

CHAPTER 1

INTRODUCTION

In this chapter, the researcher present background of study, research question, research objective, significance of the research, scope and limitation of the research, and definition of key terms. In this chapter, there will be an increased explanation of authentic materials with rules and also previous journals that participate in the explanation of Authentic materials in language learning, as well as findings that are in the research object that occurs.

A. Background of Study

In the context of language acquisition, authentic materials are those that are produced of a language rather than especially for language learners. These resources are a useful tool in language instruction since they expose students to authentic language usage and cultural situations define authentic materials as those that are produced and utilized for native speakers' social purposes. A newspaper, TV show, magazine, news article, and poster are a few instances of authentic materials. In EFL countries, authentic materials are considered useful teaching aids for English because they enhance communicative ability, mirror the naturalness of the language, motivate learners, and provide cultural content. However, learning becomes more challenging due to the intricacy of authentic materials.¹ Because non-authentic resources are simpler and more appropriate for an EFL environment,

¹ W Guariento, J Morley, Text and task authenticity in the EFL classroom, *ELT Journal*, Volume 55, Issue 4, October 2001, Pages 347–353

it is thought that they should be used more frequently. Therefore, there are a few things to keep in mind while using authentic materials to teach English at the tertiary level to minimize danger and maximize classroom utilization.

In English language teaching, the use of relevant and contextual teaching materials is key in improving students' language skills. One form of approach that is considered effective is the use of **Authentic Materials**. Unlike textbooks, authentic materials present a more natural and varied language, so that students can learn to understand the language as used by native speakers in real situations. However, the application of authentic materials in teaching does not always take place within a formal learning framework. At FEE Center Pare, a well-known non-formal course institution in English Village, researchers found that the learning process was not based on written documents such as lesson plans or teaching modules. Instead, tutors rely on creativity and experience to deliver materials directly through classroom interaction, without a standardized written design.

The development of authentic material models in language learning has been a significant area of research and practice in recent years. The concept of authenticity in language learning materials has been extensively discussed and explored in various studies and conferences. Here is a background study on development of authentic material models in language learning. Language serves as a communication tool. Individuals use language to express themselves, either orally or in writing. People communicate for specific reasons. He explains that communication is meaningful because it allows people to express ideas, feelings, and exchange information through language.² As far as we are aware, there are numerous languages spoken around the world, and they all serve the same

² Rogers, C. V., & Medley, F. W. J. (1988). Language with a purpose: *Using authentic materials in the foreign language classroom*. *Foreign Language Annals*, 21, 467-478.

purpose—that is, communication. English is a language that many people speak as a foreign language. Regrettably, there has been a disconnect between language used in actual life and language taught in classrooms. For instance, the English conversation that is taught in the classroom and in textbooks frequently does not accurately reflect the real model of how native speakers go about things in their daily lives. As a result, several of the student-led conversation activities feel awkward. Furthermore, it is contended that despite years of classroom instruction, the students still lack the ability to use English in everyday situations.

Authentic materials are those that have not been originally created for language learning but rather are genuine examples of language use in real-life contexts. They are often taken from sources such as news articles, podcasts, menus, pictures, novels, songs, or TV programs. Authentic materials are considered valuable because they provide learners with real-life examples of language use and help them develop a deeper understanding of the language and its cultural context. Authentic materials are essential for language learning because they expose learners to the language as it is used in everyday situations. This helps learners develop a more natural and spontaneous use of the language, as well as a better understanding of the cultural context in which it is used. Authentic materials also provide learners with a rich source of quality input that can improve their language skills and build their confidence in using the language.

Practice changes-controlled processing into automatic processing. According to them, automatic productions are modular and will develop when the

component processes are consistent.³ This modular processing system can be hierarchical, with the same module being one part of many different skills. The assumption is that there is an upper limit to human attention span. Practice, however, can make automatic productions relatively free of limited memory resources; thus, there is no necessary limit to the number of automatic processes which can be active at the same time. Moreover, practice makes productions autonomous, reducing direct conscious control of the subject. This is a crucial stage on which it can be said that good and poor learners divide. Automaticity which has been acquired through effective, repeated practice makes it possible to process different stimuli at different stages simultaneously, as in something like a psychological and psychomotor version of a complex production line. At the novice level, performance is very slow, serial, and capacity limited. Controlled processing is in effect at this stage and the learner must allot much of finite attention capacity to each motor task. After substantial practice, however, the learner builds up a vocabulary of playable notes by consistently repeating each note in each phrase thousands of times. As the automatic productions develop, the performer can speed up the responses, incorporate more complicated rhythm information, and begin to have sufficient capacity freed up and made available to attend to the patterns of notes, familiar scales and chords, and then finally onto entire sections in the music. Figure 1 shows the continuum of automatization is that as a learner becomes more proficient and skills become more automatic, cognitive resources are freed up,

³ 'Chein, Jason. (2003). Schneider, W. & Chein, J.M. Controlled & automatic processing: behavior, theory, and biological mechanisms. *Cogn. Sci.* 27, 525-559.

allowing attention to shift from basic actions (e.g., finger placement or note recognition) to more complex and holistic musical elements (like phrasing, expression, and structure).⁴

B. Research Question

Based on the background of study above, the formula of the research question is

1. What is the basic consideration of developing Authentic material?
2. What are the challenges of developing authentic materials?
3. To what extent is the use of Authentic Material contributive for students learning?

C. Research Objective

1. To analyze what is the basic consideration of developing Authentic Material
2. To analyze what are the challenges of developing authentic materials
3. To analyze what extent the use of Authentic Material contributes for students learning

D. Significance of the Research

The research on the development of authentic material models in language learning has significant implications for enhancing the effectiveness of language instruction. The theoretical significance is that it can develop the theory of language learning by using authentic teaching languages and contributing to the development of innovative language learning models. It also presents a social impact that can

⁴ Whitaker, N. (1983). *The process of skill acquisition*. In D. J. Hargreaves (Ed.), *The Psychology of Music* (pp. 199–227). London: Academic Press.

increase awareness of the importance of English language learning in the era of globalization supported by the development of quality human resources. Authentic materials are often more engaging and interesting to learners because they are relevant and relatable to their everyday lives. This increased engagement motivates learners to communicate and interact with the language more effectively.

E. Scope and Limitation of the Research

This study aims to improve the use of authentic materials in an english lesson at FEE center Pare. the focus of this study is FEE students who use basic skills in english. Data collected through interviews with students and teachers involved in the learning process. This research only covers FEE center out of 160 course institutions in english village Pare, where each institution offers different methods, facilities, curriculum, learning duration, and teaching modules, so the results cannot be generalized to all students who take courses in english village Pare.

F. Definition of Key Terms

To clarify the key terms used in this study, some definitions are put forward:

- **Authentic Material model in language learning** are materials from the actual world that are used exactly as they are, without any additional simplification for pedagogical purposes, are referred to as authentic materials in language acquisition. These resources show how native speakers spontaneously use language in daily situations.
- **FEE Center (Future English Education Center)** is One of the English Language Education Institutions in Kampung Inggris Pare Kediri is the

Future English Education Center (FEE Center), which offers a straightforward, understandable, and practical approach, particularly in Daily Conversation. Thousands of alumni have graduated from FEE Center's English language program over the course of more than 20 years, with positive outcomes.