

Chapter One

Introduction

In this chapter, the researcher presents several points that become the main issues in this research. This chapter includes background of the research, statement of the problem, limitation of the problem, research questions, purpose of the research, significances of the research, and outline of the research.

Background of the Research

Learning English needs several skills to be mastered, there are speaking skill, listening skill, reading skill and also writing skill. One of the most important skills is writing skill because it can support students to be successful in their academic writing. This is in line with Alexander (2009) as cited in Hosseini, Taghizadeh, Abedin and Naseri (2013) who stated that, “strong writing skills may enhance students' chances for success” (p.3). It means that writing ability of students becomes a key to achieve a success in writing. Through writing skill, students can record a memory that happened in their life and can share their opinion, beliefs, feelings, arguments and also explanation. According to Carroll (1990), “writing provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanation and theories”. Writing also claimed as a tool to comprehend thought and concept. Foo (2012) stated that, “writing is such an important learning tool because it helps students to understand ideas and concepts better”(p. 132).

There are several common problems that are usually faced by students in improving their writing skill such as, grammar or structure, vocabulary mastery, organization, and developing the idea. In learning English, there are many students who face the same problem. According to Ghabool, Mariadass and Kashef (2012), “individuals with writing problems may have difficulties in one or more aspects of

writing skill such as proper use of grammar, conventions, punctuation, capitalization, spelling, and some of the basic and initiating aspects of writing” (P. 132). So, in writing skill the students should solve those problems to get a better writing ability because those problems can impede students in improving their writing skill. Leki (1992) as cited in Ghabool, Mariadass and Kashef (2012) stated that, “ESL students are also disappointed with difficulties in understanding word implication and meaning”(p.133).

One of the solutions to solve those problems is the teacher should find the unique aid or media to build up students idea in writing. Teacher can use authentic materials as their media. Authentic materials are assessed as a good aid to be used. This is in line with Peacock (1997) who stated that, “many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials” (P. 144). Authentic materials make the students feel like to learn the real language because the aid that teacher use is not in the form of course book. Authentic materials serve a real communication that the native speaker usually used. Maroko (2010) define authentic materials is any materials which have not been produced for the educational purposes. Thus, authentic texts are real texts designed not for language students, but for real-life use for both interactional and transactional purposes.

There are many kinds of authentic materials, such as, film, song, newspaper, magazine, games, banner, advertising, stories and play. According to Nunan (1999), input of authentic language can be obtained from many sources such as, TV and radio broadcast, recorded conversation, meetings and newspaper. It means that there are many things that are not made for a learning purpose, but teacher can still use those

aid as their teaching aid. So, teacher should be selective in using authentic materials in order to improve the students writing skill. Moreover, teacher should consider which one of the authentic materials that suitable with the material.

Based on the researcher experience, in English Education Department (EED) of UMY, there are many students who feel difficult in absorbing the main point of lesson, because the teacher sometimes uses teaching material that cannot attract their motivation in learning English. Frequently the students are difficult to develop their writing skill, because of the unappropriate teaching media. Gebhard (1996) assumed that there are unlimited sources of authentic language materials such as TV commercial, quiz, show, cartoons, news clips, comedy show, film, soap operas, songs and documentaries that language teachers and learners can utilize for language learning purpose. Hence, it its important to research further about the use of authentic materials in writing class.

Statement of the Problem

Learning English for some students is an activity that is not easy, there are many things that they face, for example, the different level of ability to understand the material and also their writing skill in developing the idea. Based on the researcher's experience, those problems cause students cannot be maximal in absorb the gist of the material, for example in writing an essay. In writing an essay, students should develop their idea into some paragraphs and they should organize it. Moreover, in writing task, students should master the vocabulary, so, the content of their essay will be valuable.

The unique and attractive teaching media can arise students motivation in learning English and also determine students learning outcomes. In the selection of teaching media, the teacher should choose the media that can attract students' motivation and attention. Authentic materials are interesting and can motivate the

students, for example, games, song, stories. According to Massod (2013) who argue that, “there are various ways, means and techniques involved in teaching writing. Authentic materials are one of those but very interesting, absorbing and motivating” (p.40). Although authentic materials have a lot of significances but it also have disadvantages that impact the teaching learning process. According to Richards (2001) stated that, “alongside these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structured, which causes a burden for the teacher in lower-level classes” (p. 253). So, teacher must be selective in choosing which kinds of authentic materials, hence it can help students in their writing skill.

The use of teaching material has a lot of area to be discussed. There are studies which have been conducted and also analyzed the effectiveness of teaching material. This study presents several results that will be useful, such as how to apply authentic materials in writing class, the impact of using authentic materials in writing class, then, how to consider in selecting the teaching material in writing class and how students perceive the use of authentic materials in writing class.

Limitation of the Problem

The reason why the researcher conducts this study it was because in the writing class, the teacher uses authentic materials such as movie, video and song. In that class, there are various responds from each student that have joined the writing class. Hence, the writer focus on finding out the students’ perception toward the use of authentic materials in their writing class. This study was conducted in English Education Department of UMY.

To identify the use of authentic materials as a teaching materials in writing class, it is important to conduct a study to students of EED of UMY to find out their perception in the use of authentic materials in their writing class.

Research Questions

Based on the background of the research above, many problem arise. Some problems that can be identified are as follows:

1. What are types of authentic materials used by the teacher in the teaching and learning process as perceive by the students in writing class at EED of UMY?
2. What are the students' perceptions on the significances of using authentic materials in writing class at EED of UMY?
3. What are the students' perceptions on the difficulties they face in using authentic materials in writing class at EED of UMY?

Purposes of the Research

In this study, contain three purposes, which are set as follow:

1. To find out types of authentic materials used by the teacher in the teaching and learning process as perceive by the students in writing class at EED of UMY.
2. To identify the students' perception on the significances of using authentic materials in writing class at EED of UMY.
3. To analyze the students' perception on the difficulties they face of using authentic materials in writing class at EED of UMY.

Significance of the Research

The findings of this research are hope to provide the valuable contribution to the researcher, the students, English teachers, and future researchers:

The Researcher. This study highlights the students' perception on the use of authentic materials in writing class at English Education Department of UMY. The research can give more information related to the authentic materials which consist of the benefits and less of difficulties for each material. Then, the researcher gets information about kind of authentic materials that are usually used in writing class. Finally, the finding of this research might help the researcher on how to use authentic materials in writing class.

Students. This study contains the information of authentic materials that are usually used in writing class at English Education Department of UMY. The finding of this research might help the students to understand of authentic materials. Then, the finding of this research might help the students to identify the benefit and the difficulties for authentic materials that usually use in writing class. Moreover, the findings of this study expect that the students understand about how to use authentic materials optimally in their learning activity especially in writing class.

English teachers. This study enlightens the students' perception on the use of authentic materials in writing class at EED of UMY. The research might help English teacher to decide the good material to be used in their class. Then, the finding of this research expects to help the English teacher in selecting which one of the authentic materials that can give more benefits and less of difficulties for their students. Finally, the finding of this research might help the English teachers on how to improve students' writing skill.

Future researchers. The finding of this research might help the future researchers as additional sources in conducting other research on the use of authentic materials, especially authentic materials in writing class. Then, this research may give information about authentic materials, such as kinds of authentic materials and also,

the significances or the difficulties in using authentic materials as a teaching media in writing class.

Outline of the Research

This undergraduate thesis consists of five chapters, namely introduction, literature review, methodology, finding and discussion, and the last is conclusion and recommendation.

Chapter one discusses research introduction. This chapter consists of background of the problem, statement of the problem, limitation of the problem, research questions, purpose of the research, significance of the research, and outline of the research.

Chapter two presents a review of related literature. This chapter consists of five sub-chapters; first, it presents some definitions of the terminology used in this paper, process of writing and problem of writing. Then, the second one it will discuss about authentic materials consist of definition of authentic materials, kinds of authentic materials, the significances of using authentic materials and the challenges of using authentic materials . Next is about the use of authentic materials in writing class. After that, the researcher discusses the review of related study and the last discusses conceptual framework used in this paper

Chapter three discusses about research methodology. This study consists of research design, participant and setting, data collection method, data collection procedure, data analysis.

Chapter four reports the finding and discussion. The first finding is about the types of authentic materials used by the teacher in the teaching and learning process as perceive by the students at EED of UMY. Secondly is about the students' perception on the significances of using authentic materials in writing class at EED of

UMY, the last finding is about the students' perception on the difficulties they faced of using authentic materials in writing class at EED of UMY.

Chapter five presents about conclusion and recommendation of this study. This chapter summarizes the research findings and proposes some recommendations emerged from the findings. The researcher proposed some recommendation for the teacher, the institution, and for future researcher.