

**TEACHERS' PERCEPTION TOWARD THE USE OF AUTHENTIC  
MATERIALS TO YOUNG LEARNERS**

**THESIS**

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# THESIS

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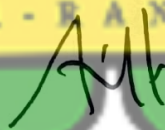
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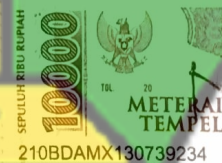
Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

### **Teachers' Perception toward the Use of Authentic Material to Young Learners**

Adalah benar-benar karya saya kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka sepenuhnya akan menjadi tanggung jawab saya. Demikian pernyataan ini saya buat dengan sesungguhnya

Banda Aceh, 20 Maret 2025

Yang Menyatakan



(Nanda Nazira)

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The completion of this research would not have been possible without the support, guidance, and assistance of many influential and special individuals. Therefore, I would like to express my deepest gratitude to my main supervisor, Azizah, S.Ag., M.Pd., for her time, patience, continuous support, and invaluable advice throughout the research process. Her guidance has been instrumental in shaping this study.

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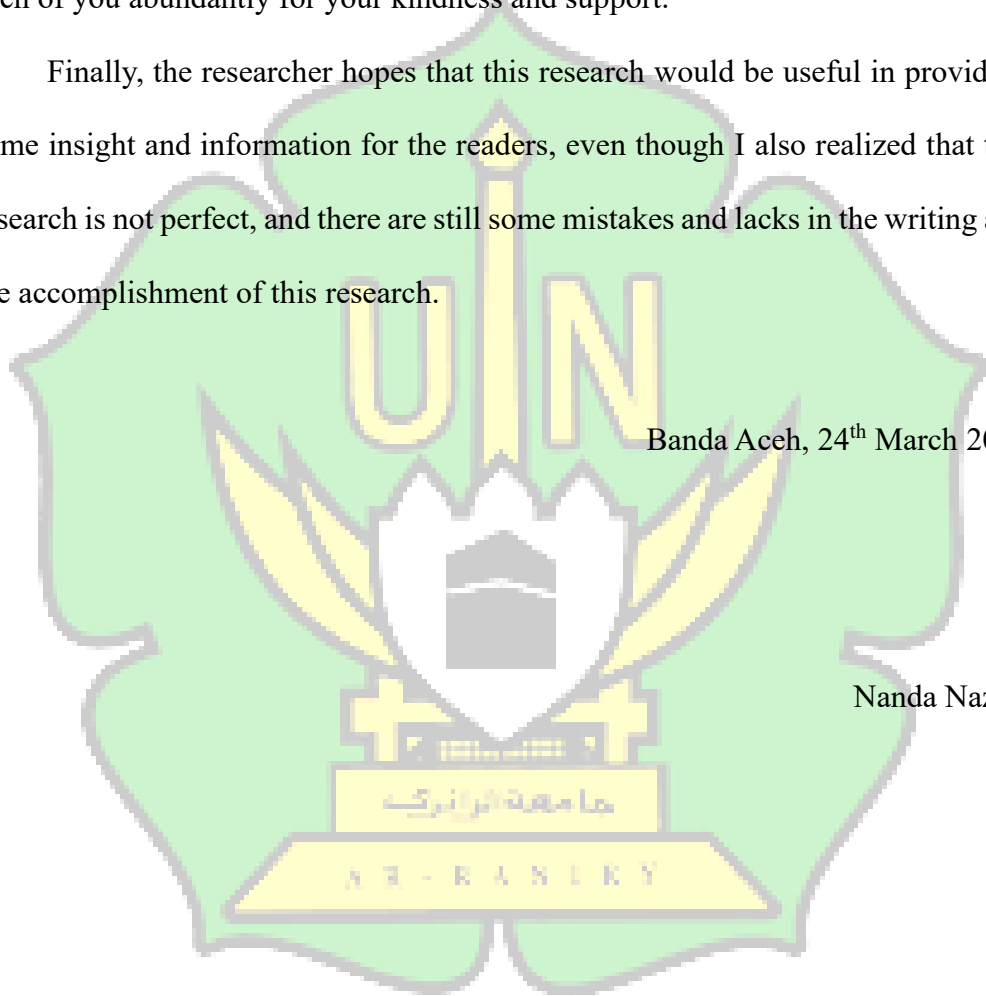
I owe my endless gratitude to my beloved parents, Erzaini and Basyariah. Their unwavering love, prayers, and support have been my greatest source of strength. Your sacrifices and dedication have been the driving force behind my achievements, and I am forever grateful for your presence in my life.

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Finally, the researcher hopes that this research would be useful in providing some insight and information for the readers, even though I also realized that this research is not perfect, and there are still some mistakes and lacks in the writing and the accomplishment of this research.

Banda Aceh, 24<sup>th</sup> March 2025

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## ABSTRACT

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The use of authentic materials in English language teaching has been widely acknowledged as an effective approach to enhance young learners' engagement, motivation, and comprehension. Authentic materials, such as real-life objects, videos, songs, and printed texts, provide meaningful language exposure that reflects real-world communication. Teachers play a crucial role in selecting and implementing these materials to ensure they align with students' developmental needs and learning objectives. However, understanding teachers' perceptions of authentic materials is essential to evaluate their effectiveness and identify challenges in their application. This study aims to investigate English teachers' perceptions toward the use of authentic materials in teaching young learners and the reasons behind their use in the classroom. A qualitative research method was employed, using interviews as the primary data collection technique. Three English teachers who teach young learners participated in the study, providing insights into their experiences, beliefs, and classroom practices regarding authentic materials. The findings reveal that all participants hold a positive perception of using authentic materials, highlighting their role in enhancing students' language acquisition, enthusiasm, and real-world exposure to English. Teachers used authentic materials for several reasons. First, they provided real-life context, helping students connect classroom learning with everyday situations. Second, they increased motivation and enthusiasm, as students found real-world materials more enjoyable than traditional textbooks. Third, they improved students' comprehension, allowing students to experience language in a meaningful way. In conclusion, teachers perceive authentic materials as beneficial for young learners, but their effective selection, adaptation, and implementation are necessary.

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# CHAPTER I INTRODUCTION

## A. Background

English has evolved into a universal language that is used for communication in a wide range of fields (Atasheva, 2024), including international relations, science, technology, and commerce. Some nations are prioritizing English education, especially at the beginning of schooling, as a result of its expanding relevance. Governments and educational establishments understand that teaching English to children at an early age gives them the language skills they need to engage with a worldwide society. Therefore, English is being incorporated into early school curricula more and more globally, sometimes as a required subject.

The idea that younger students are better at learning languages is the driving force behind the global emphasis on English in early education. Due to their increased receptivity to novel sounds and patterns, Kuhl & Rivera-Gaxiola (2008) stated that the early years of life are crucial for the development of linguistic ability. The strategic relevance of bilingual or multilingual education is shown in the strategies that Asia countries have put in place to teach English starting in primary school or even preschool (Cheng, 2012).

As one of the nations with laws requiring English to be taught in elementary schools and even preschools, Indonesia has a number of difficulties in putting these regulations into practice (Musiman et al., 2020). The utilization of conventional teaching resources is one of these difficulties as it can rapidly weary learners. According to Oura (2001), teachers frequently observe that these resources,

although being well-organized and curriculum-aligned, fail to ignite students' interest or expose them to language in authentic contexts. Teachers find it more difficult to get the intended learning objectives when student become disinterested, as this reduces the efficacy of the teaching process. Young learners, whose language development is greatly impacted by interesting and engaged information throughout their formative years, make this issue even more urgent.

To address this issue, authentic materials offer a dynamic alternative that can reinvigorate the classroom environment. By presenting real-world language in meaningful and engaging contexts, authentic materials capture students' interest and make the learning process more enjoyable (Huong, 2020).

Authentic materials are particularly effective in creating a more interactive and engaging learning environment. For young learners, who have short attention spans and thrive on hands-on, stimulating activities, materials such as flashcards, role-play scripts, or videos provide opportunities for active participation. These materials can be adapted to include games, storytelling, or group projects, making the learning process fun and memorable. This level of engagement reduces boredom and keeps students invested in their language-learning journey.

Several studies recognize that the utilization of authentic materials offers benefits on students' ability to learn English. Huda (2017) examined Indonesian EFL teachers' beliefs regarding the use of authentic materials at State Islamic Junior High School level in South Tangerang. The results indicated that most English teachers have positive attitude toward using authentic materials in the classroom and preferred to use authentic materials.

Silvani (2018) investigated the English teachers' perception toward the use of authentic materials in teaching English at SMAN 1 Tapaktuan. This study found that English teachers had positive perceptions and awareness towards using authentic materials in teaching English, and all of them had used such materials and teachers used authentic materials because they are real, interesting, and enjoyable, which can increase student interest, motivation, and enthusiasm in learning English.

The perception of English teachers in vocational schools has been researched by Handayani & Dewi (2022). It showed that English teachers in vocational high schools have positive perceptions towards using authentic materials in teaching English and they implement these materials in their classrooms, adjusting them to students' needs and interests and integrating local content.

The above studies only focus on the perceptions of teachers who teach middle school learners or high school learners. However, the perceptions of teachers who teach younger students are also needed to help them develop and implement lessons. Teachers have a unique view and insight into young learners, including their characteristics, needs and ways of learning. Based on this, the researcher wanted to investigate teachers' perceptions toward using authentic materials to young learners. The researcher also wanted to find out the reasons why teachers use authentic materials as a medium of instruction. This study aims to explore how teachers perceive the effectiveness of authentic materials in engaging young learners and whether these materials contribute to better language acquisition compared to traditional sources. By examining these aspects, this study hopes to shed light on the practical applications of authentic materials in the classroom and

provide insights into how they can be used to enhance the teaching and learning process for young learners.

## **B. Research Questions**

This study intends to address the following research questions:

1. What are the English teachers' perceptions toward the use of authentic materials in teaching English to young learners?
2. Why do the English teachers use authentic materials in teaching English to young learners?

## **C. The Aims of Study**

The aims of this research are:

1. To examine teachers' perceptions towards the use of authentic materials in teaching English to young learners.
2. To find out teachers' reasons for using authentic materials in teaching English to young learners.

## **D. Significance**

The significance of this study lies in its potential to inform effective language teaching practices and improve student outcomes. Understanding teachers' attitudes can help identify challenges and highlight benefits, leading to the development of effective strategies for using authentic materials. By incorporating authentic materials into lessons, young learners can be exposed to real-world language use, enhancing their language skills and fostering a positive attitude towards learning.

## E. Terminology

In this part, there are several forms which are explained to avoid misunderstanding.

### 1. Young Learners

Cameron (2001) stated that young learners are children between the ages of 5 and 12 who are in the process of developing their cognitive, social, and linguistic skills. Phillips (2013) emphasizes that young learners are characterized by their enthusiasm, curiosity, and short attention spans, which require a dynamic and interactive approach to teaching.

Young learners are unique in their ability to absorb new information quickly, particularly in language acquisition. Their developing brains are highly adaptable, making them more receptive to new sounds, vocabulary, and grammar. However, as noted by Pinter (2006), young learners are also easily distracted and need engaging, playful activities that align with their natural curiosity and creativity. This developmental stage requires teaching methods that are both age-appropriate and tailored to their learning preferences.

Ersöz (2007) divides young learners into three smaller groups. They are very young learners, young learners, and late/older learners. Very young learners are those who are three to six years old; young learners are those who are seven to nine years old; and late young learners are those who are ten to twelve years old. The researcher in this study focuses on teaching English using authentic materials to young learners, ages 7 to 9, who are categorized as being in grades 1-3 in the educational system.

## 2. Authentic Materials

According to Nunan (1988), authentic materials are common texts that have not been produced solely for language teaching. Similarly, Rogers & Medley (1988) describe authentic materials as texts that were designed for native speakers and contain real-life language use, unaltered or simplified for educational purposes. Peacock (1997) adds that these materials are significant because they expose learners to real-world language, including natural structures, idiomatic expressions, and cultural nuances. This indicates that rather than being especially made for language learners, they cover a broad variety of real-world materials made for fluent speakers.

Authentic materials have a unique ability to capture the learners' attention and interest. Picture books, cartoons, music, and videos geared at native-speaking children, for example, can make language learning more pleasurable and relevant for young students. The use of authentic materials allows children to see the practical use of language in their daily lives, fostering curiosity and enthusiasm for learning.

## 3. Teachers' Perception

Norman (2002) defined perception as an attentive reaction to objects and events in the recipient's surrounding. This definition highlights how people actively interpret sensory data, emphasizing that perception entails awareness and cognitive processing rather than just passively receiving sensations.

A teacher is a person who conducts instruction, evaluates student involvement in the program, and/or administers or significantly and consistently leads an educational program. Through their multifaceted roles, Ingersoll & Perda (2011) stated that teachers serve as the backbone of the education system, guiding and inspiring students to grow academically and personally.

Teachers' perception refers to their attentive reaction and interpretation of objects, events, and interactions within the educational environment. It involves how teachers observe, evaluate, and make sense of their students' behavior, learning progress, and the effectiveness of instructional methods. Shaped by their experiences, knowledge, and contextual factors, teachers' perception plays a crucial role in guiding their decisions, responses, and overall approach to teaching.

