

## Chapter Four

### Finding and Discussion

This chapter presents the finding and discussion of research about teaching materials used by English teachers of Madrasah Muallimin Muhammadiyah in teaching speaking. There are three major findings discussed regarding the objectives of this study. The first one is the finding reports about the kinds of teaching materials used by teachers of Madrasah Muallimin Muhammadiyah Yogyakarta in teaching speaking. The second one is the findings reports the advantages of using the teaching materials in teaching speaking at Madrasah Muallimin Muhammadiyah Yogyakarta. Lastly, the finding reports about the disadvantages of using the teaching materials in teaching speaking at Madrasah Muallimin Muhammadiyah Yogyakarta.

#### **Kinds of Teaching Materials used by Teachers of Madrasah Muallimin Muhammadiyah in Teaching Speaking.**

There were six kinds of teaching materials from authentic materials and four from created materials used by teachers of Madrasah Muallimin Muhammadiyah in teaching speaking based on the collected data. The discussion would present the collected data from participants and followed by supporting statements from experts.

**Authentic materials.** Types of Authentic materials found in this research included newspaper, magazine, picture, ticket, recipe, video and song. The researcher classified those materials into 2 types: authentic printed materials and authentic auditory materials. The researcher found that all of the three participants mentioned the same materials which were used in speaking class.

*Authentic printed materials.* All participants mentioned that they had used authentic printed materials as their teaching materials in speaking class. Printed material was found as the types of authentic materials which were commonly used by the participants in this research. This research found five kinds of printed materials which were commonly used by teachers of Madrasah Muallimin Muhammadiyah Yogyakarta. The teacher used newspaper, magazine, picture, ticket and recipe.

The first materials from authentic printed materials were newspaper and magazine found from the statement of the three participants. Mr. Roma said, “Authentic materials are original materials that we get like realia, for example newspaper, magazine and others” (Mr. Roma). In the second interview, he further explained that he use the material from Jakarta post newspaper and Hello magazine. He said, “I use the materials from Jakarta post newspaper and Hello magazine”. Another participant also made statement that newspaper and magazine are kinds of authentic materials. “Like newspapers and magazines” (Mr. Vino). In the second interview he further explained that he use the material from on newspaper of Jakarta post, Time magazine and Action Week magazine. He said, “I use the materials from Jakarta post newspaper, Time magazine and Action Week magazine”. In addition, the third participant asserted, “I use the materials from Jakarta Post newspaper and magazine” (Mr. Glen). Based on the finding of this research, it was reported that newspaper and magazine were kind of authentic printed materials. It was common teaching materials used by the English teachers.

Ticket and recipe are also authentic material that can be taken from magazine or other resource as in what Mr. Glen statement. The participant using ticket to teach

speaking is participant three. He said “kinds of ticket or text that uses English” (Mr. Glen). Ticket is one of kind authentic printed materials that can be used for teaching. Mr. Glen also stated that he used recipe to teach speaking, He said “like a list of ingredients in *Indomie* that includes authentic also like procedure text” (Mr. Glen). Based on the finding of this research, it was reported that recipe is kind of authentic printed materials. It is one of common teaching materials used by English teacher as participant three stated.

The second material from authentic material is picture. It was mentioned by participant three who state it, He said “I once used picture like giving opinion about what do you think...” (Mr. Roma). In the second interview, he further explained that he got the material from internet or magazine he said, “I took the picture from internet or magazine, I just typed to search by using particular keyword and then printed”. From the finding, picture is one of authentic printed materials which can be used to teach. Based on the finding of this research, it was reported that picture was kind of authentic printed materials. It is as one of common teaching materials used by English teacher as participant one stated.

Based on the finding of this research, it was reported that the kind of authentic printed materials were commonly used by teacher at Madrasah Muallimin Muhammadiyah Yogyakarta. They are newspaper, magazine, picture, ticket and recipe. As proposed by Laniro (2007) there are two main categories of authentic materials—print and auditory. Laniro also provides examples of the many types of authentic print materials include Utility bills, picture, announcement, Packing slips, Order forms, ATM screens, ATM receipts, Web sites, Street signs, Coupons, Traffic

tickets, Greeting cards, Calendars, Report cards, TV guides, Food labels, recipe, Magazines, Newspapers.

*Authentic audio materials.* All participants mentioned that they used authentic audio materials as their teaching materials in speaking class. Audio material was found as the types of authentic materials which were commonly used by the participants in this research. Most of the participants in this research used audio material. This research found one kind of audio materials which were commonly used by the teachers of Madrasah Muallimin Muhammadiyah Yogyakarta namely video.

The material found from authentic audiovisual material is video. It was showed from the statement of three participants. Participant one said “for example that is on TV” (Mr. Roma). In the second interview he further explained that he got the material from TV program about education, he said, “I use that material from TV program about education”. In addition, Participant one said, “Video is from abroad about recipes or recipes making food.” (Mr. Roma). In the second interview, he further explained that he got the material from You Tube and he said, “I use that video from You Tube then download the video about recipe”. Another participant also made statement that video is kinds of authentic materials. He said “I use short movie to show like short video, then the students were asked to retell” (Mr. Vino). In addition, the third participant asserted “sometimes using video to teach makes the student feel happy” (Mr. Glen). In the second interview, he further explained that he used the material from You Tube and he said, “I use that video from You Tube”. Participant three also added it “usually I use news items or film” (Mr. Glen). In addition, the third participant asserted, “I use discovery channel” (Mr. Glen). In the

second interview, he further explained that He used the materials from documentary movies online, and he said, “I take discovery channel online like documentary movies online”. Based on the finding of this research, it was reported that video is kind of authentic audio materials. It is one of common teaching materials used by English teacher as participant one, two and three stated.

Based on the finding of this research, the researcher concluded that the kind of authentic audio materials are commonly used by the teachers at Madrasah Muallimin Muhammadiyah Yogyakarta namely video. As proposed by Laniro (2007), there are two main categories of authentic materials—print and audio. Laniro also provided the examples of authentic audio materials including Phone messages, Radio broadcasts, Podcasts, song, Movies, Videos and DVDs, Television programs.

***Created materials.*** Types of created materials found in this research include textbook, worksheet, video and computer-based learning. The researcher classified those media into 2 types; printed materials and non-printed materials. The researcher found that all of three participants mentioned the same materials which were used in speaking class.

***Created printed materials.*** All participants mentioned that they used created printed materials as their teaching materials in speaking class. This research found two kinds of created printed materials which were commonly used by the teachers at Madrasah Muallimin Muhammadiyah Yogyakarta. The teacher used textbook and work sheet.

Textbook and work sheet were found as kind of created materials that were commonly used by the participants in this research. Most of the participants in this

research used textbook and worksheet in their teaching. Participant one said that he used textbook from government and publisher. Like participant one said, “From textbook, books like government books and books from other publishers” (Mr. Roma). Similarly, the participant two also stated that he used worksheet and textbook from bookstore or was provided by the official educational institutions. He said, “worksheet (LKS) or maybe script role play created with the teacher and textbook from bookstore or was provided by the official educational institutions” (Mr. Vino).

Another participant also mentioned that kinds of created printed materials were textbook and student worksheet as stated by participant three who said, “usually like textbook or students work sheet” (Mr. Glen). In addition, regarding the finding, participant three said, “I use book from government and New Headway (textbook) from US version or New Interchange (textbook)” (Mr. Glen).

Based on the finding of this research, the researcher concluded that kinds of created printed materials were commonly used by teacher at Madrasah Muallimin Muhammadiyah Yogyakarta namely, textbook and worksheet. As proposed by Richard (2001), there are two main categories of created materials—printed materials and non-printed materials. Richard also provides examples of printed materials such as books, workbooks, and worksheets.

***Created non-printed materials.*** All participants mentioned that they have used created non-printed materials as their teaching materials in speaking class. This research found two kinds of non-printed materials which were commonly used by teachers of Madrasah Muallimin Muhammadiyah Yogyakarta such as video and computer based learning.

The first material found from created non-printed materials are video as stated by participant two. Participant two mentioned that he got created non-printed materials from internet like he said “From internet, or maybe also what the dialogue in the market that has become a model. For example video that is ready to use” (Mr. Vino). In the second interview, he further explained that he got the materials from two minute English.com by saying “I take that video from YouTube on the channel of two minute English.com”. Based on the finding of this research, it was reported that video is a kind of created non-printed materials. It is common teaching materials used by English teacher as participant one and two stated.

The second material found was Computer based learning as a kind of created non printed material that were commonly used by the participants in this research. Participant one and three used Computer based learning in their teaching. Computer based learning used picture series and online work sheet. Participant one used picture series like participant one, he said “I once used picture series in the context of recount picture series but from PPT” (Mr. Roma). In the second interview, he further explained that he uses the material from British council he said, “I use that picture from British council”. Similarly, participant three also stated that he used picture series. He said, “I often use picture. I have picture collection from British Council, and I have picture from CD Tell Me More. Also, there are picture series and comic strips” (Mr. Geln). In addition, the third participant asserted, “I take the material from internet such as worksheet or group work sheet” (Mr. Geln). In the second interview, further revealed that he uses the material from of internet he said, “I use that worksheet from internet or online worksheet”. Participant three also claimed “there

are so many story telling titles on YouTube or recount text” (Mr. Glen). Based on the finding of this research, it was reported that computer based learning is a kind of created non-printed materials. It is common teaching materials used by English teacher as participant one and three stated.

Based on the finding of this research, the researcher concluded that the kind of created non-printed materials were commonly used by teacher at Madrasah Muallimin Muhammadiyah Yogyakarta namely video and computer based learning. As proposed by Richard (2001), there are two main categories of created materials—printed materials and non-printed materials. Richard also provided that the examples of non-printed materials were cassette or audio materials, videos, or computer-based materials. All of the participants in this research used created non-printed material. This finding found two kinds of created non-printed materials that are commonly used. They are video and computer based learning.

Based on overall findings discussed above, the researcher concluded that the kind of authentic materials were commonly used by teacher at Madrasah Muallimin Muhammadiyah Yogyakarta were categorized into two, printed materials and audio materials. Firstly, printed materials are newspaper, magazine, picture, ticket, and recipe. Secondly, audio material is video.

The researcher also concluded that the kind of created materials commonly used by teacher at Madrasah Muallimin Muhammadiyah Yogyakarta categorized into two. They are printed materials and non-printed materials. Firstly, printed materials are textbook and worksheet and secondly, non-printed materials are video and computer-based learning.



### **Advantages of using the Teaching Materials in Teaching Speaking at Madrasah Muallimin Muhammadiyah Yogyakarta.**

Based on the finding of the interview, the researcher found nine advantages of using the teaching materials in teaching speaking at Madrasah Muallimin Muhammadiyah. The discussion presented the data collection from participants and followed by supporting statements from experts.

**Authentic materials.** The result of the study showed that authentic materials give four advantages for teacher and student. The advantages of authentic materials make students and teacher easier in teaching and learning process, have Interesting aspect, enjoy the teaching and learning process and be able to motivate students to improve students' vocabulary.

*Authentic materials make students and teachers easier in teaching and learning process.* The first advantages' of using authentic materials, it can ease the students and teachers to study. For the students, authentic materials can ease them to learn especially to mind mapping. It is discovered from participant one who stated, "Make easier for students especially to mind mapping. By using picture, the students can know what they want to say because there are pattern, so it can be easier" (Mr. Roma). Another participant stated that learning could be easier for students by using authentic materials.

From the finding, authentic materials is considered to ease students to learn. The advantages using authentic materials can ease the students to mind map and to pull out vocabulary that they have learned easily. According to Linder in Saraph (2011), authentic materials are used as effective teaching tools in classrooms because

authentic materials ease to complete to the lesson content and more understandable for students.

Furthermore, the advantages of using authentic materials can ease the teachers to teach. Participant one said “make our teaching to be easier” (Mr. Roma). On the other side, participant three set the class with authentic materials, so it can be very helpful. Like in his statement, he said, “very helpful to us (teachers). For authentic materials, we set the class activity” (Mr. Glen).

Based on the finding of the interview, two participants stated that they feel that authentic materials can make them easier to teach in the classroom, and they feel that authentic materials are very helpful. This finding is supported by Al Azri & Al-Rashdi (2014) that authentic materials are among the most important tools, and a teacher can and must use in class in order to make his/her teaching go smoothly and be effective in transmitting the necessary knowledge to all students.

***Authentic materials have interesting aspect.*** The second advantages of authentic materials are that they have interesting aspect. For students, authentic materials can make students feel interested. These advantages are found from participant one and three. Participant one and three argue that the advantages of using authentic materials can make student feel interested in the materials. Participant one said, “by using pictures and videos those can make the student feel interested in the material which was already taught” (Mr. Roma). Another participant said, “we (teachers) give the pictures that are more interesting then we set the activity” (Mr. Glen). He also added, “by using authentic, it is fresher as new material and more interesting” (Mr. Glen).

Based on those result, two participants said that when they give the students authentic materials, the student feel interested in the material was taught. Authentic materials give interesting aspect to the teachers and the students because authentic materials not only in the form of text, but also picture, color and motion pictures or video. Authentic materials are fresh new materials, so the students can be interested in learning speaking. It can be concluded that the students feel interested when they are learning speaking using authentic materials. This finding is supported by Laniro (2007) that the students are also interested with the assignment used authentic materials and can be able to increase students' willingness to learn about speaking.

Furthermore, authentic materials have interesting aspect for teachers and students. One of the participants agreed that authentic materials have interesting aspect. Here is the statement of participant number two, he said, "by using authentic materials, there are interesting aspects such as learning for fun" (Mr. Vino). Hence, it can increase students' willingness to learn about speaking. As proposed by Laniro (2007), the student are also interested in the assignment using authentic materials, and be able to increase students' willingness to learn about speaking.

***Authentic materials make students and teacher enjoy the teaching and learning process.*** The third advantages using authentic materials can make students and teachers enjoy the teaching and learning process. For student, these advantages were found from participant two and three. Participant one and three argued that advantages of using authentic materials is make students enjoy the learning process. Participant two said "authentic materials just learning for fun" (Mr. Vino). The finding also showed that the advantage of using authentic material is to entertain the

students. Participant two mentioned, “so the advantages of using authentic are just to entertain, so that the class is not too monotonous” (Mr. Vino). Another participant mentioned “when the student feel bored, we have to switch to be better. Sometimes by using video, they will fell happy” (Mr. Glen). In addition, the third participant asserted, “by using authentic maybe, it can be refreshment for students” (Mr. Glen).

It can be concluded that, students feel fun in using authentic materials because they are entertained, so they are not bored. In addition, authentic materials make students feel happy and it can be refreshment for them. This finding is also supported by Harding in baghban & Ambigapathy (2011) that teachers have to motivate the students with variety, relevance and fun learning process using authentic materials.

Furthermore, authentic materials can make teaching and learning become enjoyable. One of the participants agreed that he preferred looking at the student enjoying the class when teachers used authentic materials. Like participant two, he said, “the point is that I prefer to look the student feel enjoying able” (Mr. Vino). He said that he preferred when he looked at the students enjoy using authentic materials in teaching and learning process. It is same as Harding in baghban & Ambigapathy (2011) stated that teachers have to motivate the student with variety, relevance and fun learning process that used authentic materials.

***Authentic materials can motivate students to improve students’ vocabulary.***

The last advantages of using authentic materials can improve students’ vocabulary. Only participant three stated that, “when we (teachers) use authentic material, the student are motivated to learn new vocabulary, and development of vocabulary can be faster because speaking is related to vocabulary mastery” (Mr. Glen).

From the finding, authentic materials are materials usually used as a teaching learning media. Authentic materials can also motivate the students to learn especially vocabulary. This finding was also supported by Laniro (2007) that authentic materials have positive effect on student's motivation to learn. This motivation will affect the students' participation in the classroom. This can help the teacher to guide the students to reach their learning goals.

**Created materials.** In this research, it is known that created materials give five advantages for teachers and students. The advantages of created materials are ready to be used, more focused, easy to learn at home, ease teachers to teach and to achieve standard of basic competence.

*Created materials are ready to be used.* The first advantage of using created material for the students and teachers are created materials is ready to use. For students, one of the types in created materials is textbooks. Textbook is materials that contain materials which are ready to use because created materials are provided by the official educational institutions. One of the participants agreed that textbook is considered as complete materials. Participant one said, "from the book there are ready many expressions" (Mr. Roma). Furthermore, created materials are ready to use for teachers. One of the participants by said, "for me, firstly, created materials can ease me because I do not need to take here and there because the books are ready for the textbook" (Mr. Vino).

From the finding, created materials are ready to use because the textbook provides a lot of materials to learn, and textbook is ready to teach, so the teachers do not need to make the materials since all the materials are ready in the textbook. This

finding is supported by Harmer in Nilsson (2006) that textbook is ready for pedagogical purpose, so textbook is ready for teaching learning process, and textbook has language control, so that the students can understand and relate to the topics.

***Created materials are more focused.*** The second advantages of using created material for the students are to make materials to be more focused. It happened because almost content in created materials are created for pedagogical purpose. It means that created materials follow the syllabus and instructional design. Therefore, by applying created materials, the students can be more focused about the material that they want to get. One of the participants agreed that created materials are more focused. “They are more focused in using textbook about the material that they want to get” (Mr. Vino). This finding is supported by Nilsson (2006) that textbook is important to use in the classroom because weak learners feel more secure and focused in learning with textbook due to the better guidance, than authentic materials which sometimes can confuse the students about the language.

***Created materials can be learned at home.*** The third advantage of using created material for the student is easy to learn at home. One of the participant agreed that created materials could be learned at home. Participant three said, “if using created materials, the students feel good because the students already have the book and able to bring the book, so they can prepare at home. Usually I have given the task before meeting, and it will be discussed next week” (Mr. Glen). It happened because the students have the textbook. It means that the students can learn using textbook at home and school. This finding is supported by Cheng, Hung & Chieh (2011) who mentioned that textbook contains exercises in which student learn previous

knowledge of the content so it can ease the student to practice the exercise at home and school.

*Created materials can make it easier for teachers to teach.* The next advantages of using created material for the teacher is created materials can make it easier for teachers to teach. The participants agree that created materials can ease teachers to teach. It is discovered from participant one who stated, “it makes me (teachers) easier to teach because it is systematic, so I feel it easier” (Mr. Roma). Another participant also made statement that created materials is very helpful to the teacher. “It is very helpful to us (teachers) because created materials are already the steps then practice” (Mr. Glen). In addition, participant three said, “it is very helpful to me, especially if the teachers have all lot of work and many things to prepare. Created material is more profitable” (Mr. Glen).

Based on the finding of the interview two participants stated that textbook could make teaching activity easier to teacher and very helpful. Textbook also ease teacher to teach everyday because sometimes the teachers have not prepared materials so the student can use textbook to handle that as Woodward in Nilsson (2006) claimed that textbook, and teachers’ guidance eases the teacher to teach in everyday because the teachers have not prepared the materials, so the teacher can use textbook to handle that.

*Created materials can make it easier for teachers to achieve standard of basic competence.* The last advantage of using created material for the teachers is to achieve standard basic of competence. The participant agrees that created materials is to achieve standard basic of competence. It is discovered from participant two who

stated, “I often use create materials of textbook because it can fulfill SK/KD (standar kompetensi/kompetensi dasar). The reason of using textbook is because it is pragmatic. I mean for achievement of competence” (Mr. Vino). Participant two also said that “if using created, I mean textbook is already to use, so it can be easier be to achieve standard basic of competence” (Mr. Vino). In addition, participant two said, “the most enable to achieve standard basic of competence the materials is textbook they are ready to use” (Mr. Vino).

Based on the result, the advantages of using created material for the teacher is to ease achieving competence. As proposed by Nilsson (2006) claimed that the students learn to use textbook so that the students feel that they have achieved something. When they finish chapter by chapter, the textbook can encourage them in a positive way. Thus, to achieve teachers’ competence, it is one of a good ways to apply created materials in teaching process.

Based on overall findings discussed above, the researcher concludes that authentic materials give four advantages for teachers and students. The advantages of authentic materials make students and teacher be easier, have interesting aspect, make the students and the teachers enjoy the teaching and learning process, and can motivate the students to improve their vocabulary.

The researcher also concludes that created materials give five advantages for teacher and student. The advantages of created materials are ready to use, more focused, can be learnt at home, ease teachers to teach and to achieve competence.



**Disadvantages of using the teaching materials in teaching speaking at Madrasah Muallimin Muhammadiyah Yogyakarta.**

Based on the finding of the research, the researcher found out ten disadvantages of using the teaching materials in teaching speaking at Madrasah Muallimin Muhammadiyah. The discussion presented the collected data from participants and followed by supporting statements from experts.

**Authentic materials.** In this research, it is known that authentic materials give six disadvantages for teacher and student. The disadvantages of authentic materials are difficult language, not for pedagogical purpose, difficult to use, difficult to find, difficult to achieve competence and burden for teachers.

*Authentic materials are containing difficult language.* The first disadvantages of using authentic material for the students are authentic materials have difficult content, including difficult vocabulary and difficult language. Most of the participants said that authentic materials have difficult language. The student confused about vocabulary. Participant one asserted, “the students are still confused to choose the vocabulary. They are still difficult to use vocabulary that they want to use” (Mr. Roma). Another participant also mentioned that authentic materials sometimes use mixed language as stated by participant two who said that “Conversations that are mixed between formal and non formal language and sometimes the language is less educational” (Mr. Vino).

Another participant also mentioned that when he gave authentic materials for the students, and students said authentic materials are difficult as stated by participant three who said, “disadvantages using authentic materials are that we search the

material, and give it to the students the students said “this material is difficult sir”(Mr. Glen). In addition, regarding finding, participant three considered that the languages in authentic materials are not suitable and difficult for students. It was known from his statement “the language used is not suitable and difficult for students” (Mr. Glen). Furthermore, he added, “sometimes the language is not appropriate and difficult if using authentic materials, and sometimes it is not suitable to student’s skill” (Mr. Glen).

Based on the finding above, disadvantage of using authentic materials was difficult languages that could make the student feel confused. The student felt confused about vocabulary because authentic materials sometimes are mixed between formal and non-formal language, so it can make the students feel confused, and sometimes the language is not suitable for students’ skill. As supported by Khalili & Jodai (2012), authentic materials are not related to the topics and the students often find difficult language that can make the student confused toward the complexity of the language.

*Authentic materials are not for pedagogical purpose.* The second disadvantages of using authentic material are created not for pedagogical purpose. Only participant two said, “for authentic, they just use it for fun, but to achieve the competence, and they cannot achieve to focus” (Mr. Vino). From the finding, authentic materials are not for pedagogical purpose. Authentic materials have not systematic coverage of teaching items. It means that authentic materials cannot achieve the competence. Khalili & Jodai (2012) asserted that authentic materials are not built around a graded syllabus, and authentic materials have not a systematic

coverage of teaching items, so authentic materials are not for pedagogical purposes.

***Authentic materials are difficult to be used.*** The third disadvantage of using authentic material for the students was authentic materials are difficult to prepare. Participant one claimed, “sometimes we prepare authentic materials from internet and LCD. It is not assessable by the students and electricity problem. Therefore, by using authentic materials, I ask the student to go to library and find the materials like text, news, ticket or recipe” (Mr. Glen).

The participants agreed that when the teachers use authentic materials, student must prepare about the materials. It means that students need effort to use authentic materials and sometimes the students find the problems about the materials. As proposed by Miller in Al Azri & Al-Rashdi (2014) stated that to find and choose the authentic materials, the teachers should choose it properly because authentic materials are too difficult and consuming much time to select, edit and prepare.

***Authentic materials are difficult to find.*** The fourth disadvantage of using authentic material for the teachers were authentic materials are difficult to find. The participants agreed that when the teachers used authentic materials it took times because authentic materials are difficult to find. The teacher must choose authentic materials. Participant one said, “using authentic material is difficult to find, and we also have to adjust the material, so sometimes it is difficult to find the materials that suitable like we want” (Mr. Roma).

Another participant said, “it is difficult to find the materials that suitable to speaking skill” (Mr. Vino). The other participants also said that they need so much effort to get authentic materials that suitable for the students. Participant three

reported, “we need more effort to get authentic materials that suitable for the student and we have to fit the curriculum” (Mr. Glen).

Based on the result, authentic materials are difficult to find. All participants agreed that authentic materials, which are suitable for the students, are difficult to find. The teachers also need effort to get authentic materials that suitable for student. As Miller in Al Azri & Al-Rashdi (2014) stated that to find and choose the authentic materials, the teacher should choose it properly because authentic materials are too difficult and time consuming to select, edit and prepare.

***Authentic materials are difficult to achieve standard of basic competence.***

The next disadvantages of using authentic material for the teachers are authentic materials are difficult to achieve standard of basic competence. Participant two agreed that authentic materials are difficult to achieve standard of basic competence. It is discovered from participant two who stated, “to achieve the standard of basic competence is difficult” (Mr. Vino). In addition, participant two said, “there are also disadvantages using authentic. If the students have watched it, sometimes the students only enjoy about the plot not the material” (Mr. Vino).

Based on the result, authentic materials are difficult to achieve standard of basic competence. As reported by participant two, using authentic materials is difficult to achieve standard of basic competence. The students also did not focus about the materials. This finding is supported by Ruddock in Saraph (2011) who mentioned that authentic materials are only used when the student reach intermediate level in the teaching of grammar. Because it is considered that authentic materials are difficult for beginner’s students. In addition, when the teacher gives students

authentic materials, the students do not focus to the materials, so it's difficult to achieve standard of basic competence.

***Authentic materials are time consuming.*** The last disadvantage of using authentic material for the teachers is that authentic materials area burden for teachers. Participants two and three agreed that authentic materials are a burden for teachers. It is discovered from participant two who stated, "it is not easy to get authentic materials because to find it in newspaper, magazine is not easy except little change to variation, but its takes time" (Mr. Vino). Another participant said, "it takes time and must be giving the student paper one by one" (Mr. Glen). In line with this, participant three also clearly said, "authentic material takes time to prepare. For example If we want to browse, it is difficult to find good the materials especially if it deals with bad the internet connection" (Mr. Glen).

The finding above has mentioned that an authentic material is a burden for teachers. As reported by participant two, using authentic materials take time to prepare. Another case, participant three also said that to prepare authentic materials is difficult. The teacher must select and edit, so it is a burden for teacher. Khalili & Jodai (2012) asserted that authentic material is also a burden for teachers by feeling that authentic material is difficult to find for students especially which relate to the topic, and how the material can be used to develop the students' competence as a user.

**Created materials.** In this research, it is known that created materials give four disadvantages for teachers and students. The disadvantages of created materials can make students and teacher feel bored, difficult the language, lack of vocabulary

input, few varieties, and challenging for teacher.

*Created materials can make students and teachers feel bored.* The first disadvantage of using created material was created material makes students and teachers feel bored. All participants said that created materials can make students boring because created material is not interesting. Participant one said that “using created sometimes make the students feel bored like only showing the dialogue then followed by giving the expression and situation which are not interesting” (Mr. Roma). Participant two mentioned that using created materials make students get depression like in his statement that “the disadvantages for some students are like feeling depression ” (Mr. Vino).

Another participant also mentioned that disadvantages of using created materials can make the students feel boring because created materials have less interesting activity and fewer pictures in textbook. As participant three mentioned, “if using book is bored because there are not many and colorful pictures” (Mr. Glen). In addition, the participant three asserted, “using created materials only contains much text which is not interesting” (Mr. Glen). Participant three also mentioned that the teachers and students need something interesting because textbook is boring. Like his statement, “first, when we (the teachers) often use book, students look boring” (Mr. Glen). In line with this, the third participant mentioned, “first textbook can make us as teachers feel boring, so we need something interesting” (Mr. Glen).

Furthermore, disadvantages of using created material are boring. Only participant three said, “first textbook can make our students and teacher boring” (Mr. Glen). Created materials especially textbook also can make the teachers feel boring.

Sometimes the teacher needs something interesting to give the materials to the student because textbook is not interesting enough.

As mentioned by the finding above that disadvantage of using created materials can make the students feel bored. It is reported by participant one, two, and three that student are bored when using textbook, student feel depressed, there are no picture and color in textbook, textbook only input the text, teacher and students need something interesting. As Harmer in Nilsson (2006) teacher and student bored using textbook because textbook is not interesting enough.

*Created materials contain difficult the language.* The second disadvantages of using created material for the students are the difficulty of the language. Only one participant gave the statement, it was participant three. He said, “using created material is textbook from the government; language in the textbook is difficult” (Mr. Glen). This statement was in line with Khalili and Jodai (2012) who stated that content of the textbook tends to be specially written to incorporate teaching points and are often not representative in real language use. It means that sometimes textbook also has language that would not be used by the students in the real live situation.

*Created materials are lack of communicative activity.* The third disadvantages of using created material for the students are lack of communicative activity. Only one participant stated this, it was that participant three. He said, “when we (teachers) did not give input, the problem in textbook is that there is no vocabulary given” (Mr. Glen). Participant three added that “Especially for speaking, the student have to speak or present. The problem which occurs in textbook is no

input of vocabulary and review of vocabulary” (Mr. Glen). The lack of vocabulary input will affect the students’ speaking ability. Someone needs to receive in order to produce (Cook, 2008). When the students did not get enough vocabulary input, they would not be able to speak which can affected their communicative activity.

As mentioned by the finding above, disadvantage of using created materials are lack of vocabulary input and communicative activity. Created materials also do not reproduce communicative activity and vocabulary. As proposed by Tabaeifard (2014) asserted that textbook did not reproduce or consider communicative activity in designing and developing the textbook. Maybe teachers have to find the other materials to contribute communicative activity.

*Created materials have fewer varieties.* The first disadvantage of using created material for the teachers were created material has fewer varieties. The only participant who stated that is participant one. He said, “it’s less varieties” (Mr. Roma). As mentioned by the finding above, textbook has fewer varieties, and it can make the student and teacher bored of using textbook. This finding is supported by Harmer in Nilsson (2006) claimed that textbook does not have many variant activities. Hence, it can make the student and the teacher bored and makes teaching and learning stifling.

Based on overall findings discussed above, the researcher concludes that authentic materials give six disadvantages for teachers and students. The disadvantages of authentic materials are difficult language, not for pedagogical purpose, difficult to prepare, difficult to find, difficult to achieve competence and burden for teachers.



The researcher also concludes that created materials give four disadvantages for teachers and students. The disadvantages of created materials were created material can make students and teachers feel bored, difficult language, lack of vocabulary input, and fewer varieties,

In summary, from all of those participants' statement, those finding answer the research questions of this research. The research questions were aimed to know what kind of teaching materials are commonly used, advantages, and disadvantages of used teaching materials used by teacher at Madrasah Muallimin Muhammadiyah Yogyakarta in teaching speaking. Firstly, to find out kind of teaching materials in teaching speaking used by teacher at Madrasah Muallimin Muhammadiyah Yogyakarta. They were authentic printed materials (newspaper, magazine, picture, ticket and recipe), and audio materials (video). Created printed materials (textbook and work sheet), and non-printed materials (video and computer based learning).

Secondly, it was identifying the advantages of using the teaching materials in teaching speaking at Madrasah Muallimin Muhammadiyah Yogyakarta. For authentic materials, the researcher concludes that authentic materials give four advantages for teacher and student. The advantages of authentic materials were authentic materials make students and teacher feel easier, have Interesting aspect, make students and teacher enjoy the teaching and learning process, and can motivate students to improve students' vocabulary. The researcher also concludes that created materials gave five advantages for teachers and students. The advantages of created materials were ready to be use, more focused, be able to learn at home, be able to ease teachers to teach and to achieve standard of basic competence.

Thirdly, it was identifying disadvantages of using the teaching materials in teaching speaking at Madrasah Muallimin Muhammadiyah Yogyakarta. For authentic materials, the researcher concludes that authentic materials gave six disadvantages for teachers and students. The disadvantages of authentic materials were difficult language, not for pedagogical purpose, difficult to prepare, difficult to find, difficult to achieve competence and burden for teachers. The researcher also concludes that created materials gave four disadvantages for teachers and students. The disadvantages of created materials were it can make students and teacher feel bored, difficult the language, lack of vocabulary input, and fewer varieties,