

Chapter Four

Finding and Discussion

This chapter presents the finding and discussion of research about students' perception on the use of authentic materials in writing class at English Education Department of Universitas Muhammadiyah Yogyakarta. There are three major findings revealed from this study based on the formulation of the problem. The first one is the finding reports the types of authentic materials used in the learning activity at EED of UMY. Second one is the findings on the students' perceptions on the significances of using authentic materials in writing class at EED of UMY. Lastly, this finding reports the students' perceptions on the difficulties they faced in using authentic materials in writing class at EED of UMY.

Types of authentic materials used by the teachers in the teaching and learning process as perceive by the students at EED of UMY.

In the beginning of the interview, the researcher asked the participants about types of authentic materials they have used in writing class and also the implementation or activities of using authentic materials in writing class. These authentic materials include novel, video, music, newspaper, movie, and also YouTube. The researcher classified those media into 3 types: Authentic printed materials, authentic audio visual materials and the last authentic audio materials. The researcher found that all of the four participants mention the same media which were used in writing class.

Finding 1: Authentic printed materials; novel and newspaper. All participants mentioned that they have used authentic printed material as their learning

media in writing class. The lecturer used novel and also newspaper as her/his teaching media in the writing class.

The first media is novel. The title of the novel that already used by the students was “wimpy kids” they used this media in basic reading and writing subject. Here are the samples of participants’ statements, as stated by all participants:

(P.1.2) “*Book*. Mostly we use book, novel and also academic book”.

(P.2.2) “For basic reading and writing, lecture uses print book with the title is “wimpy kid”.

(P.3.2) “In the first semester we used *novel*, newspaper, music and also video”.

(P.4.2) “Music, video, *novel*, newspaper and movie”.

The second media is newspaper. Based on the interview result, the participant explained that authentic materials which used in the first semester was newspaper. This finding is supported by Mishan (2005), he stated that newspaper is the most traditional of the cultural products to be used in language learning. It is proved by the statements coming from the participant three and four who stated that:

(P.3.2) “In the first semester we used *novel*, *newspaper*, music and also video”.

(P.4.2) “Music, video, *novel*, *newspaper* and movie”.

Besides, based on the data obtained from interview, the researcher found some activities by using novel and newspaper that were used by the lecturer. The first one is the activities of using novel were; reading the novel, describing book, combining

between book and video and also doing a closed book journal. Here are some samples of participants' statements:

(P.1.3) "Printed book and novel use English. We learn to write after read the book".

(P.1.10) "At that time, the lecture asked us (students) to read novel "diary of wimpy kid". In a meeting we asked to read 10 pages and then we should describe and explain it".

(P.1.27) "Sometime I combine between reading a book and watching a video".

(P.4.19) "In interpretative reading and argumentative writing, we (the students) are asked to read a printed book, then we do a closed book journal. Because of the language that we do not understand, causes we cannot write anything when we do a closed book journal. It is because the language of the book that we cannot understand".

Moreover, based on the data gathered from interview, the researcher also found some activities that were used by the lecturer in their writing class of using newspaper. The activities of using newspaper are; making summary and explained it and the last is find a job vacancy. This is like what participants number two, three and four said:

P.2.7 Lecture gives us (the students) newspaper "Jakarta post" then we choose one topic that we like and then we make a summary of it and explain it in front of the class.

P.3.7 the lecture divide us (the students) into group and gives us newspaper, then asked us to choose one topic, such as sport, entertainment and film. Then, we describe about the information of the article and share it to our friends.

(P.4.5) “For newspaper, we learn about job vacation. Then, we (the students) asked by the lecture to identify about the job, criteria of the applicant, whether fresh graduate or not, and kind of the job”.

Finding 2: Authentic audio visual materials; video, movie/film, YouTube.

All of the participant agreed that in their the first semester at writing subject which they have joined, the also used video, movie/film and YouTube as their learning media.

The first audio visual media is video. The participant mention that they used this media in academic reading and writing. This media was prepared by the teacher in the writing class. Here are the statement by all participants:

(P.1.4) “Perhaps, video”.

(P.2.3) “Then, for academic reading and writing, lecture uses video as learning media”.

(P.3.2) “In the first semester we used novel, newspaper, music and also *video*”.

(P.4.2) “Music, *video*, novel, newspaper and movie”.

The second audio visual media that the students already used is movie/film. Participant number four answered that she used movie or film in the writing class, (P.4.2) “Music, video, textbook, newspaper and *movie*”. Movie or film help the

students to understand the materials more, because movie or film server an entertainment rather than text. This finding is supported by Mishan (2005) he said that, “film can also be used in language learning contexts to support a text” (p, 223).

The third audio visual media used by participant number one is YouTube. Seitz, Milroy, Orsini, Wyrick, Herring and Koech (2011) they stated that, “YouTube is a website which allows the members to post videos for people to watch and also they can post comments the video via online”. This media was used by the student to provide more source in learning English. This media were also used by the students to learn on their own way and prepared by themselves. The following response present the finding :(P.1.25) “When I don’t understand, I used you tube and learn it with my own way”.

Moreover, the researcher also found about the implementation of video and also movie/film. The first is the implementation of the video. In this media, it had different activities which were designed by the lecturer. Here are several activities which done by the students, such as the lecture was showed the video and asked the students to describe it or relate it to the topic, choosing the video and relate it with their dream, combining book and also video in learning tenses and also watching video and learn about adding transition in a paragraph. Here are sample statements coming from participant one, two, three and four:

(P.1.5) “The lecture shows the video and asks the students to describe it”.

(P.1.6) “We are asked to choose one video and then write about the correlation with our dream”.

(P.1.28) “When I read about tenses part and I do not understand about it I will combine it with watching video. In my opinion watching video is more effective because we can pause and start it anytime we want and we can write notes. I also can do that in reading activity but I prefer to use video”.

(P.2.6) “So, the lecture gives video, then we (students) watch it and should adjust it with our material. For example in making paragraph, we learn about how to add transition, so that it becomes a good paragraph”.

(P.3.5) “After watching the video, we (the students) asked to write about the character, conversation, and about greeting used in the video”.

The second one is the implementation of movie/film. Based on the interview result, the participants showed that in writing class that she was joined, the lecturer asked the students to analyze the character based on the movie. Participant number 2 said, (P.2.9) “We (the students) are asked to watch the cartoon and then we analyze the character”. The last is the implementation of YouTube that already used by the students. The students used YouTube as their additional sources to understand the materials more. He said: (P.1.30) “I can smoothly write when I understand about the materials. And I used book and also video (YouTube) to make it clear”.

Finding 3: Authentic audio materials; Music/song. Based on data obtained, one participant remembered well that on first semester, the lecturer used music as their learning media. The following is the sample statement from participant three and four: (P.3.2) “In the first semester we used textbook, newspaper, *music* and also video”. Participant number four mention: (P.4.2) “*Music*, video, textbook, newspaper and movie”.

The finding showed that in writing class that they have joined, the lecture used music as their teaching media. Music is a media that have not been created for educational purpose but music is a fruitful for teaching and learning process. This is in line whit Mishan (2005), he argued that songs have some benefits for the learners and therefore attest more productive in terms of discussion, analysis and others. It is also support by Gebhard (1996) who argued that teacher can used songs for language learning purpose.

In addition in the terms of activities, participant number three and also participant number four mention the activity in using music were same. The students done missing lyric while using music in writing class. Here, are some of the participants' statement from participant three and four:

(P.3.6) "We (the students) listen to the music and then the lecture gives us a text. There will be a missing lyrics and we asked to full fill the lyric with the correct vocabulary".

(P.4.4) "For music, the lecture gives us (the students) a text, then ask us to full fill the missing lyric".

In summary, there were six authentic materials that used by the students in their learning activity at English Education Department of Universitas Muhammadiyah Yogyakarta, including authentic printed materials, such as printed book, it is include novel newspaper, and then, authentic audio visual materials such as video, movie/film and YouTube and the last is authentic audio materials like music/song. Moreover, from the interview result, we can conclude that there are so many media that has not been created for educational purpose, but we can used it as our learning media. This is in line whit Nunan (1999), input of authentic language can

be obtained from many sources such as, TV and radio broadcast, recorded conversation, meetings and newspaper. This finding also supported by Genhard (1996) as cited in Azri and Rashdi (2014) they classify authentic materials into three categories, the first one is authentic listening materials, authentic visual materials and the last is authentic printed materials.

Students' perception on the significances of using authentic materials in writing class at EED of UMY.

Based on the finding of the interview, the researcher found out several significances in using authentic materials in writing class at EED of UMY. The significances which comes up from the interview are authentic materials improve the students language skills, and the they also mention that authentic materials are enjoyable, the students can learn better through various activities, authentic materials also make the students easy in remember the materials, they also can learn on their own pace, authentic materials can be found easily and the last is authentic materials offer daily language.

Finding 1: Authentic materials improve the students language skill. In using authentic materials, it allow the students to learn many things and also help the students in improving their language skill. There are nine language skills that have been improved by using authentic materials. Firstly is, they can deliver their argument. This finding is comes up from participant number one, he said: (P.1.9) "I feel like I have provisions. For example when I read a printed book I can deliver my argument". The second skill is the students can express their opinion. It is also mention by participant number one, he said: (P.1.11) "I can write and can express my opinion". The third skill is through authentic materials it gives the students a

background knowledge too. The following responds from participant number one present the finding: (P.1.29) “Give background knowledge related to the topic”.

The fourth one is, the students can learn about grammar structure. Here are the statement comes out from all of the participants:

(P.1.12) “From those media I learn about structure of the sentence”.

(P.1.14) “From those media mostly I learn about *structure* and vocabulary”.

(P.2.5) “It is about the systematic in how to make a good writing”.

(P.3.4) “It is about hamburger that describe about paragraph. So, there are three parts; opening, core and closing. The top of bread as main sentence, the middle of hamburger as the content and the bottom as the conclusion”.

(P.3.15) “I found new vocabulary and then I can learn about the *structure*”.

(P.4.9) “I learn about new vocabulary, *grammar* and also conversation”.

The fifth skill is the students learn about how to make a good paragraph. One of the participant explained that she got the skill from watching video. These are statements coming from participants’ number one and two:

(P.1.13) “Second, regarding to writing skill, I learn about how to *make a good paragraph*, including introduction, content and the conclusion”.

(P.2.14) “From video, make us (the students) understand more than reading a book. We learn about how to make a good paragraph”.

The sixth skill which the students got by using authentic materials such as video, music and also printed book is they can enrich their vocabulary. As indicated by participant one, three and four:

(P.1.14) “From those media mostly I learn about structure and *vocabulary*”.

(P.1.32) “It will be relate with new *vocabularies*”.

(P.3.14) “Through video, I found *new vocabulary* and it is I rarely used”.

(P.3.18) “I can enrich my vocabulary”.

(P.4.8) “Maybe, I get a lot of new vocabulary from the music that I don’t know about the meaning, then, now I know the meaning”.

(P.4.9) “I learn about new *vocabulary*, grammar and also conversation”.

(P.4.20) “It impacts me. For example from printed book, in the beginning there are so many unfamiliar vocabulary, it makes me open the dictionary to looking for the meaning. Then, because I usually do a closed book journal then the result that I get increased and I got new vocabulary”.

The seventh skill is the students can analyze the line of the story and the character. Participant number two stated that she learn this skill by using printed book. She responded (P.2.13) “From printed book, we (the students) learn about how to analyze the line of the story and also the character”. The eight skill that the students got by using authentic materials is greeting. Participant number three stated that she got this skill when she used video. She said, (P.3.16) “Sometimes I learn greeting from video”. The last language skill is pronunciation. Participant number fourth stated that she learn pronunciation through video. She said, (P.4.3) “We learn about the conversation, how to pronounce it”. She also adding the explanation about the differences between when she use textbook and also video, (P.4.11) “(using video) for example about a conversation between client and manager, I know about the conversation and how to pronounce it, whereas when I used textbook I just can imagine it, so it is so not clear”.

Finding 2: Students feel enjoy. The second significance in using authentic materials such as cartoon and music is the students feel enjoy and fun in learning English and they did not feel bored. Then, they also got refreshing when using movie. The following responds indicated the finding from all of the participants:

(P.1.16) “I feel like my skill between reading and listening are almost same, but a little higher on listening, so in using both of them, I did not face any difficulty, so I fell enjoy”.

(P.2.8) “It is a cartoon for kids, so it is just for refreshing.

(P.2.12) “I feel enjoy too”.

(P.3.8) “I feel enjoy”.

(P.4.6) “I feel fun and enjoy because those media is rarely used.

P.4.7 When we used music we learn and also listen to the music, so it is not boring.

So that, it can be concluded that the students feel enjoy when they are learning English was because, authentic materials are refreshing, and rarely used and they are not bored because they can listen to the music

Finding 3: Students can learn better through various activities. The third significance in using authentic materials is the students can learn better through various activities based on their preferences. Authentic materials entertain the students while they learning English, authentic materials also provide them new idea, and the students feel more enthusiastic when they joined the writing class too. The excerpts from participant two and three can show those significances:

(P.2.15) “We (the students) get entertainment from the media like writing for pleasure, and lead the students to love writing”.

(P.2.18) “The use of those media impacts my writing skill rather than using a usual media like textbook because it is interesting and we more enthusiastic”.

(P.2.23) “Because it is interesting and I like listening rather than reading. I like listening and also watching”.

(P.3.10) “It is more interesting. Because I get more than a textbook. To be honest, I did not like reading.

(P.3.13) “Using video and music is more interesting and make me feels fun”.

(P.2.25) “We (the students) used book previously, then the lecture asked to read the book, but now we used media like film, music and another, it makes us interest and also not bored”.

(P.3.26) “It impacts me on how I write in every task. I got new idea and I feels more interested and exciting. It also makes the quality on my writing increase”.

It can be concluded that, students feel interesting in using authentic materials because they get entertainment so they are not bored, authentic materials make them enthusiastic, it is also fun and can increase their quality of writing. This finding also supported by Genhard (1996), he classified authentic materials based on the preference of the students who are auditory, visual or kinesthetic.

Finding 4: Students feel ease in memorizing materials. When the students learn English, especially in writing they have to memorize the content of the material.

Through authentic materials, it makes them easy in remember. One of the participant agree that learning English by using video, it makes them have a long term memory.

The participants' answer reflected the finding:

P.2.10 If we (the students) used media that we are usually used it make us easy in remembering.

P.3.17 To be honest, this is my first time using video, and I feel like I can remember it for a long term memory.

So that, the students feel easy in memorizing the material because they rarely used video so they are repeat the material and the can memorize it for a long term memory.

Finding 5: The students can learn on their own pace. In using authentic materials especially video, it gives more benefits for the students. It is because through video it make the students have chance to pause and start the video anytime they want. Video also directly practice in the term of speaking and also listening, it means that the student know how to practice because the video offer the direct practice. These are statements coming from participants' number one and participant number four:

(P.1.28) "When I read about tenses part and I do not understand about it, I will combine it with watching video. In my opinion watching video is more effective because we can pause and start it anytime we want and we can write notes. I also can do that in reading activity but I prefer to use video".

(P.4.18) "(using) video, directly practice and explain the good conversation, if (using) textbook the discussion not straight to the point".

Finding 6: Authentic materials can be found easily. Authentic materials is a media that usually used as a teaching learning media. It is because authentic material can be found easily in daily life. One of the participant agreed that authentic material can be found easily. Here the statement of participant number two, she said, (P.2.11) “It because we usually found it in our daily life”.

Finding 7: Authentic materials offer example daily language. All participants stated that the language used in authentic materials is a daily language. It means that the content of authentic materials is a language that usually used by the native speaker or as we can say real language. These are statements coming from all participants:

(P.1.15) “(The language used by video and textbook) Just the same”.

(P.2.16) “(The language used is) Simpler. Because the language use is for daily life”.

(P.3.9) “The language use by video is easily understood”.

(P.3.18) “The language used is easier because it is a daily language. Although, I do not understand about the conversation but I still can watch”.

(P.4.10) “(the language used by video is) acceptable because textbook is just a text and it’s a little bit boring. When I used video, I feels like I know about the practice rather than used textbook”.

(P.4.16) “Video is better actually rather than textbook, because video is usually about daily language”.

To sum up, all of the participants stated that authentic materials give several significances to them in learning English, the first one is authentic materials improved the students' language skill. There are nine language skills including they can deliver their argument, express opinion, give background knowledge, this finding is supported by peacock (1997) he explain that students will directly influence on EFL learners' knowledge on how the native speaker behave and use the language because authentic materials expose the cultures of native speakers. The next one is structure, and then paragraph, vocabulary, analyzing line of the story and also the character, greeting, and the last is pronunciation. Although authentic materials is a media that has not been create for educational purpose, it may serve a lot of things to be learned. This is in line whit Maroko (2010) define authentic materials is any materials which have not been produced for the educational purposes.

The second one is authentic materials are enjoyable, because authentic materials give a chance for the students to learn English in a different way, so the students feel enjoy. The third one is students can learn better through various activities. It is supported by Genhard (1996) who stated that authentic materials are appropriate for all types of the students, such as, auditory students, visual students and also kinesthetic students. The fourth one is authentic materials make the students easy in remembering because the students are stimulate and motivated in learning English by using authentic materials, this is in line whit Peacock (1997) who stated that, "many writers claimed that authentic materials motivated learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials" (p.144).

The fifth one is students can learn on their own pace, it is because they get chance to do whatever they want such as repeat the media to make them understand about the materials. This is in line with Ogus and Bahar (2008) argued that, “in using authentic materials in the class, students get the chance to read, rehearse, listen to, practice, use and learn the language via the materials that they can see, examine, touch and listen to” (p.331). The sixth one is authentic materials can be found easily, As proposed by Ogus and Bahar (2008) stated that, “authentic materials can be found easily since they are available in daily life such as food and drink packages, recipes, newspapers, or television programs” (p.470). The last significance is authentic materials offer daily language, As stated by Azri and Rashdi (2014) quoted that authentic materials are used to the purpose of students’ learning, students will feel that learnt through authentic materials make them learnt that real language for communication is important, reverse with the classroom language itself.

Students’ perception on the difficulties of using authentic materials in writing class at EED of UMY.

The last purpose of this study was about analyzing the students’ perception on the difficulties they faced in using authentic materials in writing class at EED of UMY based on data obtained from the interview. The previous findings discussed the significances of using authentic materials in writing class. In contrast, the implementation of authentic materials also contain some difficulties. This study found some difficulties of using authentic. Those difficulties are described as follows:

Finding 1: Unfamiliar vocabulary. The first difficulties of using authentic materials is regarding to the vocabulary. Based on finding of the interview, two participants stated that they found unfamiliar vocabulary while using authentic

materials in their learning activity. This is in line with Martinez (2002) as cited by Bahrani and sim (2003) who stated that another challenges in using authentic materials are culturally biased and contains irrelevant vocabulary which unneeded by students. This is like what the participant one and participant three as representative statement said:

(P.1.20) “Perhaps vocabulary. (The difficulties are) Vocabulary and also the content”.

(P.1.21) “Because sometime, vocabulary is the difficult one when it in the higher level”.

(P.3.21) “For books, journal and newspaper, the difficulty is just the same, such as unfamiliar vocabulary and the complex content”.

Finding 2: Difficult content. The next difficulties is the students feel difficult in understanding the content of authentic materials. . It happened because almost media which authentic materials is from daily life. It means that, this media has been created not for learning purpose. So that, when the teacher implement this media in the class sometime it contains difficult content. Like participant one and participant three said:

(P.1.20) “Perhaps vocabulary. (The difficulties are) Vocabulary and also the content”.

(P.3.20) “The video’s content is a little bit difficult to be understand. Moreover, if we (the students) do not know about the vocabulary”.

(P.3.21) “For books, journal and newspaper, the difficulty is just the same, such as unfamiliar vocabulary and the complex content”.

Finding 3: Difficult in selecting the media. In implementing the media the teacher should select the media first before give the media to the students as the learning media. Nowadays, some media that are usually used as the learning media such as music and film contain unappropriated content. So that, the teacher should find authentic materials that are related to the topic of the learning. This is in line with Tra (2009) who argued that, “students’ motivation can be increased if the authentic materials were selected carefully in terms of student linguistic and conceptual knowledge level” (p. 15). In this case, the students also faced some problem with the teacher in choosing the media. Students also asked by the teacher in the writing class that they have join to find learning media used authentic materials. The teacher also asked the students to relate the media whit the topic if learning. Therefore selecting authentic materials as the leaning media is important to be done. As participant number two said (P.2.20) “We (the students) looking for the materials and then we should select which one that appropriate and for the preparation of the materials, it is takes time. It can be conclude that, in searching the media that related whit the topic of the learning is difficult to be done by the students.

Finding 4: Unclear sound of the media. Another finding on the difficulties in using authentic materials is the unclear sound of the music, film and also movie it makes the students difficult in understanding the content of the materials. It is mention by participant number three, she said: (P.3.19) “The sound of the music is not clear and the pronunciation of the singer is quite fast. Those things makes me confuse”.

In addition, the effect of unclear sound of the media make the students hard to understand what the speakers says, because the speaker speak too fast and also unclear. As stated by participant three and participant four as the representative

statement: (P.4.13) “The difficulties when I used video are the speaker speak too fast, and also the audio which not so clear so I cannot hear it clearly”.

Finding 5: Difficult language. Based on the data obtained, the researcher found that the students feel hard in understanding the language used by authentic materials. One participant stated that she cannot understand the language used by printed book so that when she do a closed book journal she cannot write anything. This is like what the participant four as representative statement said:

(P.4.19) “In interpretative reading and argumentative writing, we (the students) are asked to read a printed book, then we do a closed book journal. Because of the language that we do not understand, causes we cannot write anything when we do a closed book journal. It is because the language of the book that we cannot understand”.

Finding 6: Blurred text. The last finding is blurred text. When the teacher used authentic printed materials such as newspaper and also novel, it sometime contain a blur text because it is a photocopy. So that, it makes the students hard to read it and cannot understand the material well. Hence, this reason is perhaps causing the students cannot produce a good quality of writing. As participant number four stated (P.4.14) “Perhaps, when using newspaper the text is a photocopy, so the text is a little bit blur and not clear”.

Strategy. In addition, the participants also add some strategies to cover up the difficulties they faced in using authentic materials. The first strategy is highlighting the unfamiliar word. It is needed when the students used printed book or newspaper as their learning media. As participant number one said, (P.1.19) “We usually make a highlight then change the meaning with another synonym, and then when we got the

main point we write the point in simple way. It depends on the use of textbook or printed book”.

The second strategy in solving their difficulties when using authentic materials as their learning media is the students used another source. It means that the students search another source to find the brief explanation. Participant one state that he used you tube, and for participant number three and participant number four, they argued that they used dictionary to found another explanation. These are statements coming from participant number one, participant number three and participant number four:

(P.1.24) “For example, when I’m confused reading a book I usually look for the explanation through you tube. Like when I’m reading a book by brown sometimes there is a part that I don’t understand, then I used you tube to search another explanation”.

(P.3.17) “When I feel confused and don’t know about the vocabulary, I can write it and looking for the meaning in dictionary”.

(P.4.22) “(because) When we read we understand the content. If we don’t understand the meaning of vocabulary, we have to open the dictionary. It makes me know the meaning of unfamiliar vocabulary. So, when I want to write, I know what I have to write”.

The last strategy in covering the difficulties is by combining book and also video in finding another explanation. Based on data gathered, participant number three argued that in learning English especially writing she used book and also video because those media support each other, like what she said, (P.3.24)” I love to listen, no, first, read and then pronounce it after that write it. So, I love reading and then

watching video. Because those media support each other. When I read something I just got one percent, then I watch video I got five percent”.

In summary, based on the data gathered this study revealed six difficulties that the students faced in using authentic materials as their learning media. The first one is the students found unfamiliar vocabulary, the second one is authentic materials also contain difficult content, the third one is in selecting the media, the next one is the difficult language, those finding are in line with to Richards (2001, p.253) as quoted by Kilickaya (2004) who stated that, “Authentic materials often contain difficult language, unneeded vocabulary items and complex language structure, which causes a burden for the teacher in low level classes”. It means that, because the content and also the language used by authentic materials are sometime hard to be understand by the students it makes the teacher should select the media carefully. So that it become a burden for the teacher in low level classes.

Another difficulties in using authentic materials is, unclear sound of the media, it is happened when the students used audio or audio visual media because sometimes the students cannot understand what the speaker says. This is in line with Mackenzie (1997), he state that using TV and radio news report are sometimes the reporter speak to fast. The last is the content of authentic printed materials sometimes is blurred text. The researcher also find about the strategies that already used by the students to solve those problems, there are three strategies; highlighting the unfamiliar vocabulary, used another source (YouTube and dictionary), combining between book and also video.