

Chapter Four

Finding and Discussion

This chapter shows the result of the interview to answer the research question “what are the students’ perceptions on the use of authentic materials in reading class?” The researcher divided the interview into three categories, those categories are: 1) The kinds of interesting authentic material used in reading class of ELED UMY, 2) The advantages of using authentic materials in reading class of ELED UMY, 3) The challenges of using authentic materials in reading class of ELED UMY. Each category is discussed by presenting the quotes from one-on-one interview, and then the quotes interpretation is also presented.

The kinds of interesting authentic material used in reading class of ELED UMY

Based on the interview results, there are some kinds of reading materials and reading texts that given by the lecturers in reading classes at ELED of UMY. They are novels, film, textbooks, and journal articles. The participants mentioned novels and journal articles as interesting authentic materials. The researcher discussed the result below.

Novel. From the interview, it was revealed that there were some findings related to the kind of interesting authentic material used in reading class at the English Language Education Department, Universitas Muhammadiyah Yogyakarta batch 2016 according to the students’ perception. First interesting material based on their answers is novel. All participants stated that they were interested in reading novel as a teaching material. As shown in their answers, “.....

and I also like when the lecturer used novel” (P1.1b). The supported answer also comes from the second participant, who stated that “I love novel, the plot is interesting” (P2.1a). The third participants said that, “I like novel” (P3.1a). Then, the fourth participants who stated “I love the Wimpy Kid novel.” (P4.1a). Another participant also stated that, “I like film and also Wimpy Kid and The Giver novel” (P5.1b). Last, the sixth participant stated that, “I like novel be rather than textbook.” (P6.1).

Based on the data above, it was clear that all of the participants perceived that they feel enjoy and enthusiastic in learning by using novel as teaching media in the classroom. Tsai (2012) found that “Novels, by addressing to complex situations, life dilemmas, and other universal themes that the readers can relate to, intrigue the readers to read on for meaning and pay less attention to form. As the readers experience the joy and satisfaction from reading the novels, they are motivated to read further”. (p.104). According to Puspitasari (2016) some students felt frustrated and anxious at the beginning in reading a novel, but after reading several pages, students started to be interested in reading the book. Those statements from the experts were similar to activity that happened in reading class of ELED UMY. Although the students of ELED UMY found some challenges in reading a novel, but they were motivated in reading that novel.

Journal article. The second interesting teaching material in reading class is journal article. Some participants agreed that reading journal article in the classroom is a pleasure. First participant mentioned that “I prefer reading journal article to reading textbooks” (P1.1c). That statement was supported by second

participant who stated that “Journal article is more interesting than textbooks, especially when the language of the article is easy to understand. It is useful for improving my vocabulary mastery” (P2.1b). Finally third participant said “I like reading journal article than reading textbook, because I found some sentences with some unfamiliar words that can improve my vocabulary mastery” (P3.1b).

Based on the data above, participants enjoyed reading journal article in reading for academic purpose since reading journal article can improve their vocabulary mastery. Some participants said that they were interested in the journal article with familiar topic and simple language. Nation and Newton (1997) as cited in Iswara (2016) stated that to remember a word, a learner has to keep meeting the word by doing reading in large amounts which was made possible by the reading journal article. In other words student can learn new vocabulary from reading journal article.

The advantages of using authentic materials in reading class of ELED UMY.

The results of the interview showed that according to some students of ELED UMY there are four advantages in using authentic materials as teaching media in reading class. Furthermore, the researcher show the discussions below.

Authentic material is interesting. All of participants agreed that authentic materials are interesting. It could be seen on the statement of the first participant that said “Those materials are easy to understand and it is interesting.” (P1.2a). It was supported by the second participant who stated that “The material is interesting” (P2.2a). The third participant said that “Using them as a teaching media is fun” (P3.2a). Participant four stated that “Using novel and film in

classroom is interesting. The structure of the novel is not so complicated, so the meaning is easy to understand” (P4.2a). The fifth participant said that “Using those materials in the classroom is more interesting than using textbook” (P5.2b). Last participant supported that “I like novel rather than the journal article, because novel is more interesting” (P6.2a).

All the answering above were in line with Richards (2001) who confirmed that authentic materials are intrinsically interesting and motivating for students. Another expert, Apsari (2014) mentioned that authentic materials are often more interesting because they reflect real life phenomena. It is supported by Nuttall (1996) who states that “authentic texts can be motivating because they are proof that the language is used for real life purposes by real people” (p.172). It means that authentic materials can motivate students for reading since they show real life situations. Those statements were linear with the statement from all of participants about some sources of authentic material that used in reading class. Based on their opinion, authentic materials for teaching reading is interesting.

Authentic material develops students’ vocabulary mastery. The second advantage, from the interview result, five participants mentioned that their vocabulary was increased because found unfamiliar words during reading authentic material. As shown in their answer the first participant stated that “In reading authentic materials, I got new words that I never knew the meaning before. It is useful for me. Sometimes I do not understand some words which are not exist in the dictionary, but the good point is I know the target language’s slang words that they used in daily conversation” (P1.2b). This statement supported by

third participant who mentioned that “In my opinion, reading an authentic material is learning process for developing our vocabulary.” (P3.2c). Fourth participant said “When I read some authentic materials, I found some unfamiliar words. I have to look for the meaning in dictionary. It is useful for me for the next day if I find the same word in the other texts (P4.2b). Participant five agreed “Reading novel can improve my vocabulary mastery. Sometimes I do not understand the meaning of the words, I find them in dictionary” (P5.2b). Lastly, participant six said “I found some slang words that I can not find the meaning in dictionary. But it is useful for me, especialy for my speaking for daily conversation skill” (P6.2b).

According to Kamil and Hiebert (2005), to improve students’ knowledge of words, they are not only required to identify the words, but also to know the meaning of words and using them in a real context. Those statement is related to a research that conducted by Zoghi (2014) who said that when students use authentic materials they are using real language of situation outside of the class, in another words students are prepared for actual use of vocabulary which learn by using authentic materials. Moreover, some other studies have confirmed that using authentic materials has great influence on developing reading comprehension by presenting new words and expressions to students (Akbari & Razavi, 2016). In short the students could improve their vocabulary mastery by reading authentic materials since authentic materials contains some words that usualy used in real context.

Authentic materials show cultural situation on the other side of the world. The third advantage based on the data interview done with six participants, there are three participants said that reading an authentic text can raise their imagination so they can imagine what is happening outside the classroom or the real life situation. It could be seen from the data of the second participant who stated that “Reading and watching authentic materials can raise my imagination, I know what people in another country are doing” (P2.2b). Based on the data after using authentic reading materials, participant knew some daily activities did in another country with a different culture with the participant’s. In line, participant three answered “I like the daily story of the characters in novel which the culture is different with our culture” (P3.2b). Fifth participant said “By reading novel, I understand what do people do in another country. I know their real daily life situation. I can imagine the situations that showed by the novel. It is interesting” (P5.2c).

The above statements were also found by Lancouchová (2006) who mentioned that authentic material keeps students informed about what is happening in the world, so they have an intrinsic educational value. In line, Richards (2001) stated that “authentic materials provide illustration of many aspects of the target language culture, including culturally based practices and belief and both linguistic and non linguistic behavior” (p.252). furthermore, Melvin and Stout (1987) said that “when students read an authentic text in the classroom, they regularly sent to a city in a target language” (p.68). It is clear that

bringing authentic materials for reading materials in the class could rise students' imagination through some activities or cultures in the target language.

Authentic material develops students' grammar and structure

mastery. The fourth advantage using authentic materials in reading class based on the interview done by researcher is students could improve their English grammar and structure mastery. There are three participants mentioned that reading some authentic materials has a positive effect on their grammar and structure mastery. Second participant said, "I understand some grammar structures while I read novel. So those grammar structures are familiar for me" (P2.2c). Another participant stated that "Reading authentic text is also learn English grammar....." (P3.2d). Last, participant four answered "Using authentic materials show some grammar structures that used in daily conversation. It is useful for my speaking skill" (P4.2c).

Those statements were also found by Harmer (2007) who said that learner does not gain only knowledge of a new vocabulary but also other language items such as new grammatical, cultural context, etc. positive effect on learning process of foreign. Another researcher found authentic texts present learners opportunities to make them familiar with the grammar structures -e.g. passive voice versus active voice, compound nouns versus noun strings (Brown, 1994). Furthermore, positive effect on learning process in reading class due to the complexity of lexis, grammar and cultural context, authentic materials are highly recommended to be used (Štaralová, 2016).

The challenges of using authentic materials in reading class of ELED UMY.

The data revealed two challenges that was faced by the participants in reading some authentic materials. Some participants said that authentic materials contain difficult language and vocabulary. They also said that authentic materials contain difficult grammar structure.

Authentic materials contain difficult language and vocabulary. Four out of six participants answered that they found some difficult vocabularies and language in reading an authentic material. That was the challenge of using authentic materials as a teaching material. First participant said “Sometimes I found difficulty in understanding the meaning of the sentence, for example when I found a parable. It was hard for me to understand what was the meaning of that sentence” (P1.3). Second participant answered that “It was challenging when I found strange words in reading the materials. Then I looked for the meaning of those words in dictionary. It was wasting my time” (P2.3). Then the other participant confessed that “Sometimes I found unfamiliar words, so I have lack of motivation to read the authentic materials” (P3.3). Another participant said “Some words in the novel were not familiar for me. Sometimes there were some technical terms in that novel so I had to find the meaning in the dictionary. Then when I watched movie, it is hard for me when I found some unfamiliar words in its subtitle. Sometimes I found some cultural terms of the target language that challenging for me” (P5.3). Based on the data above, some students found some unfamiliar word that it was challenging for them in reading authentic texts. The data show participants found some unfamiliar formal words and some cultural

terms. It was wasting their time when they had to look for the meaning of those unfamiliar words in dictionary.

Some experts believed that authentic materials may be difficult for students. Richards (2001) pointed out that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which are challenging for some students. In line with Richards, Astari (2013) said when the students find unfamiliar words and structures, they might panic and feel frustrated to understand the information in the authentic materials. In addition, Underwood (1997) found that “Students may find the text with the language is far too difficult”(p. 100).

Difficulties in reading authentic texts with complicated language caused some students had low motivation to read. As Guariento and Morley (2001), stated "At lower levels learners the use of authentic texts may not only prevent them from responding in meaningful ways, but can also lead them to feel frustrated, confused and demotivated" (p. 347). Those theories were in line with some participants' statement that sometimes they faced some complicated language difficulties so they were demotivated in reading novel.

Authentic materials contain difficult grammar structure. There are two participants answered that they found grammar structure difficulties in reading authentic materials. That was the challenge of using authentic materials as a teaching material. The data showed that fourth participant said “The challenge in reading novel was unfamiliar grammar structure. I need more than once to read it”

(P4.3). Then last participant answered that “The grammar structure was difficult. I gave up when I found that part” (P6.3).

Some previous studies showed that authentic materials contain complex grammar structure. (Guariento and Morley, 2001) said that one of the disadvantages of using authentic material in teaching and learning process is low-level learners may become discouraged by the complicated grammar structures, and it could result in demotivation for learning the language. As Gilmore (2007) found that authentic materials are may be difficult for beginners considering the complexity of grammar structures in those authentic materials. Another expert (Peacock, 1997) said that “The grammatical structures included in authentic materials can be too difficult and for the students, it may decrease their motivation and lead to poor learning” (p. 148).