

## Chapter Four

### Finding and discussion

This chapter presents the finding of this research based on the collected data from four participants that have been interviewed. There are three major findings discussed regarding the objectives of this research. They are report about types and the reasons, benefits, and challenges of authentic material.

#### **Types of authentic materials and reason using them**

There are twelve kinds of authentic material which divided into four types, and they are audio, visual, audiovisual, and printed material. These types of authentic material usually used by pre-service teacher of EED UMY based on the collected data. Then, it also provides the data about the reasons why they use authentic materials. The discussion will present the collected data from participants and the followed by supporting statements from experts.

**Audio.** There is one type of audio found from the statement of the participants. All participants said that they ever use song in English in their teaching practicum. The reason of using the certain types of song such as song in English for children are because from the song contain easy vocabulary which makes students easy to understand and easy to listen it. It also has easy pronunciation to say. Then, participant one added that the other reason why they use certain types of authentic materials such as song is because the materials should appropriate with the target skill.

Based on the finding, it reports that song is the types of authentic material in form of audio. The participants specifically used song in English for children

because it has easy vocabulary, easy to listen, and easy to say. This type of authentic materials ever use by pre-service teacher of EED UMY. In addition, to support these arguments of the participants, types of authentic material in form of audio are songs (Berardo, 2006).

**Visual.** There are three types of visual found from the statement of the participants. Participants one and four said that they ever use picture from internet because from internet provides many variations for the materials. He also ever use photo and drawing because it is easy to use and easy in the preparation.

Participant two mentioned that he ever used pictures of family in order to make the students know more about names of their family too. It added by participant three who said that he ever use authentic material of visual in form of picture of expression and picture of time. The reason he used picture is can give example directly from the picture which is easier to use rather than use other types of authentic materials.

Based on the findings, it reports that pictures from internet, photo, drawing, and video are the types of authentic material in form of visual. These types of authentic materials ever use by pre-service teacher of EED UMY. In line with that, it can be concluded from Maroko (2010) and Akbari and Ravazi (2016) who mentioned that photograph, drawings, and the pictures from the internet are the authentic materials that form of visual.

**Audiovisual.** There is one type of audiovisual found from the statements of the participants. Participant one said that he ever use video about conversation in daily life because it will give many new expressions inside the conversation.

And he ever use video songs with lyric, video in dialog of English, and video in short movie which can contains many new vocabulary that needed by the students. Participant two and three mentioned the same thing that they ever use video song for children and the reason is its target skill is listening skill. So, besides students can listen, the use of video also can be such entertainment media to the students.

Based on the findings, it reports that video is a type of authentic material in form of audiovisual. This type of authentic materials ever use by pre-service teacher of EED UMY. The reason of pre-service teachers use video is can give many new vocabularies that need by students and also can be use if the target skill is listening skill. To support video as a type of authentic materials, Sanchez (2004) said that authentic materials in form of audiovisual materials in English that was like video.

**Printed materials.** There are eight types of printed materials found from the statement of the participants. Participant one said that he ever use picture of letter, story, fairytales. The reason he use picture of letter to make students know how to make a good letter. Then, the reason of using stories and fairytales is to giving the students reading activity. Participant two and four also added that they usually use story, recipes, newspaper, magazine, invitation card, and poster. Participant two mentioned that the reason he use story, invitation card, and recipes is to gaining new vocabulary outside the classroom context. Meanwhile, he said that the reason he use magazine and newspaper because it provides many authentic materials inside of a page. These two kinds of authentic materials also spend low cost.

Based on the findings, it reports that letter, stories, fairytales, recipes, newspaper, magazine, invitation card, and poster are the types of authentic material in form of printed material. These types of authentic materials ever use by pre-service teacher of EED UMY. From Maroko (2010), Berardo (2006), and Akbari and Ravizi (2016), it can be said that printed materials include newspapers, letter, and magazines. Furthermore, the types of authentic materials which like written has no ends and uncountable which mean it can be found in other forms.

Based on overall finding in the type of authentic materials, it can be concluded that there are twelve kinds of authentic material which divided into four types. These types of authentic material are used to be used by pre-service teachers of EED UMY. They are audio, visual, audiovisual, and printed material. The types of authentic material found in this research of audio consist of song. The reason of using the certain types of song such as song in English for children are because from the song contain easy vocabulary which makes students easy to understand and easy to listen it. The types of authentic material found in this research of visual consist of pictures from internet, photo, drawing, and poster. The reason of using pictures from internet because it can provides many variations for the materials. The reason of the use of photo and drawing because they are easy to use and easy in the preparation. The types of authentic materials of audiovisual consist of video. The reason they use such authentic materials which can contains many new vocabulary that needed by the students. The types of authentic material found in this research of printed material consist of newspaper,

story, magazine, letter, recipes, and invitation card. The reason for using story, invitation card, and recipes is to gaining new vocabulary outside the classroom context. The reason they use magazine and newspaper because it provides many authentic materials inside of a page.

### **Benefits of authentic materials**

There are four benefits of using authentic material in the classroom that are perceived by pre-service teachers' of EED UMY based on the collected data. The benefits found in this research consists of increasing students' overall language proficiency, giving cultural information, motivating students in learning, and providing real world material to the students. The discussion presented the collected data from participants and the followed by supporting statements from experts.

**Increasing students' overall language proficiency.** The first benefit of authentic material found from some participants is authentic material increase students' overall language proficiency. Participant one said that authentic materials can improve students' speaking skill from spelling activity and when they in reading story activity, it can improve their reading skill. Participant two, three and four also gives the same statement that authentic materials can increase students' language proficiency such as listening skill by listening songs then fill in the blank space of the lyric of the song, speaking skill by describing something from picture by the students' own ideas, writing skill by rewrite some text from magazine and newspaper and reading skill by retell the story in front of

classroom. Then, it can increase students' vocabulary and students' fluency in pronunciation by asking them to reading aloud from text in front of the classroom.

Based on the findings, it reports that authentic material can increase students' overall language proficiency. It includes listening skill, speaking skill, reading skill, writing skill, vocabulary, and pronunciation. Authentic materials can improve reading skill, speaking skill, listening skill and writing skill which can be said as improving students' overall language proficiency (Al-Musallam, 2009).

**Giving cultural information.** The second benefit of authentic material found from some participants is authentic material giving cultural information. The statement begins from the participant two who said that the students able to know about the culture inside authentic material from the cultural content inside their music, video, and film. Then, participant three gives his opinion that authentic materials give students cultural information of the native from the articles which contained some news about their festivals. The last, participant four tells that in the story, it contains cultural information of the target language about the habit of the native that can students learn.

Based on the findings, it reports that authentic material can give cultural information. The cultural information usually found in authentic material in form of story. The culture can be taken from every side of the target language. To make strong these arguments of theses participants, Erkaya (2005) explained that authentic materials bring the students to learn more about the target culture.

**Motivating students in learning.** The third benefit of authentic material found from some participants is authentic material motivating students in

learning. Participant one said that authentic materials can motivate the students because the form of authentic materials such as song, picture, and video that make students feel happy and attracted to learn so we can easily get the students' attention and get easy to control the class. Participants two also mentioned that authentic material can motivate the students because of authentic materials appear in a form that make the student attracted to learn and motivated so they want to know more. The materials can be form of video, music, posters, and pictures. So, it will make easy to organize the students.

Based on the findings, it reports that authentic material can motivate students. The students can feel motivated because they feel happy and enjoy the class and easy to understand by using authentic material in form of songs, picture and video which make the students motivated to want more about the lesson. They enjoy the class because the form of authentic materials and its activity make them feel not bored. It also makes the pre-service teacher of EED UMY easy get the students' attention and easy to control the class. McNeil and Kilickaya in Al-Musallam (2009) explained that authentic materials can increase students' motivation for learning. It is because the forms of authentic materials are attractive for student in learning.

**Providing real world material to the students.** The fourth benefit of authentic material found from some participants is authentic material provide real world material to the students. Participant one said that authentic materials can make the students applying something that they have learned in their real life because they were given the example of real world situation and they were asked

to practice that in their real life too. For example they were learned about how to make a cup of coffee, the authentic material will give them all steps to make it. So after the school, the students can practice it in their own home. It was following by participant, two, participant three, and participant four who give the same statement. They said that authentic materials can provide real world materials to the students because it gives real world example that makes the students able to apply in their real life.

Based on the findings, it reports that authentic material provides real world material to the students. Besides authentic material directly give real example or real explanation, it also make the students can practice and apply it in their real world. Moreover, the students can know things in real life context. Authentic materials give examples to the students into the language that gives a useful benefits and it can connect the classroom with the outside world (Thomas, 2014).

Based on overall finding in the benefits of authentic materials, it concluded that there are four benefits of authentic material. These benefits of authentic material are perceived by pre-service teachers of EED UMY. By using authentic material, both of pre-service teachers of EED UMY and students get the benefits. For pre-service teacher of EED of UMY, they can easily get the students' attention because authentic materials make the students feel motivated in learning. For students, authentic material can increase students' overall language proficiency, give cultural information, and provide real world material to the students.



### **Challenges of authentic material**

There are four challenges of using authentic material in the classroom that are faced by pre-service teachers' of EED UMY based on the collected data. The benefits found in this research consists of need more preparation, high level of grammar, using difficult vocabularies, containing inappropriate content, and easily outdated content. The discussion will present the collected data from participants and the followed by supporting statements from experts.

**Need more preparation.** The first challenge of authentic material found from some participants is authentic material need more preparation. All participants of this research said the same that authentic materials need more preparation. Furthermore, participants two said that preparation is to select the right authentic material that suitable to lesson and students' level. The right authentic materials refer to its content, its structures, and its vocabularies that should be suitable to the students' capacity.

Based on the findings, it reports that authentic material needs more preparation. Authentic material is not easy in the preparation and it can take a long time to finish it. The preparation included to select the proper authentic material which the contents, grammars, and vocabularies equal to the students' level. It is because authentic material present general content for all level. In line with those statements of the participants, Thomas (2014) said that authentic materials spend too much time in the preparation of making it.

**High level of grammar.** The second challenge of authentic material found from some participants is authentic material need more preparation. All

participants stated the same idea. Participant two added that in the grammar of authentic materials, there are some difficult sentences for example there many sentences using past tense, past continuous tense, compound sentences and complex sentences which are not proper for the students in lower level.

Based on the findings, it reports that authentic material use high level of grammar. The level of grammar in authentic material sometimes is too high and not suitable for the students in lower level of grammar. The grammar sometimes uses past tense, past continuous tense, compound sentences, and complex sentences. So, this phenomenon makes students will feel so hard to understand the lesson. Thomas (2014) mentioned that in authentic materials, the use of grammar structures may be too specific.

**Using difficult vocabulary.** The third challenge of authentic material found from some participants is authentic material use difficult vocabularies. All participant said that authentic materials use difficult vocabularies that too specific and unfamiliar. The all participants also said that the meaning of difficult vocabularies refers to its vocabularies that students never know before which also the vocabulary not in general contents such vocabulary in law, medic, business and other contexts outside of the classroom contexts.

Based on the findings, it reports that authentic material use difficult vocabularies. The use of vocabularies in the authentic material sometimes is too specific and it is difficult to translate. This is also not suitable for the students in lower level of vocabulary. Sometimes, the vocabulary in authentic material sounds unfamiliar to the students. So, this phenomenon makes students cannot

understand the lesson that use difficult vocabularies in the material. Authentic materials sometimes using difficult vocabulary that might not suitable to the student's currently needs (Berardo, 2006).

**Containing inappropriate content.** The fourth challenge of authentic material found from some participants is authentic material contains inappropriate content. All participants said that authentic materials containing inappropriate content. Participant two also give further explanation that authentic materials contain inappropriate contents for example there are some stories such as Cinderella which contains scene such as kissing which not suitable for the students in elementary school or for children. It is because that can be the bad example that students can do it in their real life. Then, it is has many contents that only proper for adult such as love story and it also has many contents that only proper for children such as video in children's song.

Based on the findings, it reports that authentic material containing inappropriate content. The content of authentic material sometimes is too general and not proper for student. For example it contains the material for adult content or for high school that not proper for children in elementary school. To support these arguments of the participants, Berardo (2006) explained that authentic materials giving inappropriate content to the students.

Based on overall finding in the challenges of authentic materials, it concluded that there are four challenges of authentic material. These challenges of authentic material are faced by pre-service teachers of EED UMY in their teaching practicum. The challenges of authentic materials are they need more

preparation in the process of simplify the content, they also high level of grammar and using difficult vocabularies that not proper for students' level, they also contain inappropriate content for the students' age. These challenges sometimes make pre-service teacher often avoid and decline to use authentic materials.