Chapter Five

Conclusion and Recommendation

This chapter consists of two major parts namely conclusions and recommendations. First, the researcher summarizes the findings of this study. While, in the second section, the researcher proposes some suggestions after conducting this study.

Conclusion

This research aims at exploring the students' perception on the use of authentic materials in writing class at English Education Department of Universitas Muhammadiyah Yogyakarta. The perceptions being investigated in this research are the students perception on the types of authentic materials used by the teachers in the learning activity at English Education Department of Universitas Muhammadiyah Yogyakarta, then the students' perception on the significances of using authentic materials in writing class at English Education Department of Universitas Muhammadiyah Yogyakarta, and the last is the students' perception on the difficulties they faced in using authentic materials in writing class at English Education Department of Universitas Muhammadiyah Yogyakarta.

The first purpose of this study is to find out the students perception on the types of authentic materials used by the teachers in the learning activity at EED of UMY. To sum up, the findings showed that there were six types of authentic materials which used by the teacher in their writing class. The media are, printed book include novel and also textbook, video, music, newspaper, movie and the last is you tube.

The second purpose of this study is to investigate the students' perception on the significances of using authentic materials in writing class at EED of UMY. Based

on the interview result, the researcher find seven significances by using authentic materials in writing class. The significances namely authentic materials improve the students language skills, then, authentic materials are enjoyable, students can learn better though various activities, after that, authentic materials help the students easy in remember, the next one is the students can learn on their own pace, authentic materials also can be found easily, and the last is authentic materials offer daily language.

The last purpose is to identify the students' perception on the difficulties they faced in using authentic materials in writing class at EED of UMY. Based on the data obtained from interview, the researcher find six difficulties by using authentic materials. The difficulties were are unfamiliar vocabulary, difficult content, selecting the media, unclear sound of the media, difficult language and the last the text is blur sometime.

Recommendation

Based on the result of the interview, this study also offers some suggestions regarding on the use of authentic materials in writing class at English Education Department of UMY. Hence, the recommendation is concerned to the English teacher, the students, and future researcher.

For English teachers. Firstly, the teacher should select a good authentic materials while he/she wants to implement it in the class. English teacher should pay attention to the content of the media and also it content. It means that the teacher should check the content first before give it to their students whether it related to the topic or not. This is because, sometimes authentic materials did not suitable with the level of the learner. Secondly, the English teacher should pay attention to the media

while choosing a good authentic materials, it should make the students enthusiastic so the students will be motivated in joining the class. After that, the teacher should pay attention to the level of their students so that he/she can decide what kind of authentic materials which appropriate to their students. The last is, the teacher should manage the class while using authentic materials, it is to avoid over time while using authentic materials such as movie or film.

For students. For the students, in using authentic materials the students are hoped to be more creative, active and also independent in improving their own writing skill. After that, the students are expected to be more diligent in enriching their vocabulary and also learning about grammar structure by using authentic materials. Lastly, the students are hoped that they can learning English wherever they are by using authentic materials that exist in their daily life.

For future researchers. The researcher hopes that the future researcher can further develop the study in case of on the use of authentic materials in learning and teaching process. Then, the researcher hopefully that future researchers can find out more detail and expand to the activities of the authentic materials. Thus, it can be evaluation and consideration for English teacher in implementing authentic materials in their class.

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