

Chapter One

Introduction

In chapter one, it discusses background of the study, statement of the problem, research question, the purpose of this research, and significance of the problem. In background of the study, the researcher explains the reason why she chooses this research. In statement of the problem, the researcher explains the limitation of this study. In the researcher question, the researcher provides question of the research. The purpose of this study is to answer the research questions. In significance of the problem, the researcher explains the advantages of this research for several people.

Background

Becoming a pre-service teacher of English Education Department is challenging. It is challenging because language skills and pedagogical competence of pre-service teachers are inadequate. Stated by Zain (2015), the pre-service system is not enough yet to adequately prepare English teachers with their knowledge and skill, based on their job needs. Regardless such minimum competences, they have to do teaching practice. In teaching practice, they are asked not only to teach but also to select teaching materials in which they may be still confused about. According to Richards (2001), teaching materials are a key component which is importantly considered in language program, and teaching materials are divided into, authentic materials and created materials. He also mentioned that authentic materials are the teaching resources that are not specially

prepared for a teaching and learning process. Besides, created materials are the materials which are arranged based on syllabus, for example text books.

Due to the minimum skills of pre-service teachers in their teaching practice, the researcher personally experienced more comfortable to use authentic materials in her teaching practice than created materials. The researcher believes that when she is teaching using authentic materials, it provides a real life context, so the researcher feels comfortable to use it. Richards (2001) argued that one of benefits in using authentic materials is that it provides the material which is related to real life context. Furthermore, when she taught English in a high school, she used a video as the material to teach expressions of greeting and its responses. Instead, the researcher needed to search some videos from internet which were related to the material that happened in a real life context and showed them in the class.

Using authentic materials in teaching practice eases pre-service teachers to obtain teaching materials because it is easily found both on the internet and anywhere else. It is proven by the researcher's experience when she did conversation with other pre-service teachers in EED of UMY. It was found that most of pre-service teachers can use any of authentic materials without being worried or doubtful about their insufficient knowledge and competence. It is because materials are already provided based on syllabus or lesson plan and pre-service teachers' just need to develop them, by making the materials to be example of some topics in real-life context. Furthermore, according to researcher's personal experience, students are more interested and enthusiastic in

learning because it provides a real-life context. For example, the students more interest and enthusiast when the teacher used newspaper rather than use the example in the text book. It is because the news in the newspaper is something that happen surrounding teacher and students or in the real-life context.

Heitler(2005)mentioned that one of the advantages of use authentic materials is bringing the students to the real life contexts.

Regarding the experiences above, the researcher finds the advantages of using authentic materials in her teaching practice. It makes the researcher interested to find out the perspectives of pre-service teachers in using authentic materials in their teaching practices, especially in English Education Department of University Muhammadiyah Yogyakarta.

Statement of the Problem

In using authentic materials, there are several problems that can be encountered. Teacher's consideration in selecting materials that suit students' language level and ability can be the problem. Another thing is authentic materials can be distracting to students, for example when teacher uses magazine for teaching price, students might not focus on the price, they talk about the brand of the goods itself instead. Furthermore, in authentic material, there are no guidelines on how to use it and to what level it is taught. For instace, the teacher might use authentic materials in the class, yet the fact that occasionally happens is that the material is hard for some students, while the other students might find it very easy because they are familiar with it, such as the use of songs in teaching listenig. The other issue is authentic material can easily become outdated. It is because the

content in authentic materials always up-to-date. It makes the teacher should update the authentic materials, and make the teacher should be more selective in selecting the authentic materials in teaching process. For example, the teacher use bay-max movie to teach expression of greeting, but in five years later the teacher cannot use this movie. Regarding to this case the teacher should update about the new trends such as movie when the teacher wants to use movie as the authentic material for teaching. For this reason, the researcher wants to focus on the kinds of authentic materials that are commonly used and the significant and disadvantages of using authentic material in teaching practice of pre-service teachers of EED UMY.

Research Questions

In line with the problem, the research questions are written below:

1. What types of authentic materials are commonly used by the pre-service teacher at EED of UMY during their teaching practice?
2. What are the significances of using authentic materials commonly used by the pre-service teacher at EED of UMY in the teaching practice?
3. What are the disadvantages of using the authentic material commonly used by the pre-service teacher at EED of UMY in the teaching practice?

Purposes of the study

Based on the researcher questions, the purposes of this study are below:

1. To explore types of authentic materials are commonly used by the pre-service teacher at EED of UMY during their teaching practice.

2. To find the significances of using authentic materials in the teaching practice.
3. To identify the disadvantages of using the authentic material in the teaching practice.

Significances of the Research

This research gives benefits for several people in educational field. The followings are, pre-service teachers, institution, and other researchers.

Pre-service teachers. The benefit of this study will be obtained by the pre-service teachers. They can get information about the types of authentic materials that are commonly used, so the pre-service teacher can implement the result of this research in their teaching practice. Furthermore, they can get information about the advantages and disadvantages of using authentic material in teaching process, so it can become a consideration of the pre-service teacher in selecting material in learning process.

Institution. By knowing the types of authentic materials that are used, significances and disadvantages of using it, the institution is able to consider how to provide a lot of authentic materials for pre-service teachers that can improve the pre-service teachers' ability in teaching practice. After knowing the disadvantages of using authentic materials, the institution can anticipate that.

Other researchers. This research can be used as the reference for other researchers if they want to do in-depth research under the same topic which is related to authentic materials.

Outline

This research has five chapters. In chapter one, the researcher discusses background of the study, statement of the problem, research questions, the purposes of this research, and significance of the problem. In the second chapter, the researcher discusses authentic materials that are used by the pre-service teachers in their teaching practice as well as the literature review. The third chapter discusses the research methodology which consists of the design of the research, setting of the research, participants of the research, data collection method, and data analysis. The fourth chapter described researcher's finding obtained by the researcher. The fifth chapter presents conclusion of the research.