

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The importance of using authentic materials when learning English has received a lot of attention. The use of real resources in language classrooms has been a hot topic for the past few decades, (Erbaggio et al., 2012; Mudra, 2014). Ahmed (2017) said that “the role of teaching materials can be said to be that of an instrument or tool to be used by both teachers and learners”. The teaching learning material must include contents which are used in real-life contexts. By using Authentic Materials that can be included with the students’ hobby, it is hoped that they able to learn English in the way they like.

In the other hand, writing is not easy, "some research findings have suggested that the students' writing skill is far from satisfactory," claims Sundana (2017). Writing is also one of the difficult skills and tricky for students. However, if the instruction is accompanied by the appropriate tool or media, it can be taught. The use of authentic content as learning tool or media in the writing classroom is one of methods to improve students’ writing skills. In his research, Sundana (2017) discovered that students' writing improved after including this material in terms of structure, the use of the right syntax and vocabulary, and in terms of features of substance. Additionally, students thought that using authentic materials aided them in writing since it provided them with writing prompts and expanded their vocabulary, which in turn enhanced their enthusiasm in the process. To observe significant growth in this skill, students need to be exposed to a variety of real sources.

The use of authentic material in writing class itself can be found at Siliwangi University, in the Department of English Education, specifically in the Creative Writing course. In Creative Writing course, students have used authentic text-based material, such as novel, blackout poetry, poetry, fanfiction, one day diary, true story, letter of protest, comic, and writing platforms such as Wattpad and Instagram.

This authentic material has been shown to students by the lecturer, then students pay attention and analyze it. After that, the lecturer and students discuss the material at the meeting, including the content or meaning, structure, function, linguistic context, and aesthetic elements in the material.

From the observations made by the researcher in Creative Writing class, it was found that when explaining the material, the lecturer often asks questions related to the material and also shows the use of authentic material, for example, when discussing about characterization, the lecturer asks, "what or who is your favorite character? And why do you like it?", automatically the class becomes lively and exciting because the material and questions are very relevant to them. The class also active and the students have a good engagement. The study from Schmoker (2006), what do "engaged" students look like? The student that has a good engagement is paying attention, taking notes (particularly), listening, asking questions, responding to questions, following requests, and reacting (involve in discussion session).

Creative Writing itself in general is creation of texts with an aesthetic goal as opposed to an informative, instrumental, or pragmatic one. Poems, stories, letters, journal entries, blogs, and essays are the most common types of products in Creative Writing. Authentic material or original source can be used as teaching material in Creative Writing classes because it is in line with the output produced, authentic material can also be a source of inspiration for some writing assignments. Some criteria, including language level, topic familiarity, cultural awareness, adequate time, and technical educational competence, were used to select the appropriate authentic material. When choosing and filtering authentic material, it should be in line with the curriculum or syllabus, expose student to the actual world (culture, age, knowledge level), be engaging, recognizable, current or up to date, and appropriate for their culture.

The research about using authentic material in writing class also conducted in this digital era. The initial one is by Chamba, Reinoso, and Rengifo (2019), they investigated the students' perceptions on the advantages of using authentic material in general writing classes. Another research came from Rao (2019), the result of his study shows that with a little of creativity, English teachers can use real or authentic

resources to make learning engaging and enjoyable in the classroom. When authentic material or real content is used as the learning medium, an engaging learning environment and atmosphere is created in English language classrooms, and motivation among students rises. His research also shows that the use of authentic resources in teaching English has several benefits, including making the students more engaged and enthusiastic. Authentic materials in his research include computers, games, audio-visuals, graphs, images, boards, and more. In the same year, study from Setyowati and Sukmawan (2019), their findings indicate that writing instructors frequently struggle to find materials that are appropriate for their students, and they analyze what challenges the teacher is experiencing and the right way to overcome these challenges, they researched the use of authentic materials in writing classes according to the perceptions of the teachers. Followed by research from Sari et al. (2020), they found that authentic material can be defined as a materials or tools which can inspire students to think creatively and to be interested in learning about the subject.

Students feel that Creative Writing is a fun and enjoyable class because the material used is authentic material as stated by Rao (2019), it was necessary to investigate what their perceptions were regarding the use of this authentic material in the Creative Writing class. To fill the gap from the previous study, this study aims to investigate the students' perceptions on using authentic materials in Creative Writing, not in general writing class. The researcher focuses on knowing students' experiences, feelings, beliefs or opinions, and their knowledge towards the using of authentic materials in Creative Writing class.

1.2 Formulation of the Problem

One question delivered in this research: "What are the students' perception on using authentic materials in Creative Writing class?"

1.3 Operational Definitions

1.3.1 Students' Perception: Students' capability of knowing feeling, knowledge, and belief of the using authentic material in the Creative Writing class.

1.3.2 Authentic Material: The sources that not prepared for study, authentic material is the original content that have purpose on entertain, news, advertisement, and other purposes outside the study.

1.3.3 Creative Writing: As its name implies, creative writing is a type of writing that transcends the conventional boundaries of formal, academic, professional, or technical writing. Creative Writing is usually focused on the writer's imagination.

1.4 Aim(s) of the Research

This study aims to investigate the students' perceptions of using authentic materials in the Creative Writing class. The researcher focuses on knowing students' experiences, feelings, beliefs or opinions, and their knowledge towards using authentic materials. Then, verify the impact of authentic materials on EFL learners' writing skills at the university level, especially students in Creative Writing class.

1.5 Significance of the Study

1.5.1 Theoretical use

This study is expected to be able to inform and support the understanding of future researcher regarding the use of authentic materials in Creative Writing classes from student perceptions. It is also expected that this study will be able to explain the role of authentic materials in Creative Writing classes.

1.5.2 Practical use

This study is expected to be useful for the teacher's sources of information and theories about the use of authentic materials in Creative Writing classrooms. This study is also expected to help teachers to evaluate the use of authentic materials in Creative Writing classes.

1.5.3 Empirical use

This study is expected to give experience to the future researcher about the use of authentic materials from the students' perception, especially in Creative Writing class, seen from knowing experiences, feelings, beliefs or opinions, and knowledge about the use of authentic material.