

## **Chapter One**

### **Introduction**

This chapter discusses about the introduction. It contains background of study, problem identification, and problem limitation. Furthermore, this chapter also discusses the research question, research objective, and research significances.

### **Background of the Study**

One of the important factors that could develop pre-service teachers' skill is teaching practicum. Teaching practicum is a teaching practice that gives many useful and great experiences that provides better development for pre-service teachers. According to Mulholland and Wallace in Klassen and Durksen (2014), the teaching practicum is an early teaching experience representing one of the critical developmental influences on new teachers' self-efficacy beliefs. Then, teaching practicum now considered as one the right place to practice for the pre-service teachers before they became a real teacher. According to Richards and Crookes in Trent (2010) that the aims of teaching practicum is to gaining practical classroom experience, applying theories and teaching ideas, and exploring from observing experienced teachers. Moreover, they also mentioned the other aims such as improving awareness of how to set goals, and reflecting on their own teaching and learning styles. Thus, it will be a difficult way to be a teacher if pre-service teacher never gets the experiences of teaching practicum.

In teaching practicum, there are many kinds of material that can be use to teach the students in the classroom. One of them is authentic material. Authentic

materials were actually created not for teaching and learning purposes.

Meanwhile, authentic materials can be used the school in order to teach language which using target language. For some reasons, there are many pre-service teachers use authentic materials. Pre-service teachers thought that authentic materials can give many benefits when they use it in their teaching practicum such as authentic materials provide real life contexts and appears in attractive looks that make the students motivated and can enjoy the learning process. Then, authentic material can directly give them examples to the target language culture, and therefore this will result in making the learning process can be more enjoyable and can give motivation to the student (Al Azri & Al-Rashdi, 2014). To conclude, authentic materials are beneficial to use by pre-service teacher in order to make the students interested to lesson in the classroom and make students' understanding become more specific.

Authentic materials are easy to find. Authentic material can be considered as many things around us. Authentic materials can be such as novels, poems, newspaper, magazine, articles, handbooks and manuals, recipes, postcards, telegrams, advertisements, travel brochures, tickets, timetables, and telephone directories written in the target language (Crossley, Louwerse, McCarthy, & McNamara, 2007). In addition, authentic material will help the pre-service teacher easier to look for the material which needed because there are many things which can be identified as authentic materials.

In the context, authentic materials sometimes will use high level of vocabulary. The vocabulary that used inside authentic materials are commonly

might not be relevant to the student's currently needs (Berardo, 2006). Then, it will be very difficult for both pre-service teacher and students. For pre-service teacher, the difficulty is to select the authentic materials which contain the vocabularies based on the level of the students' class and students' understanding to make them easier to learn. Then, to the students, the difficulties will show up if pre-service teacher does not use the right authentic materials which the vocabularies and the content are for higher level of the students, the students will be unable to understand it.

Teaching practicum was taught in English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY). In EED of UMY, teaching practicum is called as Internship. The purpose of this teaching practicum is to make the pre-service teachers be a good and qualified teacher in the future. This program will be implemented on the first semester until the sixth semester. This teaching practicum program will run in two years. In the third and fourth semester, they will do teaching practicum in junior high school. Then, in fifth and sixth semester, they will do teaching practicum in senior high school. In addition, this internship program needs to be done by the pre-service teacher in EED of UMY as the requirement to graduate.

During three years, the researcher has ever performed in teaching program held by EED of UMY. As long as the teaching program ongoing, the researcher ever became pre-service teacher and observer. Based on experience of the researcher, there are many of pre-service teachers in EED of UMY who are using authentic materials because the authentic materials are not too difficult to

find. Authentic materials can make the pre-service teacher easily get the students' attention. However, authentic material also gives some challenges. It needs special preparation, so it can be time consuming. The researcher also found that the kinds of authentic materials mostly used by pre-service teachers of EED of UMY are stories, postcards, mails, pictures and recipes, which all also related to the syllabus. After all, those are the things about the teaching practicum in EED of UMY in generally.

In summary, this research is important for the researcher to be done. The researcher aims to know about the perception of the pre-service teachers of EED of UMY on the benefits and challenges in using authentic materials. The researcher also wants to know more about the types of authentic materials that were mostly used by the pre-service teacher of EED of UMY. Those are become the main goal to conduct this research with title Pre-service Students' Perception on Using Authentic Material in Their Teaching Practicum at EED of UMY. This research hopefully can be the reference to help their teaching practicum performance better.

### **Statement of the Problem**

In teaching practicum done by many of pre-service teachers in EED of UMY, there are many materials that can be used. One of them is authentic material. Authentic materials can make students interested and motivated. It is because authentic material appears in an attractive looks and sometimes in form of pictures full of colors. This will be such as post cards, mails, stories with sketches, and recipes. Then, authentic material is a favorite material used by pre-service

teacher in EED of UMY because it has benefits that help them in their teaching practicum.

However, the pre-service teachers in EED of UMY also find the challenges in using authentic materials in the classroom. Authentic materials are materials that need more preparation in the making of the material. For example, authentic sometimes are not included in the text book and it makes the pre-service teachers have to find the materials from the magazines and internet. So, it need more time to do the preparation. Moreover, authentic materials need some instruments that sometimes not exist in the school such as computer, LCD projector, and Sound System in order to play music and video in the teaching practicum in the classroom. Then, those things are commonly happen in the teaching practicum process done by the pre-service teacher of EED of UMY. In addition, those things are being the challenges that make the pre-service teacher feel so hard and avoid to use authentic material especially in the using authentic material in music and video.

### **Limitation of the Problems**

Specifically, this research will focus on pre-service teachers' perception on using authentic material in their teaching practicum at EED UMY. Furthermore, it will discuss only about the things happen in the using of authentic materials by pre-service teachers in EED of UMY in their teaching practicum. The benefits and challenges of using authentic materials are also discussed. In addition, the researcher will limit this research according to the point mentioned above. That means, the researcher will only discuss the types, benefits and

challenges of authentic materials in teaching practicum done by pre-service teacher of EED of UMY.

### **Research Questions**

Based on the problems, there are some questions that need to be answered in this research in order to solve it. The researcher formulates some questions below:

1. What are the types of authentic materials generally used by pre-service teachers in EED of UMY? What are the reasons for using them?
2. What are the benefits generally perceived by pre-service teachers in EED of UMY when using authentic materials?
3. What are the challenges generally faced by pre-service teachers of EED of UMY in using authentic materials in the classroom?

### **Research Objectives**

In line with the research questions above, the aims of this research are:

1. To identify the types of authentic materials generally used by pre-service teachers in EED of UMY and the reasons of using them.
2. To explore the benefits generally perceived by pre-service teachers in EED of UMY when using authentic materials.
3. To investigate the challenges generally faced by the pre-service teachers of EED of UMY in using authentic materials in the classroom.

### **Research Significances**

**Lecturers at EED of UMY.** The result of this research will help the lectures know the things can be improved by the pre-service teachers in EED of

UMY in using authentic materials. It is necessary for the lectures of EED of UMY to always back them up and give them feedback and motivation to keep their performance in teaching. Moreover, lecturers can also give them examples of good teaching in using authentic materials and give comments of their teaching. So, it can improve the pre-service teachers' skill of EED of UMY in teaching.

**Pre-service teachers.** This research will give benefits to the pre-service teachers in their teaching program in recognizing what common types of authentic materials that can be used. This research also provides the important things to know about what are the benefits and challenges of doing the teaching practicum using authentic materials. Then, the other benefit is the students will know what are the thing that should prepared before they teaching in the class.

**Students.** The result of this hopefully can give some illustration for the students about all the things in authentic materials. It is especially in the types, benefit, and challenges of authentic materials. So, they can imagine and prepare themselves before they use authentic materials in the classroom when they want to use it in their teaching practicum.

**Other researchers.** The result of this research hopefully could be a good reference for the next researcher that will do their research in the same topic. Also, the next researcher can develop this research to be better, more specific, and simpler. In the end, the researcher hope there will be a new idea found by other researcher that will solve any problems found by the pre-service students on using authentic materials.