverse classroom settings, and utilizing more robust data collection instruments. This could help build upon the existing findings and offer a more comprehensive understanding of how to effectively incorporate authentic materials into English language teaching and learning.

3. For students utilize digital resources: Use platforms such as YouTube, podcasts, and English-language news websites to continually expose yourself to authentic English outside the classroom. Choose materials based on interests: Seek authentic materials that align with your hobbies or interests to increase learning motivation.