

## **FINAL REPORT**

### **THE STUDENTS' PERCEPTION ON THE BENEFITS OF INTERNET-GENERATED AUTHENTIC MATERIALS TO HELP STUDENTS OF ENGLISH STUDY PROGRAM OF ISLAMIC UNIVERSITY OF INDONESIA TO LEARN ENGLISH**

Presented as Partial Fulfillment of the Requirements

To Obtain an Ahli Madya in English



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THE STUDENTS' PERCEPTION ON THE BENEFITS OF INTERNET-GENERATED AUTHENTIC MATERIALS TO HELP STUDENTS OF ENGLISH STUDY PROGRAM OF ISLAMIC UNIVERSITY OF INDONESIA TO LEARN ENGLISH

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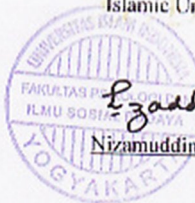


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## PENGAKUAN

Demi Allah, Saya akui karya ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya jelaskan sumbernya. Jika dikemudian hari ternyata terbukti pengakuan saya ini tidak benar dan melanggar peraturan yang sah dalam karya tulis dan hak intelektual maka saya bersedia ijazah yang telah saya terima untuk ditarik kembali oleh Universitas Islam Indonesia.

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الرَّحْمَةُ الرَّحِيمَةُ  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allâh, the Most Beneficent, the Most Merciful*

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Furthermore, the writer hopes that her writing can provide the benefits for the readers about how the internet-generated authentic materials can be used in the teaching and learning English language. This writing is still far from perfect. That is way any suggestion, correction and criticism welcome to be accepted in this paper.



Munifah B

## ABSTRACT

### THE STUDENTS' PERCEPTION ON THE BENEFITS OF INTERNET-GENERATED AUTHENTIC MATERIALS TO HELP STUDENTS OF ENGLISH STUDY PROGRAM OF ISLAMIC UNIVERSITY OF INDONESIA TO LEARN ENGLISH

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Related literature indicated that the internet has an important role and great potential as the most common authentic materials in foreign language learning. It shows that the authentic materials provided by the internet give effect on English learning process significantly. This study aimed to find out whether internet-generated authentic materials help English students at English study program Diploma 3, Islamic University of Indonesia and the benefits of using internet-generated authentic materials. A questionnaire and personal interview were administered to 10 students of English study program. The result showed that most of the learners agree that the internet generated-authentic materials support their English learning. Mostly the use of internet-generated authentic materials motivate and encourage them to improve their proficiency by reading articles, listening to the music, chatting with native speaker of English and so on. The result showed that most of the learners had positive attitude toward the internet generated-authentic materials in improving their proficiency.

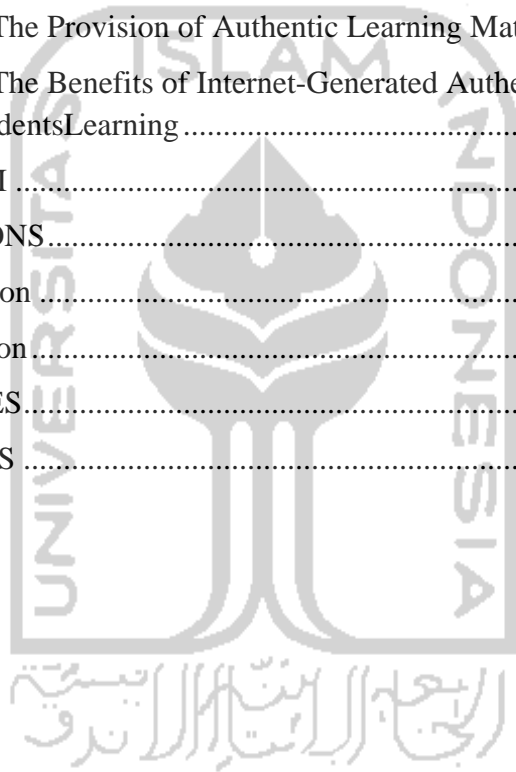
*Keywords: English Learning, Internet, Authentic material, internet-generated authentic materials.*

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# CHAPTER I

## INTRODUCTION

### 1.1. The Background of the Field Study

The advance of the technology that created the new world wide interaction base on the internet, made the writer curious about the function of it to increase the ability of English study program at Islamic University of Indonesia. Two week field study in English department of Islamic university of Indonesia was conducted to make the observation related to the use of the internet as the authentic materials for the learners.

Particularly, there are many authentic materials offered by English study program such as: tape recorder, movie, magazine, newspaper, and internet and so on. Because this study program has provided the link to the internet for the learners, this report tries to figure out the use of it to improve their English proficiency. There are some interesting factors about why the use of the internet is important to be illustrated in English Study Program at Islamic University of Indonesia, such as:

- a. To find out how familiar the learners with the function of the internet as the media and source of authentic materials.
- b. To find out how the authentic materials on the internet fulfill the learners background of field study.
- c. To find out how the learners take the benefit of the internet accesses.

- d. To find out the proportion of English authentic materials that the learners know in the internet.
- e. To find out how often the learners use or find authentic materials in the internet.

This field study will observe and explain how the learners use the internet generated- authentic materials to enhance their English ability and capability.

## **1.2.The Field Setting**

The field study was conducted in English study program Diploma 3 Islamic University of Indonesia from 14 to 20 March 2011. It was done for seven days observing the students while doing other activities such as: arranging library's book, doing administration work and.

English study program Diploma 3 is one of the department at *The Faculty of Psychology and Social Culture Sciences* that is established with the purpose to prepare the students to be qualified *Ahli Madya* in part of offering study program such as Tourism, Business and English Language Teaching.

To establish the program goal, this study program has two visions. The first is realizing the vision of UII in achieving the spirit of *Rahmatan Lil 'alamin* throughout the campuses, committing to the institution's excellence and Islamic value in academic research, community service, and Islamic philosophy (Diploma 3, 2008/2009). The second vision is becoming an English Study Program that has a commitment toward academic and language

research excellence and actively participating in community services with global orientation without neglect the Islamic values and *Pancasila* (Diploma 3, 2008/2009).

Furthermore, English Study Program D3 has missions that have been created to reach and fulfill the vision of English study program, those are categorized as (Diploma 3, 2008/2009):

- a. Producing graduates of the English study program Diploma 3 whose integrity, competency, professionalism, and both nationally and internationally competitive, upholding Islamic and Indonesia culture value;
- b. Integrating students' ethics, thoughts, and scientific methods in order that they will be able to apply the above competencies in solving the problems they face in their future professional lives;
- c. Generating graduates who are sensitive, cooperative and creative to participate in society development.

The vision and mission have established to create credible graduates.

The students are hoped that they can compete positively to their future life.

### **1.3.The Significance of The Field Study**

What I did in my field study was to observe the needs of the internet as media of authentic materials. I did several things in official, administration, and library books arrangement. Those activities helped me to complete my

observation. This field study is significant to help me observe the enthusiasm of the learners about the use of the internet as the media offering authentic materials. The observation that I conducted also gives the point of view from the learners about how the internet helps them to find authentic materials and how these access of the internet facilitate the learners to improve their English proficiency.

As the academic institute of English learning program at Islamic University of Indonesia that has the value to conduct academic activities by integrating relevant knowledge, global culture values and technology without neglecting Islamic and local value, the purpose of this study program is to give the beneficial information about how the internet facilitate the learners. The institute can use this report to measure and improve its internet connection that can be used for motivating and enhancing student's enthusiasm on English learning.

This report can also be used by the lecturers to perceive how the learners are enthusiast about authentic materials. Furthermore the lecturers can use these materials to improve the understanding of the learner's language.

This does not only give the information to the students about how important the internet generated-authentic materials for their English proficiency but also encourage them to use that. The internet-generated authentic materials encourage the students to be autonomous learners by giving more interactivity with the native language.

For the writer, it is useful as a study on the function of the use of the internet generated-authentic materials for English language learners that need to be improved in other aspect. Furthermore, it is expected to give the benefits for the reader on the aspect of English foreign language.





## **CHAPTER II**

### **SUBJECT REPORT**

#### **2.1 Rationale**

Incorporating information and communication technologies (ICTs), particularly the internet, into teaching and learning in higher education has become an important issue nowadays (Nail & Kirkupl, 2007) . The internet has been used as the media to provide kind of information and materials in academic field. It helps the academicians to improve and get higher achievement. In terms of English as a second language, the internet has become the common issues used by many researchers for improving English learner's proficiency recently. They can use many materials provided by internet in the form of audio or visual which are called as authentic materials. There are many authentic materials that can be found and used to complete the gap between the competency and the performance of the language learners on the internet (Kilickaya, 2004), it can help the learners pick up the target language. Internet-generated authentic materials can encourage and motivate the learners learning target language in the way how the language is spoken. The more they use authentic materials then the more they can understand their second target language.

Practically, the use of authentic materials on the internet is important to the learners to make them involve in real communication of target language. It overcomes the problem of language learning in which it offers the learners to make direct contact with society where the language comes from.

The internet access, provided by English study program of Islamic University of Indonesia, facilitates the students to be more familiar with the accessing of the internet. Although there are still some obstacles, the students can use this facility to look for authentic materials instead of spending their time only on facebook or other social networking site. If the learners show the positive attitude toward the internet, it can help them to reach higher level of their proficiency.

The various kinds of authentic materials offered on the internet give more interest for the learners about learning the target language only with one click of the mouse. The strong correlation between authentic materials and the internet encourage the writer to report how such relation may give benefits to learners of English Study program at Islamic university of Indonesia, how internet generated-authentic materials are used to improve their English ability. In this case, the use of internet will be seen from the perspective of the learners.

## **2.2 Problem Formulation**

Based on the background orientation, this writing will report about the use of internet as media providing authentic material for the learners at English study program of Islamic University of Indonesia by trying to answer the followings:

- a. Do internet-generated authentic materials help students to learn English?
- b. What are disadvantages of using internet-generated authentic materials for students in English learning?

## **2.3 Literature**

There are many media that are used in English learning and teaching and one of them is authentic materials. Usually, authentic materials are used to connect the learners with the direct contact of the target language. Recently, by the proliferation of the technology on the internet access, the learners are offered with the wider ring of integrated media of the authentic materials to connect with the real society where the target language occurs.

### **2.3.1 Authentic Materials**

The definitions of authentic materials are slightly different in literature. Kilickaya (2004) said that authentic materials as a helpful tool to make learners feel the need to speak and use the target language. The use of authentic materials is to give exposure

to real language, where the language will be used as well as the natural environment.

Authentic materials are used in the way how the language is spoken (Martinez, 2002) and are not created for students as target audience but for native speakers. Usually authentic materials match with the students behavior in their environment, the function of authentic material is matched with student's communities' life and more realistic to be learned by the learner (Kilickaya, 2004). Using authentic materials do not only teach them language in the real and natural environment but also encourage, motivate, maintain and stimulate the imagination of learners (Oguz and Bahar , 2008; Kelly, Kelly, Offner and Vorland, 2002). .Lowe (2010) made the differences about authentic materials definitions as:

*Authentic materials are materials written by Native Speaker for Native Speakers and not for any language teaching purpose or materials written by Native Speakers to improve the first language of native Speakers.*

The problem that sometime comes from English foreign language is because they lack understanding about social cultural of the target language (Sudaryono, 2003). For English Foreign Language learners, authentic materials should be used to complete the gap between the competences and performance of the language

learners (Kilickaya, 2004; Martinez, 2002). In this case, the learners will engage in the way how the target language is used in outside classroom or in the real life. With authentic materials, the learners will also realize the distinct culture of their language with the target language and how English is used in a real life.

### **2.3.1.1 Advantages and Disadvantages of Authentic Learning Materials**

As materials that connect with a real life, there are some advantages and disadvantages using authentic materials. Kilickaya (2004), Berado (2004) and Martinez (2002) mentioned some advantages of authentic materials such as: world flexible information, where these materials provide some information to the learners about what is happening in the world. Function as authentic language learning for the learner, they provide the real exposure of the target language (Kilickaya, 2004). It means that the students will be exposed to the real conversation, the way how the language is used in the real life (Kilickaya, 2004). They give more closely to the learners' needs, which are why it is called as motivating learning for the learner (Martinez, 2002). The other advantage is they fulfill the social purpose in the language community, or in other word it can be said that they are ideal for teaching and learning the language for the real purpose. Those

materials support a more creative approach for teaching and learning (Aydin, 2007; Martinez , 2002; Kelly, Kelly, Offner and Vorland, 2002).

On the contrary, those researchers also obtained some of the disadvantages by using authentic material for language learner. That disadvantage can be noticed as: often too cultural biased and elusive, sometimes these materials contain difficult language, unnecessary vocabularies item and complex structure which cause difficult to understand (Oguz and Bahar, 2008). Martinez (2002) said that sometime it is time consuming to understand the difficulties. The learners will find many different accents to distinguish and this is not easy for the students on basic level and it can be outdated easily.

All those disadvantages and advantages can be considerations for the learners to choose the appropriate material for their level of study.

### **2.3.2 Internet as Authentic Material**

The internet was first used for communication purpose by army and academicians in American University (Uzun and Kartal, 2010). Recently, the proliferation of the technology has made the internet become the wildest sources of the information in human activities including English teaching. The advent of the internet not only gives the benefit for the

teacher for giving the appropriate English materials but also give benefit to the learners to improve their ability by browsing chatting, listening and searching the materials that they want (Aydin ,2007;Leloup ,1997; Pasch and Norsworthy,2001) The sources of authentic materials that can be used are infinite but the most useful is internet (Berado, 2006). The internet is the most common authentic materials source that people use with the development of technology nowadays. The internet is not unfamiliar English teaching tools in this era because it offers richer sources for the learners by giving kinds of authentic materials (Pasch and Norsworthy, 2001). Some researchers said that learning by using the internet gives more enthusiasm for the learners' interest because it offers a wider range of integrated media, including text, graphics, audio, and video, all available in varying degrees of interactivity (LeLoup, 1997; Pasch and Norsworthy, 2001). The internet overcomes the difficulties in English foreign language to teach them language in real and natural environment (Aydin, 2007).

Lee (2000) ,Whittaker, Warschauer and Fawn (1997) proposed some reasons why using the internet is important; first, many sources are offered in the internet, such as games, song, news, chatting application, educating and so on. Those encourage the students to be more motivated with the processing of the learning itself. The internet will give the positive impact for them who give the positive attitude toward the internet (Aydin, 2007).

Second, the internet will show some instructions that can help to strengthen the ability of the learners. Those give the students more confidence about the way to build their English ability. Furthermore, Aydin (2007) said that the increasing of learner's achievement and proficiency via the internet depends on the attitude of the learners toward the internet. Third, the internet is a universal digital library that has potential to give and transfer huge information all over the world to any kind of academics or non-academic purposes (Aydin, 2007; Uzun and Kartal, 2010). Many authentic materials offered by the internet give the students more chance to use this language in the real society (Martinez, 2002; Lowe, 2010). Fourth, the access of the internet gives a chance for the learners to take board interaction with all people in the world. This also can connect the learners with the people that they never met before to communicate and create close relationship. LeLoup (1997) said in his book that internet enable the computer goes throughout the world in the way to communicate. What we need to make the interaction is connect the computer into networking connection. Fifth, learning through the internet base on the use of PC (personal computer) helps an inhibited student to learn language by him or herself at (Whittaker, Warschauer, and Fawn, 1997). It increases the confidence of the learners with created the atmosphere of individualization (Lee, 2000). They don not need to be shy to explore their English ability because the computer will give indirect



guidance for them. They do not need another people. They just need to stand all the time that they need in front of computer. Sixth, the internet helps the students to find thousands of information about the target language. Even they can go beyond the knowledge needed in a multicultural world. And the last is, the internet create and give the learners global understanding. When we learn about language, it seems like we learn about the culture of the language. In other words, it can be said that the internet provides kinds of information in global level. Because of its varying information and knowledge, learners have been supplied global information that can change and influence their critical thinking. It encourages them to be more educate and flexible with the use of the internet itself.

There are many kinds of sources of material for language learning that can be found on the Internet; those are literary sites, online museums or galleries, sites about a particular place, historical figures or events, online newspapers, magazines, and radio stations, language instruction sites., sites about food and cuisine, site about social networking and so on (Pasch and Norsworthy, 2001). Social networking site could be found in the internet such as facebook, friendster, HI5, yahoo messenger, MSN, and so on. This site could give the possibility for the learners to find the native of the target language and practice it (LeLoup, 1997). As social networking site, this site also gives benefit and the opportunity for the learners for

getting friends in any part of the world and learning to use of English language with those people. The learners could also learn the differences of the culture directly from the native speakers.

### **2.3.3 The Advantage and Disadvantage of Using Internet-Generated Authentic Materials.**

The advantage of the internet generated-authentic materials is only slightly different from the advance of authentic materials, but the internet generated-authentic materials give the learners variety and choice, since they have enormous number of sites to choose for. Indeed, when talking about authentic materials, we must acknowledge that the Internet has become an amazingly useful resource of authentic materials. Since most of the Internet content is in English, ESL/EFL teachers and learners gain access to the enormous variety of authentic materials related to almost everything at almost no cost (Krajka, 2000). In other words, it can be said that Internet generated-authentic materials give the learners to connect with the nature sources to strengthen their English proficiency.

Because with the advent of the technology, learners can simultaneously find large number of texts, visual stimuli, newspaper, magazine, live radio, TV, and video clips and much more as the authentic materials through the internet (Martinez, 2002). That is why the learners do not need to spend much of their money or waste the time to find the

authentic and appropriate materials for reinforcing their secondary language. Pasch and Norsworthy (2001) said that those make the learners more excited and motivated. However, for the students with lack ability of language the internet can be useless although it has been designed for fulfillment the English ability of its learner. Chuo and Kang (2002) determined that it is caused by some students that are not familiar with or never visit the web. As the function of authentic materials that could be too cultural biased and elusive, the internet generated-authentic materials can cause the difficulty for some learners and sometimes cause culture disintegration (Krajka, 2000).

Another positive aspect about the function of the internet, the potential online language learning will help to boost the proficiency level of the learners (Uzun and Kartal, 2010). It can be said that the importance of the internet is very significant to enhance any academic field include of EFL (English Foreign Language). The internet has contribution that can not be ignored, that is why we should know how to utilize it efficiently. Without the barriers of accessing the internet nowadays, internet-generated authentic materials make the learners be more independent, autonomous, interested, and motivated to improve their target language learning (Uzun and Kartal, 2010; Rose, 2003; and LeLoup, 1997).

## 2.4 Finding and Discussion

Base on the observation and interview on the field, the data obtained showed the perspective of the learners about the internet-generated authentic materials. The data were shown in four categories, those were learners' perspective about the internet, authentic materials, the provision of authentic learning material in the internet and the benefit of the internet generated-authentic material for students' learning. To know how much the internet-generated authentic materials influence the learner's target language, those will be presented and reviewed more deeply in finding.

### 2.4.1 Finding.

The data were presented in four categories with the statements that were measured in ranges 1 until 5. The range showed 1 as strongly disagree, 2 as disagree, 3 as undecided, 4 as agree and 5 as strongly agree. The ranges were used to know how strong the statement decided by the learners. They were to present 10 students of English Study Program D3. The result can be seen below:

Table.1 Data Report in Percentage

<b>Internet</b>						
No	(Statements)	1	2	3	4	5
1	I am familiar with internet				40	60
2	I often use internet				70	30
3	Internet is important in my life			20	50	30
4	Internet help me get information				40	60

<b>Authentic Materials</b>						
1	I know what authentic materials are.			10	80	10
2	I often use authentic materials.			60	30	10
3	Learning English uses authentic materials motivate me.			10	70	20
4	Authentic materials are easier to understand			40	60	
5	I prefer to use authentic materials rather than any text book for pedagogic purpose.		10	30	50	10
<b>The Provision of Authentic Learning Material in the Internet</b>						
1	Authentic materials found in the internet are more up to date			50	30	20
2	Authentic materials found in the internet are various			20	70	10
3	Authentic materials found in the internet are unlimited.		10	20	50	20
4	Authentic materials found in the internet are cheaper.		10	10	50	30
5	Authentic materials found in the internet are easy to access.			10	90	
<b>The Benefit of Internet Generated- Authentic Material for Students' Learning</b>						
1	Internet generated Authentic materials help improve my English Language Proficiency.			20	60	20
2	Internet generated Authentic materials Motivate me to learn English			10	80	10
3	Internet generated Authentic materials fulfill my need for English Learning materials.			30	60	10
4	Internet generated Authentic materials enhances my Knowledge about culture of English language.			20	80	
5	Internet generated Authentic materials enhance my Critical thinking			50	50	
6	Internet generated Authentic materials help me become a more autonomous learner.			30	60	10

#### **2.4.1.1 Internet**

This category was presented to know how much the learners were familiar with internet, how often they used it, how important internet was in their life and how the internet helped them to get information that they needed. The statements and the result could be seen on the following table:

Table2. Internet category in Percentage

No	(Statements)	1	2	3	4	5	sum
1	I am familiar with internet				40	60	100
2	I often use internet				70	30	100
3	Internet is important in my life			20	50	30	100
4	Internet help me get information				40	60	100

Base on the table 1, 60% of the students strongly agreed that they knew well about the internet while the other (40%) agreed that they needed internet as the tool of information.

The results showed that internet was really important for sharing information. The difference was the other 40% students saw that internet as not only the media of information, but also gave the strong influence.

Based on the statement “*I often use internet*”, the data showed that 70% students agreed that they often used internet where 30% of them strongly agreed. It showed that student’s English Program Diploma 3 was accustomed to use internet in their life.

The significant number of students in the second statement showed that they were really enthusiastic with the function of internet. Sometime they used to look for a school material, an English song, lyrics, news, and movie, article and so on. Those encouraged them to learn and practice the target language.

According to the importance of the internet based on third statement, 50% students agreed that internet was important as media to get information as the impact of technology reinforcement.

Three of students strongly agreed that the internet was strongly important in their life. They used internet as an addicted person to dig and get all required information. Usually, they used internet as the media to improve their English proficiency and connect them with the native of the target language. Two out of ten students (about 20%) were undecided about this.

As with the statement about "*Internet helps me getting information*", the result showed that 40% students (four out of ten) decided to agree. Another significant result showed 60% students (six out of ten) strongly agreed about this statement.

#### **2.4.1.2 Authentic Materials**

This category was presented to know about learners' understanding of authentic materials, how often they used them, how authentic materials motivated them to learn English (if they knew exactly about authentic materials) and what authentic materials they preferred to use.

Table.3. Authentic Materials in Percentage

No	(Statements)	1	2	3	4	5	sum
1	I know what authentic materials are.			10	80	10	100
2	I often use authentic materials.			60	30	10	100
3	Learning English uses authentic materials motivate me.			10	70	20	100
4	Authentic materials are easier to understand			40	60		100
5	I prefer to use authentic materials rather than any text book for pedagogic purpose.		10	30	50	10	100

Based on the observation, it was realized that eight out of ten (it was about 80%) students agreed that they knew authentic materials. One of the remaining students was in the level of strongly agreed, it meant that she or he was really know well about authentic materials. Meanwhile the other preferred to choose undecided.

The significant data of the statement “*I often use authentic materials*” showed that six from ten (60%) students were undecided, where three (30%) of them were in the state of agreement. The remaining student (10%) strongly agreed that he/she often used the authentic materials. The students’ percentage showed that most of the students could not mention how often they use authentic materials.



As with the statement *“Learning English uses authentic materials motivate me*, 70% of the students agreed that authentic materials motivated them in the way they learned English. Meanwhile two of them (20%) strongly agreed and the remaining student was undecided about it.

From the statement of *“Authentic materials are easier to understand”* showed that six out of ten students strongly agreed while the other were undecided about that.

Five out of ten students, on the statement *“I prefer to use authentic materials rather than any text book for pedagogic purpose”*, decided that they were in the state of agreement to make preference of using authentic materials.

From that statement, three of them were undecided about it and two other were in the state of strongly agreed and disagreed. This statement was used to see how important the authentic materials for English’s learners were.

#### **2.4.1.3 The Provision of Authentic Learning Material in the Internet**

This category was used to figure out what the learners thought about the content or the provision of authentic materials on the internet. This category had 5 statements that had been organized like on the following page:

Table.4. The Provision of Authentic Learning Material in the Internet in Percentage

No	(Statements)	1	2	3	4	5	sum
1	Authentic materials found in the internet are more up to date			50	30	20	100
2	Authentic materials found in the internet are various			20	70	10	100
3	Authentic materials found in the internet are unlimited.		10	20	50	20	100
4	Authentic materials found in the internet are cheaper.		10	10	50	30	100
5	Authentic materials found in the internet are easy to access.			10	90		100

Five out of ten students in English diploma study program chose undecided for the statement of “*Authentic materials found in the internet are up to date*”. It was because most of them did not really understood about the update data of the authentic materials on the internet. The other students, about 30% (three out of ten) agreed with this statement.

Most of the update materials could be found on the internet. 20% of the students strongly agreed with this statement, because in their opinion the very up to date and fresh materials were internet. Internet helped them to know what happens in the world as fast as possible.

For the second statement, almost all students agreed with the various authentic materials on the internet. They could find sites

about famous people, songs with the lyrics, videos, news, pictures, Geographic Country Information, and the materials that they really needed base on their study concentration. Two students were undecided about this statement while the remaining strongly agreed about this. He strongly agreed that internet helps him/her got various information needed to improve her/his target language based or out of the study concentration.

Based on the student observation in third statement, 50% (five out of ten) students agreed that authentic materials on the internet were unlimited. They could find wider range of integrated media in the internet such as: text, graphics, audio, and video, all available in varying degrees of interactivity. Two students strongly agreed with this statement, because they knew and were familiar with authentic materials on the internet. From the table 3, it could be seen that only a student disagreed about the provision of unlimited authentic materials on the internet.

For the 5th statement, in which data elicited what the students thought about the price of authentic materials, half of the students agreed that it was cheaper than if they had to buy those in separated media. Three of them strongly agreed about this. Two of them were undecided and the other one was in disagreement. The

student on disagreement considered about the price to access the internet was not cheap in Indonesia (student interview).

From the statement of “*Authentic materials found in the internet are easy to access*”, it could be seen that almost all students (nine out of ten) agreed that authentic materials in the internet were easy to access while the other one was undecided about this. Almost all the students saw that the internet helped them easier to access all the authentic materials that they needed.

They only needed to type and click the information that they wanted based on their English study concentration and the internet would guide them to connect with that information.

#### **2.4.1.4 The Benefit of Internet Generated- Authentic Material for Students’ Learning**

This category was to elicit students about the advantage of internet generated-authentic materials. This category had 6 statements that had been organized like on the table below:

Table.5. Benefit of Internet Generated-Authentic Materials for Student’s Learning in Percentage

No	(Statements)	1	2	3	4	5	sum
1	Internet generated Authentic materials help improve my English Language Proficiency.			20	60	20	100
2	Internet generated Authentic materials Motivate me to learn English			10	80	1	100

3	Internet generated Authentic materials fulfill my need for English Learning materials.			30	60	10	100
4	Internet generated Authentic materials enhances my Knowledge about culture of English language.			20	80		100
5	Internet generated Authentic materials enhance my Critical thinking			50	50		100
6	Internet generated Authentic materials help me become a more autonomous learner.			30	60	10	100

Based on the questionnaire 60% (six from ten) students agreed that authentic materials on the internet helped them to improve their English proficiency. Two of them strongly agreed about this statement and the two other were undecided about this.

Based on the statement of “*Internet generated Authentic materials Motivate me to learn English*”, 80% of the students (it was about 8 out of 10 students) agreed that internet generated-authentic materials motivated them more to learn the target language interestingly. Meanwhile a student strongly agreed about this, the one other was undecided how these motivate his/her reach good achievement of his/her English proficiency.

For the statement of “*Internet-generated authentic materials fulfill my need for English learning materials*”, six out of ten students agreed while three of them were undecided about this statement. Only one out of ten students strongly agreed that

internet generated-authentic materials helped to fulfill the need of English learning materials.

Based on the statement of “*Internet generated Authentic materials enhances my Knowledge about culture of English language*”, eight students agreed and believed that learning by using internet generated-authentic materials enhanced their knowledge about culture of English language. They connected with this language more, so they would accustomed about style of this language more. From this statement, we knew that the two remaining students preferred to be undecided about this statement.

For the fifth statement, in which “*Internet generated authentic materials enhance my Critical thinking*”, half of the students agreed that learning by using internet-generated authentic materials enhanced their critical thinking. It was because of the huge and the various media and information that could be found on the internet. But the other half preferred to be undecided about this statement.

Based on the questionnaire correlated with the last statement on this category, *Internet generated Authentic materials help me become a more autonomous learner*, six of the students agreed that learning by using internet-generated authentic materials encouraged them to be more autonomous to learn English itself.

Three of them were undecided how to be autonomous learners by using internet generated-authentic materials.

From the data above could be seen that only ten present (1 out of 10) student who strongly agreed that learning by using internet-generated authentic materials made his/her becomes a more autonomous learner.

## **2.4.2 Discussion.**

From the finding, the data can be discussed as follows::

### **2.4.2.1 Internet**

From all the statements of internet category, most of the students saw that internet is familiar tool of information. It is match with Pasch and Norsworthy (2001) said that internet is a familiar English tool that offers richer sources for the learner by giving kinds of information and materials. However, there were 20% of the students were undecided about the importance of the internet.

### **2.4.2.2 Authentic Materials**

From finding data, most of the students believed that authentic materials is motivating learning materials for the learners. Similarity with Maetinez (2002) statement about this materials while give the learners closer with what they need. In other hand,

there was a student who could not decide whether these materials are motivating or not. It assumes that not all the students have the same perception about the motivating of authentic materials.

6 out of 10 students agreed that authentic materials are easier to understand, but 4 of the students said that it depended on the materials that were used. Sometime it can be easy but sometime it is hard to understand. The complexity of the sentences could be the problem from these students. Martinez (2002) and Oguz and Bahar (2008) said that sometime authentic materials are difficult to understand because it contains difficult language, unnecessary vocabularies item and complex structure. In my assumption, the use of authentic materials should be matched with students' level. Usually, the students in lower level will get more problems for learning by using authentic materials. Regarding with the ability level of the students, learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. The students will get easy use these materials as long as they in habit to use kind of these materials.

In the statement of authentic materials preference, although 6 out of students gave positive result, but there were 4 of the students in the range of undecided and disagree. It means that, however authentic materials motive the students, there are some



students need pedagogical support materials to help them increase their English ability.

#### **2.4.2.3 The Provision of Authentic Learning Material in the Internet**

Internet-is the most authentic materials providing kinds and various integrated media for English learning. It can be proved by the students who give positive statement in the category of “*the provision of authentic learning material in the internet*”. Similar with, (Aydin , 2007; Berado , 2006; Krajka , 2000; LeLoup , 1997; Pasch and Norsworthy, 2001; Uzun and Kartal, 2010; and Whittaker, Warschauer, and Fawn, 1997) claimed that internet is as a universal digital library, infinite sources, rich sources for learners by giving kinds of authentic materials.

From the data explained in the finding, we knew how most of the learners (9 out of 10) agreed about the easy access of internet-generated authentic materials as English learning provider. Most of the students also believed that the function of internet generated-authentic materials provide unlimited and cheaper authentic materials, as (Krajka, 2000) and (LeLoup, 1997) said that it is no cost, easy and save the time. What we need is just to move and click the mouse

Krajaka (2000) added “*everything at almost no cost*”, all authentic materials provided by the internet is cheaper. From the

most of the students who gave positive feed back, there were two students while the one preferred to answer undecided and the other preferred to disagree about this. That means, the student who did not agree, he/she considers about the connection payment in Indonesia is not cheap enough. For undecided, she or he did not consider about the internet's payment in this country.

#### **2.4.2.4 The Benefit of Internet Generated- Authentic Material for Students' Learning**

Most of the students give positive statement toward internet – generated authentic materials in the way to help improving their English ability. Aydin (2007) said that authentic materials provided by the internet give the students more confidence about the way to build their English ability. The rich of integrated media of the authentic materials on the internet can help the learners to improve and make the connection with the target language. Particularly, internet-generated authentic materials give a chance for the learner to keep contact with and improve their English ability.

Based on the finding, we know that most of the learners believe that internet generated-authentic materials enhance their knowledge about culture of English language, fulfill their need for English learning materials and motivate them to learn English

language. It is like what Uzun and Kartal (2010); Rose (2003); and LeLoup (1997) claimed that internet-generated authentic materials make the learners be more independent, autonomous, interested, and motivated to improve their target language learning or It is like what Lee (2000) and Whittaker; Warschauer, and Faw (1997) told that internet-generated authentic materials encourage the student to be more motivated to learn English Language. In the word of being autonomous students, we can not say that internet-generated authentic materials make students of English study program at Islamic university of Indonesia become purely autonomous. Whatsoever the real education when they come into the society. As supporting system of learning language internet-generated authentic materials can prepare the student to be the real autonomous people with connecting the students with the society where English language occurs.

Most of the students agreed that learning by using internet-generated authentic materials is more motivating and encouraging. The easier access, the various integrated authentic materials, the up-to date and unlimited authentic materials of the internet are that most of the students believed be able to improve their motivation and enhance their English proficiency. However, based on Aydin (2007) research we know that the function of internet as the media

providing wider information and learning media is depend on the students itself (Aydin. , 2007). It can be useful if they use it is properly to improve their knowledge and it can be worse if they show negative attitude impact of the internet. How motivating and encouraging the learners depend on their positive attitude toward the internet as the function of authentic materials provider.

Getting more activity on messenger chat room, reading the article or news paper, watching native movie, listening the music, and so on, make them more independent to use the English language as the function of communication. It is what Uzun and Kartal (2010); (Rose, 2003) and LeLoup (1997) said that internet-generated authentic materials help the learners be more independent, autonomous, interested in, and motivated to improve their target language learning. Particularly, most of the scholar agreed that learning by using authentic materials provided by internet is interesting.

There was no significant number that shows the student's negative attitude toward internet generated-authentic materials. Most of them believed that when they get more intensity to use many authentic materials on the internet, they will accustom to get more understanding about English language.

The small numbers of undecided and disagreement students were the students who did not really understand about the function of authentic materials on the internet. It was because some students that were not familiar with or never visited the web correlated with authentic materials (Chou and Kang 2002).



## **CHAPTER III**

### **CONCLUSION**

#### **3.1 Conclusion**

Base on finding and discussion, the summary can be drawn as follow:

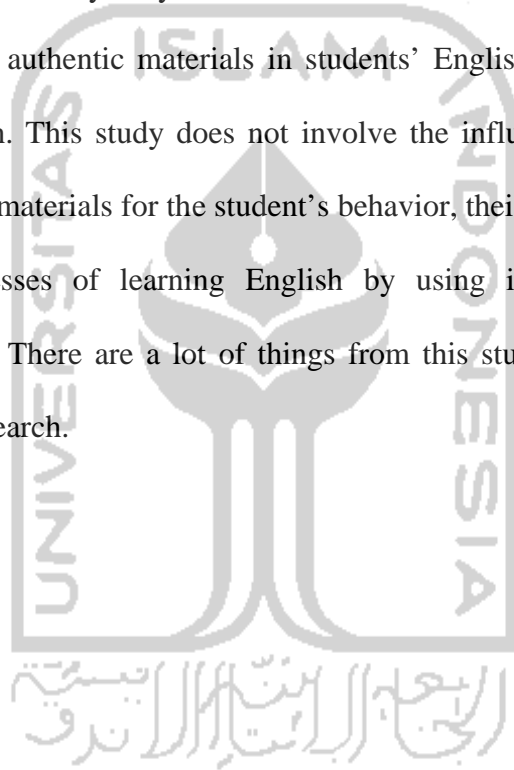
1. Internet generated-authentic materials do support the student of English Study Program Diploma 3 at Islamic university of Indonesia to facilitate their English learning.
2. Internet provides wider range of integrated authentic materials that can be used by the students to improve their English learning. The use of many articles, video, news, songs, lyrics, English learning materials, chat room can be used to increase the student's ability of English reading, structure, vocabularies, listening and speaking. Reading the article, song lyrics, news etc on internet related with English authentic materials can enhance their reading skill as well as enhance their vocabularies. Listening to the music, video, movie streaming, etc can improve their listening skill as well as improve their vocabularies and pronunciation. Many integrated medias of authentic materials, provided on the internet, can be used to enhance the students' English ability, as perceived by the students.

#### **3.2 Suggestion**

In my suggestion, as authentic materials are the important materials for English learning, it should be introduced to the learner. Diploma English

study program should encourage and motivate the students about how to use the language for the real purpose as the communication tool. As the internet is the most common source of authentic materials, so it tries to strengthen connectivity between students and internet.

This study only focused on the surface of the benefit using internet-generated authentic materials in students' English Learning perspective and perception. This study does not involve the influence of internet generated-authentic materials for the student's behavior, their alteration social culture, or the processes of learning English by using internet-generated authentic materials. There are a lot of things from this study can be continued in the future research.



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**UNIVERSITAS ISLAM INDONESIA  
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA**

Program Studi Psikologi (S1), Program Studi Ilmu Komunikasi (S1), Program Magister Profesi Psikologi (S2), Program D III Bahasa Inggris

**SURAT KETERANGAN**

Nomor: 83/Ka.Prodi/20/B.Ing/VII/2011

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

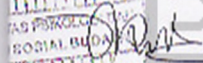
Ketua Program Studi Bahasa Inggris Diploma 3 Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia dengan ini menerangkan bahwa yang tersebut di bawah ini:

Nama : Munifah  
 Tempat, Tanggal Lahir : Pekalongan, 12 Oktober 1987  
 Alamat : Jl. Surabaya No. 77 Pekalongan Jawa Tengah

Telah Melaksanakan praktek kerja lapangan dalam bentuk observasi dan interview pada tanggal 14 - 25 Maret 2011 di Program Studi Bahasa Inggris Diploma 3 Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia.

Demikianlah surat keterangan ini dibuat dengan sesungguhnya dan agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 18 Juli 2011



**Irma Windy Astuti, S.S., M.Hum.**

KS Ketua Program Studi Bahasa Inggris Diploma 3  
 Fakultas Psikologi dan Ilmu Sosial Budaya  
 Universitas Islam Indonesia

## Appendix B: Questionnaire

### Questioner

Nama : Azom Taufikurrahman

Class of degree: Dual - studies

#### Authentic Materials

Authentic materials are materials that are made by native speaker for their people and not for any language teaching. Those are written by native speaker for native speaker to improve the first language of native speaker.

Authentic materials are materials that are not fake, but those are produced for the purpose of people in target language. Those meet the use of language for the people in community and fulfill the use of language in real life. These materials are not used in academics field but it is used by the natives to specific purpose in their country.

Example: magazine, newspaper, video, direct interaction with native, autobiography of the famous people, news, virtual communication via internet, etc

#### Internet Generated- Authentic Material

Internet generated-authentic materials are all the authentic materials can be found in the internet. Ex : YouTube, BBC New, any English literature from web site that is made by native speaker, VOA site, e-mile, e-journal, e-magazine, site about galleries and so on.

Giving your check list (√) to the table below with the criteria of assessments are

#### The Assessments

1 = strongly disagree

2 = disagree

3 = undecided

4 = agree

5 = strongly agree

#### Internet

No	(Statements)	1	2	3	4	5
1	I am familiar with internet					✓
2	I often use internet					✓
3	Internet is important in my life				✓	
4	Internet help me get information					✓

**Authentic Materials**

No	(Statements)	1	2	3	4	5
1	I know what authentic materials are.				✓	
2	I often use authentic materials.			✓		
3	Learning English uses authentic materials motivate me.				✓	
4	Authentic materials are easier to understand				✓	
5	I prefer to use authentic materials rather than any text book for pedagogic purpose.					✓

**The Provision of Authentic Learning Material in the Internet**

	(Statements)	1	2	3	4	5
1	Authentic materials found in the internet are more up to date			✓		
2	Authentic materials found in the internet are various			✓		
3	Authentic materials found in the internet are unlimited.				✓	
4	Authentic materials found in the internet are cheaper.				✓	
5	Authentic materials found in the internet are easy to access.				✓	

**The Benefit of Internet Generated- Authentic Material for Students' Learning**

	(Statements)	1	2	3	4	5
1	Internet generated Authentic materials help improve my English Language Proficiency.					✓
2	Internet generated Authentic materials Motivate me to learn English.					✓
3	Internet generated Authentic materials fulfill my need for English Learning materials.					✓
4	Internet generated Authentic materials enhances my Knowledge about culture of English language.				✓	
5	Internet generated Authentic materials enhance my Critical thinking				✓	
6	Internet generated Authentic materials help me become a more autonomous learner.				✓	

### Questioner

Nama : Enas

Class of degree:

#### Authentic Materials

Authentic materials are materials that are made by native speaker for their people and not for any language teaching. Those are written by native speaker for native speaker to improve the first language of native speaker.

Authentic materials are materials that are not fake, but those are produced for the purpose of people in target language. Those meet the use of language for the people in community and fulfill the use of language in real life. These materials are not used in academics field but it is used by the natives to specific purpose in their country.

Example: magazine, newspaper, video, direct interaction with native, autobiography of the famous people, news, virtual communication via internet, mapping etc

#### Internet Generated- Authentic Material

Internet generated-authentic materials are all the authentic materials can be found in the internet. Ex : YouTube, BBC News, any English literature from web site that is made by native speaker, VOA site, e-mile, e-journal, e-magazine, site about galleries and so on.

Giving your check list (✓) to the table below with the criteria of assessments are

#### The Assessments

1 = strongly disagree

2 = disagree

3 = undecided

4 = agree

5 = strongly agree

#### Internet

No	(Statements)	1	2	3	4	5
1	I am familiar with internet				✓	
2	I often use internet				✓	
3	Internet is important in my life			✓		
4	Internet help me get information					✓

**Authentic Materials**

No	(Statements)	1	2	3	4	5
1	I know what authentic materials are.				✓	
2	I often use authentic materials.				✓	
3	Learning English uses authentic materials motivate me.					✓
4	Authentic materials are easier to understand				✓	
5	I prefer to use authentic materials rather than any text book for pedagogic purpose.			✓		

**The Provision of Authentic Learning Material in the Internet**

	(Statements)	1	2	3	4	5
1	Authentic materials found in the internet are more up to date					✓
2	Authentic materials found in the internet are various					✓
3	Authentic materials found in the internet are unlimited.					✓
4	Authentic materials found in the internet are cheaper.					✓
5	Authentic materials found in the internet are easy to access.				✓	

**The Benefit of Internet Generated- Authentic Material for Students' Learning**

	(Statements)	1	2	3	4	5
1	Internet generated Authentic materials help improve my English Language Proficiency.				✓	
2	Internet generated Authentic materials Motivate me to learn English.				✓	
3	Internet generated Authentic materials fulfill my need for English Learning materials.				✓	
4	Internet generated Authentic materials enhances my Knowledge about culture of English language.				✓	
5	Internet generated Authentic materials enhance my Critical thinking			✓		
6	Internet generated Authentic materials help me become a more autonomous learner.				✓	

## Appendix C: Recapitulation

### Internet

No	(Statements)	1	2	3	4	5	sum
1	I am familiar with internet				4	6	10
2	I often use internet				7	3	10
3	Internet is important in my life			2	5	3	10
4	Internet help me get information				4	6	10

### Authentic Materials

No	(Statements)	1	2	3	4	5	sum
1	I know what authentic materials are.			1	8	1	10
2	I often use authentic materials.			6	3	1	10
3	Learning English uses authentic materials motivate me.			1	7	2	10
4	Authentic materials are easier to understand			4	6		10
5	I prefer to use authentic materials rather than any text book for pedagogic purpose.		1	3	5	1	10

### The Provision of Authentic Learning Material in the Internet

No	(Statements)	1	2	3	4	5	sum
1	Authentic materials found in the internet are more up to date			5	3	2	10
2	Authentic materials found in the internet are various			2	7	1	10
3	Authentic materials found in the internet are unlimited.		1	2	5	2	10
4	Authentic materials found in the internet are cheaper.		1	1	5	3	10
5	Authentic materials found in the internet are easy to access.			1	9		10

### The Benefit of Internet Generated- Authentic Material for Students' Learning


No	(Statements)	1	2	3	4	5	sum
1	Internet generated Authentic materials help improve my English Language Proficiency.			2	6	2	10
2	Internet generated Authentic materials Motivate me to learn English			1	8	1	10
3	Internet generated Authentic materials fulfill my need for English Learning materials.			3	6	1	10
4	Internet generated Authentic materials enhances my			2	8		10



	Knowledge about culture of English language.						
5	Internet generated Authentic materials enhance my Critical thinking			5	5		10
6	Internet generated Authentic materials help me become a more autonomous learner.			3	6	1	10



Appendix D: Field Study Journal

  
PROGRAM STUDI  
**BAHASA INGGRIS DIPLOMA 3**  
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA  
UNIVERSITAS ISLAM INDONESIA

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Dosen Pembimbing: Irma Windy Astuti S.S. W. Hum  
.....

**Lokasi Praktek :**  
D3 Study Program Bhs. Inggris Universitas  
Islam Indonesia  
.....



Tanggal - Jam	Kegiatan	Hasil	Tanda Tangan	
			Pembimbing Lapangan	Pembimbing TABS
14 Maret 2011 14.30 - 15.30	Merekap Buku <sup>1</sup> Perpustakaan + administrasi I	fix around 25%		
15 Maret 2011 13 jam	Merekap Buku <sup>2</sup> Perpustakaan + administrasi II	50%		
16 Maret 2011 13 jam	Merekap Buku <sup>3</sup> Perpustakaan + administrasi III	75%		
17 Maret 2011 13 jam	Merekap Buku <sup>4</sup> Perpustakaan + administrasi IV	100%		
18 Maret 2011 13 jam	administrasi work (help admin staff)	100%		

No.	Tanggal - Jam	Kegiatan	Hasil	Tanda Tangan	
				Pembimbing Lapangan	Pembimbing
6.	21 Maret 2011 3 jam	- Administration work - Students observation (questioner) (both did in same day but it was in different time)	100 %		
7	22 Maret 2011 3 jam	- Administration work at office	100 %		
8	23 Maret 2011 3 jam	- Administration work at office - Spreaded the remaining questionnaire	100 %		
9	24 Maret 2011 3 jam	- Administration work at office - Students observation (interview) (both did in same day but it was in different time)	100 %		
10.	25 Maret 2011	- Administration work at office	100 %		