

**The Students' Perception on the Use of Authentic Materials in Writing Class
at English Education Department of Universitas Muhammadiyah**

Yogyakarta

A Skripsi

Submitted to the Faculty of Language Education as a Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan*



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Approval Page

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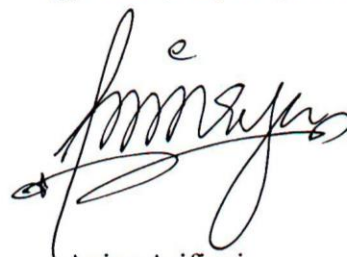
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Yogyakarta, July 28th, 2016



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Abstract

In learning English, there are several media that can be used. One of the media is authentic materials and it is beneficial both for the teacher and also for the students. However authentic materials are rarely used in class activity. This study aims to reveal 1) the types of authentic materials used by the teacher in the teaching and learning process as perceived by the students in writing class at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY); 2) the significances of using authentic materials in writing class at English Education Department of Universitas Muhammadiyah Yogyakarta EED of UMY; 3) the difficulties of using authentic materials in writing class at English Education Department of Universitas Muhammadiyah Yogyakarta EED of UMY.

This study used qualitative research design and specifically employed descriptive qualitative research. In this study, the researcher involved 4 (four) students of EED of UMY batch 2014 who were willing to share their ideas. The instrument used in this study was an interview. In analyzing the data, the researcher used open coding, axial coding and the last was selective coding.

The first finding of this study showed that there were six types of authentic materials used in writing class covering, *printed book (novel), newspaper, video, movie, music, youtube*. The second finding was about the significances of using authentic materials in writing class. Based on the findings from interviewing the participants, there were seven significances of using authentic materials. The significances are that authentic materials improve the students' language skill, the students enjoy the materials, the students can learn better through various activities, the students feel easy in memorizing materials, the students can learn on their own

pace, authentic materials can be found easily, and authentic materials offer daily language. The findings in this study also revealed the difficulties of using authentic materials in writing class. There were six difficulties of using authentic materials including unfamiliar vocabulary, difficult content, and difficulty in selecting the media, unclear audio/sound of the media, difficult language, and blurred text.

Keywords: authentic materials, types of authentic materials, significances of authentic materials, difficulties of authentic materials