

## **Chapter Two**

### **Literature Review**

This chapter discusses the relevant theories to support the research. Those theories are about definition of authentic materials, types of authentic material, benefits of authentic materials, and challenges of authentic materials. Moreover, this chapter provides some empirical previous study. In the last part of this chapter, conceptual framework is discussed.

#### ***Authentic Materials***

Authentic materials are one of many materials that can be used in the classroom to support teaching and learning process. There are some experts which define authentic materials. These theories are based on the literatures which define authentic materials in many ways.

According to Wallace in Berardo (2006), authentic materials is the materials that give real life texts and not written for pedagogical purposes. Then, Sanchez (2003) said that authentic materials are the materials in English that originally created not for teaching and learning purposes. Moreover, Al-Musallam (2009) mentioned that authentic material can be said as the kind of language which is not simplified for language learning purposes that is used by native speakers by speaking orally or writing in words. Thomas (2014) defined that authentic materials are produced for real communication and the purpose of authentic materials is to communicate meaning and information rather than to teach language. In addition, authentic materials are the materials which are not

originally created for pedagogical purposes but for communication purposes. It also give real life texts which used by native speakers.

Berardo (2006) explained that authentic materials are designed for native speakers and contain real language. Additionally, authentic materials are mostly used in daily life by native speakers of the target language. According to Harmer in Maula (2008), authentic materials are the materials which are designed for native speakers. Moreover, they are real language and designed not for students, but for the speakers of the language. To sum up, authentic materials are the kind of materials which the language is used by native speaker of the target language and give real language.

In conclusion, authentic materials are the materials in English that originally created not for pedagogical purposes or for teaching and learning purposes. It is in real language and designed not for students in the classroom, but for the speakers of the language in real world. Moreover, authentic material produced and used by native speaker in their daily life which can be spoken or written in the target language for real communication. In addition, authentic materials are to communicate with each other when communicating rather than to teach language.

### ***Types of Authentic Materials***

Actually, authentic materials have no limitation. Any types of text outside world might be possible to use in the classroom as the authentic materials. Types of authentic materials are explained separately in four types trough many literatures. They are audio, visual, audiovisual, and printed materials.

**Audio.** Maroko (2010) said that audio materials involve those that learners can listen which include radio (interviews, interactive talk shows, and radio (advertisements) and taped conversations (one-sided telephone conversations). Berardo (2006) mentioned about the types of authentic materials in audio is song. Moreover, Akbari and Ravazi (2016) mentioned that the types of authentic materials which like audio have no ends. In the other hand, the most common type is radio.

**Visual.** Maroko (2010) said that visual materials are those that the learners can see and it includes photographs, paintings and drawings, children's artwork, wordless road signs, pictures from magazines, and wordless picture books. Berardo (2006) talked about the types of authentic materials that most common used by the teacher in the classroom is movies. Then, Akbari and Ravazi (2016) in the other hand, the most common types of authentic materials are video, and the pictures from the internet.

**Audiovisual.** Audiovisual is that learners can listen and see at the same time. It includes video and audiovisual news, cartoons, films, TV commercials, quiz shows, cartoons, news clips, comedy shows, films, soap operas, and documentaries (Bahrani & Sim, 2012). Sanchez (2004) said that authentic materials in form of audiovisual materials in English that was like video. Then, Guo (2012) said that wide variety of authentic materials from audiovisual ranges from CDs, DVDs, news, movies, and TV programs.

**Printed materials.** Printed materials are the materials that form of something real that can be touch and read and its form is wordy. Maroko (2010)

said that printed materials include newspapers (articles, movie reviews, advertisements, astrology columns, sports reports, obituary columns, recipes, directions, notices), restaurant menus, directories, minutes of a meeting, memoranda, diaries, tourist information brochures and travel guides, greeting cards, letters, billboards, posters, bus schedules, short stories, poems, novels and forms (medical history forms, application forms, tax forms). Berardo (2006), he talked about the types of authentic printed materials outside the classroom are uncountable, but the types of authentic materials that most common used by the teacher in the classroom are newspapers, magazines, and literatures. Additionally, Akbari and Ravazi (2016) mentioned that the types of authentic materials which like written has no ends. The most common types are newspapers, magazines, and literatures.

In conclusion, authentic materials are the materials that have many types and have no limitation. It is because authentic materials can be considered as many texts that found in many things. The types of authentic materials divided into four parts. They are audio (, radio, song, and taped conversation), visual (drawing, painting, photo, picture, etc), audiovisual (TV programs, films, documentaries, and video) and printed materials (newspapers, magazines, literatures, menu. Then, the common used are newspapers, magazines, TV programs, radio, movies, songs, literature, video, internet, recipes, brochures, photographs, drawing, road signs, taped conversations, and restaurant menus.

### ***Benefits of Using Authentic Materials***

There are many benefits of using authentic materials in the classroom. It will be formed that authentic materials have many benefits. It will be explained clearly through the literatures.

**Providing real world language use to the students.** Al-Musallam (2009) said that authentic materials tell the students about how to use language in the real world. Then, authentic materials expose the students to real language that used in daily life by native speaker of the target language (Berardo, 2006). Furthermore, Thomas (2014) summarizes that the authentic materials give examples to the students into the language that serves a useful purpose and it can connect the classroom with the outside world.

**Motivating the students in learning.** McNeil and Kilickaya in Al-Musallam (2009) said that authentic materials can increase students' motivation for learning. It is because some of authentic materials appear in attractive looks and colorful which make the students attracted and want to learn more through authentic materials. They are such as song, video, TV program, photograph, drawing, and painting. Furthermore, it is because authentic materials give the feeling to the students that the students are learning the real language in the target language. According to Berardo (2006), authentic materials have a positive effect in order to make student get their motivation in learning. Furthermore, Thomas (2014) said that authentic materials better to use rather than the textbook from the

school because it provides a refreshing change for the students' moods and can motivate the students.

**Giving cultural information to the students.** Authentic materials are not only as the materials in the classroom, but also giving cultural information of the target language. For example, authentic materials which form of story of fairytale usually also bring and tell the culture from native inside the content. This is make the students can understand not only about the story, but also know about the culture inside the story. According to Berardo (2006), authentic materials give the authentic cultural information of the target language. Moreover, Erkaya (2005) said that authentic materials can help students not only to communicate in a natural way but also to learn more about the target culture.

**Increasing students' overall language proficiency.** Al-Musallam (2009) said that authentic materials make the students' overall language proficiency better. It includes reading, speaking and listening comprehension. More, lexical and stylistic knowledge are included too. Moreover, Morton (1999) in Al-Musallam (2009) also mentioned that authentic materials can help the students to develop their writing skill in the target language. Furthermore, the use of authentic materials are also give another benefits by providing some materials in reading text that can increasing students' reading skill in the classroom. In addition, Berardo (2006) mentioned that authentic materials can increase reading skill of the students. It is because authentic materials can give them the new vocabulary and expressions.

Besides as the material that gives examples from the text into the real world, authentic materials also give many benefits. Then, authentic materials can increase students' motivation for learning. Authentic materials are giving the students the cultural information too about the target language. In addition, authentic materials give can increase students' overall language proficiency as listening, speaking, reading and writing skill.

### ***Challenges on Using Authentic Materials***

As the non pedagogical purpose materials, authentic materials also give challenges in order to choose and use it in the classroom. It is because authentic materials should be suitable and useful in teaching and learning process. The list below summarizes the challenges that are associated with using authentic materials.

**Containing inappropriate content.** Thomas (2014) explained authentic materials use the cultural content that may seem too unfamiliar for students. Authentic materials sometimes contain the culture for adult only which have too complex idea that not suitable for children which have simple mind. So, the teachers have to looking for the materials that the content is suitable for the students' level. Berardo (2006) authentic materials often contain inappropriate contents and difficult to understand. Furthermore, authentic materials sometimes contain inappropriate culture of the materials for students which out of the classroom contexts because it is actually made not for school purposes but for the speaker of native language.

**Using difficult vocabularies.** Thomas (2014) mentioned that authentic materials in the text sometimes use too difficult language and the use of vocabulary may be not too generalized. Berardo (2006) stated that authentic materials sometimes contain high level of vocabulary that might not be relevant to the student's currently needs. In the end, this makes the students have to work hardest to understand the whole meaning of a sentence by translating the word by word on it.

**High level of grammar.** Authentic materials sometimes contain high level of grammar in the context. This will make the students uneasy to understand the lesson that explained by the teacher in classroom. Thomas (2014) said the use of grammar structures in authentic materials may be too complex. Then, Berardo (2006) said that authentic materials make the lower levels feel so hard to understand. Moreover, they also feel so hard to identify the texts. In addition, it is happen because authentic materials sometimes contain mixed structures.

**Need more preparation.** Authentic materials are the materials that need special preparation and need more time. The teacher should choose the materials that suitable to the students' need which it will take more time and more preparation in the process of choosing the materials. Thomas (2014) said that authentic materials spend too much time in the preparation of selecting the right authentic materials for the students. Furthermore, Berardo (2006) explained that authentic materials the more preparation is necessary to use the authentic material, so it can be take more time in the classroom.



In summary, authentic materials give challenges in using of it. Authentic materials may contain difficult and unfamiliar cultural information which out of the classroom context. This happened because authentic materials always changes time by time as it follows the modernization. In the structures, authentic materials use too specific vocabulary and it use too complex grammar structures. Authentic materials also need more time in the preparation. The preparation will be in selecting the proper authentic materials in order to make the material appropriate with the level of the students. The meaning appropriate relates to the level of structures, grammars, vocabularies, and the most important is about the contents. Then, it makes the students easier to understand if the teachers are using authentic materials based on the students' needs.

#### ***Pre-service Teachers and Teaching Practicum at EED of UMY***

Pre-service teachers are generally identified as the beginning teachers and the practitioners in teaching practicum (Walkington, 2005). In EED UMY, pre-service teacher is identified as they who joined teaching practicum program. In case, they as a student when they studying in the classroom and also as a practitioner when they teaching in teaching practicum. So, they are can be identified between both of being pre-service teacher and being students depends on their current condition.

In English Education Department of Universitas Muhammadiyah Yogyakarta, teaching practicum has familiarized term known as Internship. It will be implemented on the first semester until the sixth semester. There is coaching in the first, third, and fifth semester before they teach in the classroom as their

preparation. Then, in the second semester they taught elementary school, in the fourth semester they taught for junior high school, and in sixth semester, they taught for senior high school. In the beginning, the pre-service teacher is divided into some group that every group is positioned in different school that the school is randomly chosen by the lectures. It is usually has 20 pre-service students per school. Also, after they get their school, they were divided again into team. For every team usually included 3 to 5 pre-service teachers. The total is also usually depends on how much class to be taught. So, after all, every one of the student will take the responsibility to be pre-serving teacher to teach the student in the school. Even though they are scored individually, they also have to work as a team in the classroom in order to easier the teaching process. Moreover, this will be very useful when some of them of the team is performing as the pre-service teacher, the others in the team are helping by making the situation in classroom is being controlled.

### ***Review of Related Studies***

In this part, the researcher attempts to discuss some related researches that were ever done by other researcher in the same topic. In addition, it for supporting this research which the title pre-service teachers' perception on using authentic materials in their teaching practicum. The total of the related studies in this research are two researches. Furthermore, these two researches are from two different researchers which will be explained below by simply and briefly.

First, this study was done by Kilic and Ilter (2015) with title "The Effect of Authentic Materials on 12th Grade Students' Attitudes in EFL Classes". This

study was in qualitative research design and conducted in Bucak Anatolian High School in Turkey. The participants of the research were 37 students of 12th grade. It is also an experimental study which used pre-test and post-test with a control group design. This study designed to investigate whether authentic materials have a positive impact on developing the attitudes of 12th grade students in EFL classes. It uses all kinds of authentic materials regarding the needs, interests and proficiency level of the students participating in the study. In the experiment, it divided into 2 groups which conclude experimental and control group. The experimental group received the activities and exercises by using authentic material whereas received traditional instruction approach using the current course book. Both groups were administered the pre-tests at the beginning of the training, and the post-tests at the end of the training in order to analyze the students' attitudes towards English course before and after the implementation of authentic materials. Based on the findings, it can be said that authentic materials have marked a positive effect on the attitudes of students towards English course. The attitudes imply whether the students will be successful in learning the target language or not. So, if they have positive attitudes, they are successful in learning the target language.

Second, the study was done by Akbari and Ravazi (2016) with title "Using Authentic Materials in The Foreign Language Classrooms: Teachers' Perspectives in EFL Classes. The study was conducted in TED (Tabadkan English Department) in Iran. The aims of the study are to investigate the Iranian EFL teachers' attitudes and beliefs regarding the use of authentic materials at high school level in Iran

according to communicative language principles. This study is focusing on both reading and listening skills. This study involved 57 English teachers as the participants who teaching in high schools and taking apart in teacher training course (TTC) with CLT framework. This research used qualitative research method and using a questionnaire as its data collection method. In the end, the results of this study explained that it has an indication that English teachers have a positive attitude that they can acquire listening and reading skill toward using authentic materials in the classroom.

Those two related studies above discussed about the use of authentic materials. It is the same as this study is trying to do. Even though those related studies focusing on authentic materials, otherwise this study attempts to discuss and explore more about authentic materials which included definition, types, advantages, and challenges of using authentic materials. Moreover, one of those two studies discussed only about the effects of authentic materials and another one discussed only about the use of authentic materials. The participants of this research are pre-service teachers of EED UMY while the participants of two others are from English teachers and another one from the students of senior high school. The setting place of this research is in Indonesia and two others are in Turkey and Iran. Furthermore, those studies are being the comparison and the consideration to conduct this research and make the researcher to believe that this research can be executed because this research was never been done by other researchers.

### ***Conceptual Framework***

Teaching practicum in EED of UMY could give potential development to the pre-service teacher for their teaching career. In their teaching, pre-service teachers often use authentic materials to teach their students in the classroom. In the classroom, pre-service teachers think that authentic materials are easy to find but hard to use. This phenomenon makes the researcher interested to find out more information about that. So, the researcher conduct this research is to find out pre-service teachers' perception on using authentic material in their teaching practicum at EED UMY.

Based on its objectives, this research has conceptualized the things what are the objectives that will be going to discovered into figure. They are types, benefits, and challenges of authentic materials used by pre-service teachers in their teaching practicum. Then, this research will look for more finding about these objectives one by one. In the figure, it is trying to explain the way of the researcher conduct this research. Firstly, the researcher will explore about the types of authentic materials in EED UMY. Secondly, the researcher will explore about the benefits of challenges of authentic material in EED UMY. Thirdly, the researcher will explore about the challenges of authentic material in EED UMY.

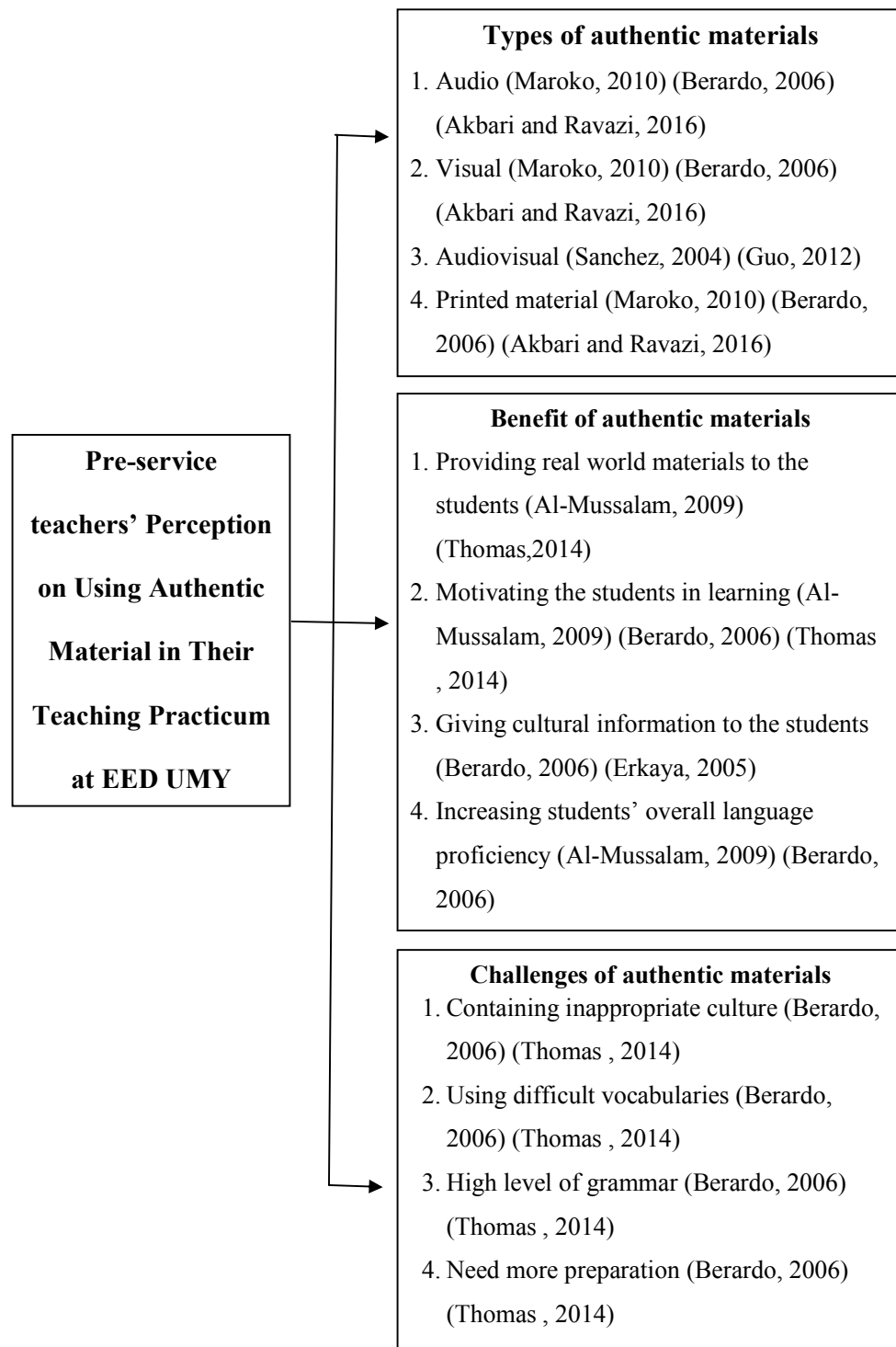


Figure 1. Conceptual Framework