

**STUDENTS' PERCEPTIONS ON THE USE OF AUTHENTIC
MATERIALS IN TEACHING LISTENING**

THESIS

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UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2026 M/1448 H**

STUDENTS' PERCEPTIONS ON THE USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the Requirements to Obtain a Bachelor Degree in the field of

English Language Education

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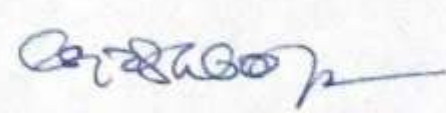
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**Students' Perceptions on The Use of Authentic Materials in
Teaching Listening**

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

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Saya yang membuat pernyataan



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ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

In the name of Allah, the Most Gracious, the Most Merciful. All praise due to Allah SWT, who has granted me life, strength, and perseverance to complete this thesis. Peace and blessings be upon the Prophet Muhammad SAW, whose teachings continue to light our path towards knowledge and righteousness.

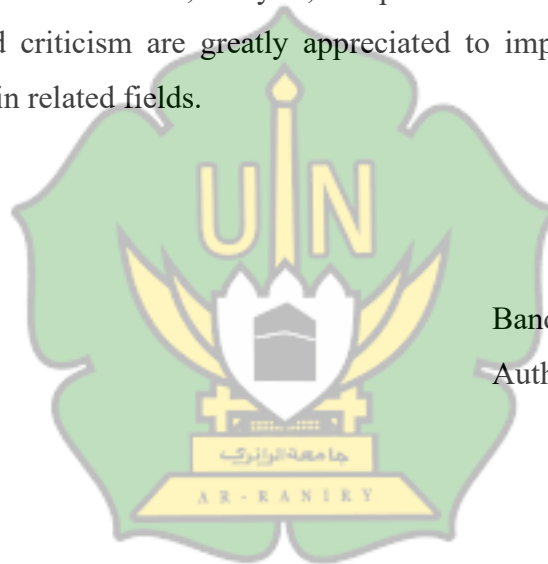
Firstly the researcher extends her deepest gratitude to her supervisors, Prof,Dr. T. Zulfikar, S.Ag., M.Ed. for his guidance, advice, support, valuable suggestions, as well as his patience, care, and kindness throughout the supervision process. The researcher has gained significant insights from his mentorship and is truly grateful for the opportunity to be guided by him. Furthermore, The researcher would like to express sincere gratitude to Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D., Dean of the Faculty of Tarbiyah and Teacher Education, as well as to Miss. Syarifah Dahliana, S.Ag., S.E., M.Ag., M.Ed., Ph.D., Head of the Department of English Language Education, as well as all faculty members and staff of the department and the faculty for their invaluable support throughout my academic journey.

The researcher would like to express her deepest gratitude to her beloved parents, her father and mother; their love, prayers, and unwavering support have been my greatest source of strength. The researcher also extends her appreciation to her siblings and extended family for the encouragement and kind words they have offered throughout.

In addition, the researcher would also like to thank her best friend (MWS), who helped her bounce back from her worst days with their best jokes and banter. The researcher is also deeply grateful for the presence of lovely friends who always encouraged her with “semangat semangat oke oke” throughout her

academic journey, from the beginning of college until now. And at the end of this academic journey, the researcher was also blessed to meet kind-hearted people from the PPKPM Thailand “Deyy Biseng La” group, who supported one another every day to ensure everything was completed successfully.

Last but not least, the researcher would like to express gratitude to herself for persevering and continuing her struggle to the very end despite facing various trials. Through long nights, moments of self-doubt, and times when giving up seemed like the easy choice, the researcher chose to keep moving forward. The researcher acknowledges that this thesis is far from perfect and still has limitations in terms of content, analysis, and presentation. Therefore, constructive suggestions and criticism are greatly appreciated to improve this research and future research in related fields.



Banda Aceh, July 7th 2026

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ABSTRACT

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Major : Department of English Language Education
Thesis working title : Students' Perceptions on the Use of Authentic Materials
in Teaching Listening
Supervisor : Prof. Dr. T. Zulfikar, S.Ag., M.Ed.
Keyword : Authentic materials, listening, students' perceptions,
challenges

Listening is one of the most challenging skills for EFL learners, especially when instruction relies on textbook recordings rather than real-world communication. This study examined students' perceptions of using authentic listening materials (YouTube podcasts, songs, movies, and news broadcasts) and identified the challenges they encountered using these materials in listening instruction at the English Language Education Department of UIN Ar-Raniry Banda Aceh. This qualitative descriptive study collected data through semi-structured interviews with eight purposively selected participants from the 2022 batch with experience using authentic materials. Data were analyzed using Braun and Clarke's thematic analysis and interpreted through Walgito's three-component framework of perception: cognitive, affective, and conative. The findings revealed that students held positive perceptions toward authentic materials, viewing them as valuable exposure to real-world English, reporting increased engagement and motivation, and voluntarily using such materials outside class. YouTube podcasts were perceived as the most helpful material, while news broadcasts were considered the least helpful. Despite these positive perceptions, students faced challenges such as fast speech, unfamiliar accents, informal expressions, and cultural references, addressed through strategies such as replaying recordings, using subtitles, and noting new vocabulary. The study concludes that authentic materials should remain part of listening instruction with appropriate scaffolding.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Listening is one of the most fundamental receptive skills in English language learning. Learners must process spoken messages that vary in speed, accent, and intonation, while simultaneously constructing meaning, recognizing language structures, and expanding vocabulary (Rost, 2015). Listening comprehension is widely regarded as central to successful communication, since oral input serves as the primary foundation of language acquisition (Vandergrift, 2007). Despite this importance, listening remains one of the most neglected skills in English as a Foreign Language (EFL) classrooms, often overshadowed by grammar, reading, and vocabulary instruction (Hamouda, 2013).

This neglect becomes especially problematic when students are exposed to authentic, real-world English. In many EFL settings, students have limited daily exposure to English outside the classroom (Gilmore, 2007), and the listening materials they encounter are typically graded materials textbook recordings or teacher-made audio that has been simplified and slowed down for pedagogical convenience. While such materials serve as a useful starting point, they do not reflect how English is actually spoken, leaving students underprepared for real communicative situations. Consequently, many students struggle when they encounter authentic materials such as news broadcasts, films, songs, or podcasts, where speech is fast, accented, and unpredictable (Berardo, 2006). This mismatch between classroom preparation and real-world listening demands is the central problem this study addresses.

In response to this problem, authentic materials have increasingly been proposed and studied as a bridge between classroom instruction and real-world listening demands. A growing body of research has examined how students

perceive and cope with authentic listening materials, though the findings point to a consistent tension between benefit and difficulty.

Nuralisa, Qalyubi, and Mirza (2025), in a mixed-methods study of EFL students at MA Hidayatul Insan, found that students generally perceived authentic listening materials positively: the materials helped improve listening comprehension, expand vocabulary, and build familiarity with native speaker speech patterns. At the same time, students reported concrete difficulties understanding fast speech, coping with unfamiliar accents, and adjusting to natural spoken language patterns that graded materials do not prepare them for.

A similar pattern emerges at the tertiary level. Refai, in a study of second-semester EFL students at Universitas Muhammadiyah Metro, found that students held favorable attitudes toward authentic listening materials sourced from authentic video content, seeing them as a strategic bridge toward understanding the real-life culture and communication of native speakers while also needing structured support to make the transition from classroom listening to authentic input.

Reviewing the literature more broadly, Alamri (2025) conducted a narrative review of studies on authentic materials in EFL listening instruction and identified a consistent set of trade-offs: authentic materials increase learner motivation and expose students to real-world language use, but they can also produce cognitive overload, and their fast speech rate, accent variation, unfamiliar vocabulary, and embedded cultural references can hinder comprehension when materials are not matched to learners' proficiency. Alamri emphasized that teacher scaffolding and careful, level-appropriate material selection are what determine whether authentic materials help or overwhelm students.

Task design appears to be one answer to this trade-off. Kamaruddin, Azizul Hassan, and Roslim (2024) studied postgraduate students' use of subtitled English movies and found that, when paired with structured tasks — prediction activities, comprehension checks, and reflective summaries — authentic film materials improved vocabulary mastery, reduced listening anxiety, and increased engagement. This suggests that the challenges identified by Alamri (2025) and

Nuralisa et al. (2025) are not necessarily fixed obstacles, but can be mitigated through deliberate pedagogical scaffolding.

This scaffolding matters most for students who are themselves training to become English teachers, since they will later need to make these same pedagogical decisions for their own students. Jaelani and Umam (2021) integrated authentic materials and authentic assessment into a listening class for pre-service English teachers at Universitas Ibn Khaldun, Bogor, and found that the experience helped these future teachers understand both the nature of authentic materials and how to assess them familiarizing pre-service teachers with tools they would need in their own future classrooms. This study confirms that authentic materials are relevant not only to general EFL learners but specifically to English Language Education students, whose relationship to these materials is twofold: as learners developing their own listening skills, and as future teachers who must eventually select and scaffold such materials for others.

Taken together, these studies converge on two consistent findings: authentic materials are pedagogically valuable but consistently difficult, and the difficulty is manageable when appropriate support is provided. However, three limitations remain. First, most of these studies were conducted with general EFL learners rather than students in an English Language Education program specifically. The one exception, Jaelani and Umam (2021), did involve pre-service English teachers in a listening class, but its focus was an action-research intervention on curriculum and assessment integration, not on documenting students' own perceptions of authentic materials or the specific challenges they encounter while listening leaving that angle unexamined even for this population. Second, Alamri's (2025) contribution, while comprehensive, is a narrative review rather than empirical fieldwork, meaning the specific perceptions and coping strategies of any single student population remain unexamined. Third, and most importantly, none of these studies including Jaelani and Umam (2021), conducted in Bogor were carried out within the Department of English Language Education at UIN Ar-Raniry context. This leaves both the specific nature of students'

perceptions and the specific challenges they encounter in this context empirically unexplored.

Therefore, this study aims to fill this gap by exploring students' perceptions on the use of authentic materials in listening instruction and identifying the challenges they face during listening instruction in the Department of English Language Education at UIN Ar-Raniry, Banda Aceh.

B. Research Questions

Regarding the identified problems stated previously, the researcher formulated the question as follows:

1. How do students perceive the use of authentic listening materials?
2. What are the challenges of using authentic listening materials ?

C. The Aims of the Study

Regarding the research questions above, this study aims to achieve the following objectives:

1. To examine students' perceptions of the use of authentic materials in teaching listening at the English Language Education Department of UIN Ar-Raniry, Banda Aceh.
2. To identify the challenges faced by students when using authentic listening materials in their listening classes.

D. Significance of the Study

The outcomes of this study are expected to benefit various stakeholders, including academic institutions, educators, researchers, and other interested parties. Theoretically, this study contributes to the existing body of knowledge on students' perceptions of authentic materials in EFL listening instruction, particularly within the context of Islamic higher education institutions in Indonesia. By applying a cognitive, affective, and behavioral framework of perception, this study offers a more systematic understanding of how learners interpret and respond to authentic listening materials, thereby enriching the theoretical discourse in EFL listening pedagogy.

Practically, the findings of this study are expected to provide useful insights for English lecturers at UIN Ar-Raniry in selecting, preparing, and implementing authentic listening materials that are appropriate to students' proficiency levels and socio-cultural backgrounds. Understanding students' perceptions and challenges can help lecturers design more effective and responsive listening instruction.

For future researchers, this study can serve as a reference and foundational source for those who wish to conduct further investigations into students' perceptions of authentic materials in listening or other language skills, particularly in similar Indonesian EFL or Islamic university contexts.

E. Terminology

1. Perception of authentic material

In this study, perception refers to the process by which students receive, organize, and interpret information in order to construct meaning from their experiences (DeVito, 2011). Following Walgito's (2010) framework, students' perception of authentic materials is examined through three interrelated components: the cognitive component (knowledge and beliefs about authentic materials), the affective component (emotional responses such as interest, enjoyment, or anxiety), and the conative component (the tendency to act, such as engaging with authentic materials independently). Thus, in this research, students' perception of authentic materials refers to how students cognitively understand, affectively respond to, and conatively engage with the authentic audio and audiovisual materials namely YouTube podcast videos, songs, movies, and news broadcasts used in listening instruction at the English Language Education Department of UIN Ar-Raniry Banda Aceh.

2. Authentic materials

Authentic materials are broadly defined as texts, audio recordings, and audiovisual content originally produced for genuine communicative purposes in

real-life contexts, rather than being specifically designed or simplified for language teaching (Gilmore, 2007). In this study, authentic listening materials refer specifically to four types of audio and audiovisual resources: YouTube podcast videos, songs, movies, and news broadcasts.

3. Teaching listening

Teaching listening is defined as a systematic and structured instructional process through which educators facilitate learners' ability to comprehend spoken language by means of planned and purposeful classroom activities (Rost, 2016). It extends beyond the passive act of hearing sounds and encompasses an active pedagogical effort to guide students in constructing meaning, identifying speech patterns, and responding appropriately to spoken messages across a variety of communicative contexts. Effective listening instruction typically involves three sequential and interrelated phases: the pre-listening phase, in which background knowledge is activated and key vocabulary is introduced; the while-listening phase, in which learners process spoken input through targeted comprehension tasks; and the post-listening phase, in which understanding is consolidated through follow-up discussion, reflection, or output activities (Field, 2008).

In the context of this study, the teaching of listening skills specifically refers to the instructional process in which authentic listening materials namely YouTube podcast videos, songs, movies, and news broadcasts are integrated into classroom listening activities, whether as in class tasks or as self-improvement assignments given by lectures to students, to enhance listening comprehension and building confidence in understanding real-world spoken English at the English Language Education Department of UIN Ar-Raniry Banda Aceh.

CHAPTER II

LITERATURE REVIEW

A.Students perceptions

1. The definitions of perceptions

Every individual inevitably interacts with their surroundings. Through these interactions, individuals receive various kinds of stimuli from their environment. This process of receiving stimuli gives rise to what is called perception. Simply put, perception can be understood as the way a person sees, understands, and interprets something based on their experiences and knowledge. Experts have provided various definitions of perception. Judge and Robbins (2015) explain that perception is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment. This definition emphasizes that perception is not merely a passive reception of information, but rather an active process in which individuals are directly involved in arranging and making sense of what is captured by their senses. Kondalkar (2007) offers a simpler yet profound description, stating that perception is like beauty in the eyes of the beholder, meaning that two people looking at the exact same object may have completely different evaluations depending on their perspectives, past experiences, and background knowledge. Erin and Maharani (2018) add that perception is a psychological process that occurs through experiences gained by the five senses, through which individuals can process responses into either positive or negative perceptions. This process goes through three stages: selection (choosing which stimuli to pay attention to), interpretation (assigning meaning to the selected stimuli), and reaction (responding to the result of interpretation). These three stages occur sequentially and often happen in a very short amount of time without the individual being fully aware of them. From the various definitions presented above, it can be concluded that perception is a complex process. A person who has a perception of an object means that they know, understand, and are aware of that object. The forms of perception include

interpretation, reaction or response, beliefs, and certain expectations toward the perceived object. To examine students' perceptions in this study, the researcher adopts Walgito's (2010) framework of perception. Walgito explains that perception begins with sensing receiving stimuli through the senses which are then organized and interpreted by the brain to produce meaning. Walgito further divides perception into three interrelated components that work together to form a person's overall perception: the cognitive component, the affective component, and the conative component.

The cognitive component relates closely to a person's knowledge, beliefs, and understanding of an object (Walgito, 2010). In this component, the main focus is on what the individual knows and understands about something. For instance, whether a student knows what authentic materials are, where they can be obtained, what their strengths and weaknesses are, and how these materials can help or hinder the process of learning listening. The affective component deals more with feelings and emotions. Walgito (2010) explains that the affective component of perception relates to feelings of pleasure or displeasure, liking or disliking, anxiety or comfort, interest or boredom that individuals experience when faced with an object. Interestingly, Walgito asserts that the affective component often has a stronger influence than the cognitive component in shaping a person's final perception because emotions can trigger responses directly and quickly without requiring lengthy thinking processes. The third component is the conative component, which relates to the tendency to act or the actual behavior of a person in response to the perceived object (Walgito, 2010). In other words, the conative component answers the question "what will a person do" after having certain knowledge and feelings about an object. What distinguishes the conative component from the previous two components is that this component can be directly observed by others, while the cognitive and affective components exist within a person's thoughts and feelings.

These three components do not stand alone; rather, they form a system that mutually influences and interacts with one another dynamically. The cognitive component (what a person knows) can influence the affective component (how a

person feels), and both together can influence the conative component (how a person acts). These three components tend to be consistent with one another. A person who has positive knowledge and positive feelings about an object tends to act positively toward that object. Conversely, if knowledge and feelings are negative, actions will also tend to be negative.

B. Authentic Materials

1. Definitions of authentic materials

In foreign language teaching, one ongoing debate concerns the extent to which materials used in the classroom should reflect the language actually used by native speakers in the real world. From this debate emerged the concept of authentic materials. Experts have provided various definitions of what constitutes authentic materials, and although there are differences in emphasis, there is generally a common understanding among them. Thomas (2014) provides a definition that is simple yet fundamental. According to him, authentic materials are materials whose main purpose is to convey meaning and information, not to teach language. In other words, authentic materials are created for real communication in society, not for pedagogical purposes alone. Gilmore (2007) offers a more comprehensive definition. He explains that authentic materials are materials that expose learners to real language used in real contexts. According to Gilmore, this authenticity is crucial because it allows learners to experience natural discourse patterns, socio-cultural references, and pragmatic language functions that cannot be found in simplified teacher-made materials. Meanwhile, Berardo (2006) emphasizes another aspect of authentic materials. He argues that authentic materials are appealing to learners because they present real-life situations and provide a direct connection between the classroom and the outside world. When a student listens to a BBC news clip or watches a clip from a Hollywood movie, they are not learning language in a vacuum; rather, they are directly connecting with the reality of English use in society.

In Indonesia, Pahamzah et.al (2021) have also researched authentic materials. They assert that authentic materials originate from real communicative contexts and are not specifically designed for pedagogical purposes, but these materials can be effectively integrated into the classroom to develop students' listening comprehension skills. This assertion is important because it shows that even though authentic materials are not designed for teaching, it does not mean they cannot be used for teaching. What is needed is an appropriate strategy from the teacher or lecturer. From the various definitions presented above, it can be concluded that authentic materials are materials that arise from the need for communication in the real world, not from curriculum or textbook needs. Authentic materials bring learners into an authentic language experience, complete with all its complexities, such as varying speech speeds, diverse accents, everyday expressions, and cultural references that may not be found in teacher-made materials.

Peacock (1997) adds that authentic materials can motivate learners by increasing their interest and engagement with the language. In line with this, Maftuh et al.(2021) assert that authentic materials are derived from real communicative contexts and are not specifically designed for pedagogical purposes, yet they can be effectively integrated into the classroom to develop students' listening comprehension skills. In short, authentic materials represent genuine language use and serve as bridges between classroom instruction and real-life communication.

2. Characteristics of authentic materials

a) Language Realism

Gilmore (2007) explains that authentic materials reflect natural language features such as hesitations, reductions, colloquial expressions, and accent variations that never appear in graded materials, which tend to be clean and neat. In real life, ordinary people speak with voices that sometimes falter, with words that sometimes are not fully pronounced, and with accents that reflect their region

of origin. Authentic materials present all these features, while graded materials tend to eliminate them for the sake of ease of comprehension.

b) Context-Rich

Berardo (2006) emphasizes that authentic materials provide socio-cultural and pragmatic cues that promote deeper comprehension. When someone listens to a conversation in a movie, they do not only hear words; they also see facial expressions, hear voice intonation, and understand the social situation in which the conversation occurs. All of this aids holistic understanding.

c) Communicative Purpose.

Widdowson (1990) explains that authentic materials are produced to convey meaning in real-life situations, not to exemplify certain grammatical structures. A newspaper article is written to deliver news, not to teach the use of past tense, despite the fact that the article certainly contains past tense. A song is created to express feelings, not to teach vocabulary, even though it contains a lot of vocabulary.

d) Interpretive Skill Development.

Pahamzah et.al (2021) explains that authentic materials develop students' interpretive skills. Authentic materials train students to recognize implicit meanings, understand tone, and infer speakers' intentions. These skills are very important in real communication but are often neglected in learning that only uses graded materials.

3. Types of authentic listening materials

Authentic listening, materials can take various forms depending on the medium and communicative context. Berardo (2006) and Puspita & Suswanto (2023) categorize them as follows:

1. Broadcast media

This category includes radio programs, news broadcasts, and television shows. This type of material provides exposure to spontaneous speech and real-time communication. The advantage of broadcast media is that this

material is truly unscripted, or if it is scripted, the delivery must still follow rhythm and time constraints, so it still feels natural. The disadvantage is that the speech rate is often too fast for intermediate-level EFL learners.

2. Movies and videos

Puspita and Suswanto (2023) empirically proved that video-based authentic materials are more effective than audio-only materials in improving students' listening comprehension. This is because videos provide visual input that enriches auditory input. Students not only hear the words but also see gestures, facial expressions, and the situation in which the conversation occurs. All of this helps in understanding meaning as a whole.

3. Podcasts

Podcasts have become one of the most popular sources of authentic materials in recent years. Podcasts offer diverse topics and natural speech patterns suitable for both intensive and extensive listening practice. The advantage of podcasts is that learners can choose topics that match their interests, adjust playback speed, and repeat difficult sections. Some podcast platforms even provide transcripts that can be used to check comprehension.

4. Youtube and online videos

Platforms like YouTube provide unlimited access to authentic materials in various genres, ranging from vlogs and tutorials to speeches, interviews, and documentaries. Like movies, YouTube videos also provide multimodal input that combines visual and auditory elements. This is very helpful for students who still need visual cues to understand spoken language.

5. Songs and music

Songs have a unique characteristic in listening instruction because they present English in a musical format that naturally draws learners' attention

to rhythm, intonation, stress patterns, and idiomatic expressions. Peacock (1997) found that English songs are very motivating for students because they can learn while enjoying music. Additionally, songs tend to be memorable, so the vocabulary and language structures contained in them are more easily retained in memory.

6. Real-life conversations or interviews

This type of material simulates the most authentic communication situations because it truly occurs in the real world. Recordings of real conversations contain all the features of natural language such as pauses, self-corrections, fillers (like "um," "uh," "you know"), and speech overlaps that are rarely found in graded materials.

In this study, the researcher will focus on four types of authentic materials that are most commonly used in listening instruction at the English Language Education Department of UIN Ar-Raniry: YouTube podcast videos, songs, movies, and news broadcasts.

4. The level of authentic materials in relation to students' perceptions

In English language learning, the suitability of the difficulty level of authentic materials to students' abilities is an important factor that influences how students construct their perceptions of the material. Al-Azri and Al-Rashidi (2014) emphasize that authentic materials that are too difficult can reduce motivation and hinder student participation because they feel unable to follow the native language input. This finding is in line with Refai's (2018) research, which shows that EFL students in Indonesia often have difficulty understanding authentic materials that contain high speech rates, accent variations, and complex structures, leading to negative perceptions when there is no adequate teacher support. Conversely, several studies have found that students can still gain a positive perception of authentic materials when the materials provided is appropriate for their ability level. Ávila and Criollo (2023), reported that elementary school students were able to respond positively to authentic materials such as songs, cartoons, and short conversations because the language level used

was still in line with their abilities, thereby helping to increase their confidence, comfort, and motivation to learn.

Although some experts, such as Kilickaya (2004) argue that authentic materials are more suitable for intermediate to advanced learners, other studies show that even beginner students can use authentic materials as long as teachers adapt them or provide appropriate scaffolding (Miller, 2005, as cited in Hussein, 2013). This is reinforced by Mutlu Koroğlu (2022), who found that teachers actually have a positive perception of authentic materials, but time constraints in selecting materials appropriate to the students' level make them cautious in their use. Therefore, students' perceptions of authentic materials are greatly influenced by the extent to which the materials are aligned with their linguistic abilities, the more appropriate the level of difficulty of the material, the more likely students are to develop positive perceptions of its use in listening learning.

C. Teaching Listening

1. The Importance of Listening Skills in Language Learning

In the study of second or foreign language acquisition, listening skills occupy a very strategic position. Many experts even argue that listening is the most fundamental skill because it serves as the main gateway for language input. Without good listening skills, it is impossible for a person to optimally develop speaking, reading, or writing skills. Rost (2016) explains that listening is not a passive activity of merely hearing sounds, but rather an active and complex process in which listeners receive, construct, and interpret meaning from spoken messages. This process involves various sub-skills simultaneously, such as recognizing sounds, identifying words, understanding sentence structures, capturing implicit meanings, and connecting heard information with existing knowledge.

Vandergrift and Goh (2012) add that listening comprehension involves both linguistic and cognitive processes simultaneously. Linguistically, learners must be able to decode sounds into words and sentences. Cognitively, learners must be able to store information in short-term memory, process it, and connect it

with existing knowledge. Both of these processes occur in a very short time, often only within seconds. In the Indonesian context, where English is not used in daily interactions, the challenge of mastering listening becomes even greater. Students are rarely exposed to spoken English outside the classroom. The only time they hear English is when the teacher speaks in class or when they listen to recordings from textbooks. This limited exposure causes them to be unfamiliar with the speed, intonation, and accents actually used by native speakers.

As Vandergrift (2007) notes, listening comprehension difficulties often arise from rapid speech rate, unfamiliar accents, reduced forms, and the transient nature of spoken input, which disappears once it is heard. Similarly, Renukadevi (2014) asserts that learners struggle because listening requires the simultaneous operation of various sub-skills, including phonological recognition, syntactic parsing, and pragmatic interpretation.

2. Challenges in Learning Listening Using Authentic Materials

Although listening is a very important skill, it is undeniable that listening is also the most difficult skill for many EFL learners, especially when authentic materials are used. Vandergrift (2007) identifies several main sources of difficulty in listening comprehension.

a) Speech Rate

Native speakers speak much faster than the artificial recordings that students typically hear in class. Moreover, native speakers do not pause between each word; they blend words together, making it difficult for listeners to know where one word ends and another begins. This rapid speech rate can cause students to feel overwhelmed and lose track of the message.

b) Accent Variation

English is spoken by millions of people around the world with widely varying accents. A student who is accustomed to an American accent may have difficulty understanding British, Australian, Indian, or Singaporean accents. In graded materials, accents are typically standardized, while in authentic materials, accent variation is common. Halim, Mukminatien, and Anugerahwati (2018)

found that accent variation is one of the main challenges faced by Indonesian EFL students when using authentic listening materials.

c) Reduced Forms

In everyday conversation, native speakers often do not pronounce words fully. "Going to" becomes "gonna," "want to" becomes "wanna," "what do you" becomes "whaddaya." These reduced forms are rarely taught in class because they are considered non-standard, but they are very common in real communication.

d) Cultural References

Authentic materials often contain cultural references that may be unfamiliar to students from different cultural backgrounds. A joke, idiom, or reference to a historical event may be completely incomprehensible to students who lack the necessary background knowledge. This cultural gap can lead to frustration and negative perceptions of authentic materials.

e) The Transient Nature of Spoken Input

Unlike written text, which can be re-read, spoken utterances disappear as soon as they are uttered. If a listener does not understand a part, they cannot rewind and listen again (unless it is a recording). This causes a heavy memory burden for listeners, especially for learners who are still slow in processing information.

Renukadevi (2014) adds that these difficulties are exacerbated by the fact that listening requires the simultaneous operation of various sub-skills. Listeners must recognize phonology, parse syntax, and interpret pragmatics simultaneously. In the Indonesian context, this problem is even more complex because students are rarely exposed to authentic spoken English. Hien (2015) notes that students in Southeast Asian countries are often only familiar with slow, simplified textbook recordings, so they are shocked when faced with real speech from native speakers.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method used in this study, it describes the research design, participants, data collection, and data analysis.

A. Research design

This study applied a qualitative research approach. Creswell (2007) explains that this approach is particularly effective when the goal is to gain an in depth understanding of how individuals or groups interpret and make sense of their social or human experiences. This approach is ideal for focusing on exploring students' voices and lived experiences regarding their exposure to authentic listening materials in the English Language Education Department. A qualitative method was deemed appropriate because the purpose of this study is to understand participants' perceptions, feelings, and challenges from their own viewpoints without quantifying the findings into numerical forms.

Qualitative research seeks to describe a phenomenon in a natural context based on the actual experiences of participants. The researcher acts as the key instrument who interprets the gathered information objectively. Through this approach, the researcher aimed to uncover how authentic materials contribute to listening comprehension development, what factors shape students' positive or negative responses, and what difficulties commonly arise during listening instruction that integrates real-life language input. As creswell (2007) further argues, qualitative research emphasizes the complexity and richness of human experience, capturing the depth of participants' perspectives in a way that other research methods might overlook. The specific method used in this study is descriptive qualitative research, which is designed to provide a systematic and detailed description of realworld phenomena. As noted by Nassaji (2015), this method involves the collection of contextual and detailed data that reflects the experiences of participants. In this study, the qualitative descriptive method will be used to find out how authentic materials are perceived and what challenges are

faced in using them. Focusing on personal experiences and interpretations, the study will clarify the emotional, social and psychological elements affecting their self-perception throughout these interactions.

B. Research Participants

According to Creswell (2007), qualitative research typically involves smaller sample sizes, generally between 5 and 10 participants, as the goal is to collect in-depth, meaningful data rather than to ensure statistical representation. The participants in this study were eight students from the English Education Study Program at UIN Ar-Raniry, class of 2022. They were deliberately selected based on certain criteria, namely that they had completed all of their listening courses. In completing these courses, the participants had previously been exposed to the four authentic listening materials that I analyzed, whether for classroom material or assignment material. In addition, they were willing to participate in depth interviews and provide details and reflective notes about their personal experiences.

Showkat and Parveen (2017) describe purposive sampling as a technique in which researchers carefully select participants based on their assessment and research objectives. These selection criteria are used to ensure that participants can provide relevant and meaningful insights related to the research focus.

I asked each participant eleven questions. Since this study used a descriptive qualitative method and semi-structured interviews for data collection, several follow-up questions were asked during the interviews. Each interview lasted 30–40 minutes. The decision to include eight participants was made to identify specific limitations in this study, which are expected to be significant but relatively minor. A smaller respondents allows researcher to interact more closely with participants, thereby enabling a deeper understanding of their perspectives and experiences. According to Creswell (2009), this sample size is typically sufficient to achieve data saturation, meaning that after interviewing a few people, no new themes or information emerge.

C. Data Collection

This study used semi-structured interviews to collect the data. In qualitative research, interviews are crucial because they provide a clear framework for collecting high-quality data and allow researchers to gain deeper insights into participants' experiences. This method helped achieve the research objectives and aided in decision-making. George (2022) stated that interviews are a qualitative technique for collecting data that involves asking questions. This approach is beneficial because it combines the consistency of structured questions with the openness of unstructured conversations. It enables researchers to explore participants' experiences in depth while maintaining a focus on the research objectives. Semi-structured interviews allow for the gathering of rich, nuanced data, providing an opportunity to explore participants' thoughts, feelings, and reflections in greater detail.

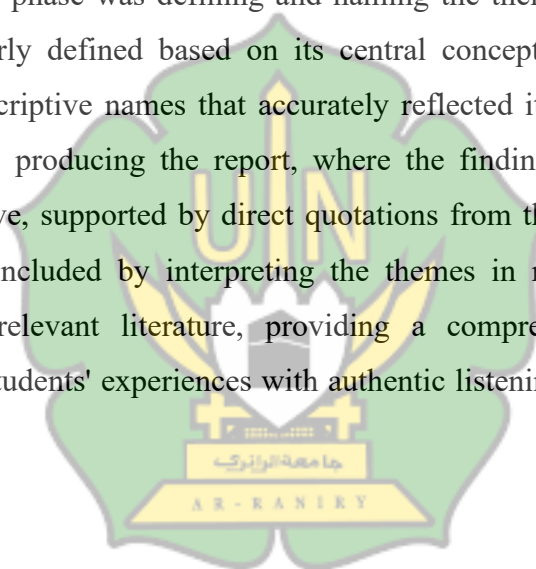
D. Data Analysis

In this study, the data analysis process was conducted using Braun and Clarke's (2019) thematic analysis framework. This approach was chosen for its flexibility and systematic procedures in identifying, analyzing, and reporting patterns within qualitative data, making it particularly suitable for exploring students' perspectives and experiences. The analysis followed the six-phase guide proposed by Braun and Clarke.

The first phase involved familiarizing the researcher with the data. All interview recordings were transcribed verbatim, and the researcher engaged in repeated reading of the transcripts while listening to the audio recordings to ensure accuracy and capture contextual nuances. During this process, initial thoughts and observations were noted to prepare for the coding stage. The second phase was generating initial codes, where the researcher systematically examined the entire dataset line-by-line, identifying and labeling meaningful segments relevant to the research questions regarding students' perspectives on authentic listening materials and the challenges they encountered.

The third phase involved searching for themes, where the identified codes were grouped and organized based on shared patterns and relationships to form potential themes and sub-themes. This was done through an inductive approach, allowing themes to emerge naturally from the data. Visual mapping was used to assist in this organization process. The fourth phase was reviewing the themes, which required the researcher to refine the candidate themes by checking their coherence with the coded extracts and their relevance to the entire dataset. Themes that were not well-supported or overlapping were revised, combined, or discarded to ensure validity and consistency.

The fifth phase was defining and naming the themes. At this stage, each theme was clearly defined based on its central concept and scope, and given concise and descriptive names that accurately reflected its meaning. Finally, the sixth phase was producing the report, where the findings were presented in a coherent narrative, supported by direct quotations from the interview transcripts. The analysis concluded by interpreting the themes in relation to the research questions and relevant literature, providing a comprehensive and scholarly account of the students' experiences with authentic listening materials in listening instruction.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

To answer the research questions, the researcher interviewed eight participants from the English Language Education Department of UIN Ar-Raniry, class of 2022. The participants in this study had completed listening courses and had experience using authentic listening materials such as YouTube podcasts, songs, movies, and news broadcasts in listening instruction. The data were analyzed based on the research questions stated in Chapter I:

- (1) How do students perceive the use of authentic listening materials?
- (2) What are the challenges of using authentic listening materials ?

Based on the interview data, the researcher divided the findings into several parts according to the themes that emerged from participants' responses. The findings are explained in detail as follows.

1. Authentic Materials as Exposure to Real-World English

The first theme captures students' understanding of authentic materials and their perceived value in providing exposure to real-world English. This theme encompasses students' cognitive awareness of authentic materials and their appreciation for how these materials prepare them for authentic communication.

a. Understanding of Authentic Materials

Participants demonstrated a clear and accurate understanding of what authentic materials are. They consistently defined authentic materials as content that originates from real-life communication rather than materials specifically created for language teaching purposes. RF explained, Authentic listening materials “are materials that come from real-life communication, not materials that are specifically created for language learners.” This understanding was echoed by CQS who stated, "Authentic listening materials are real-world content, not simplified or scripted for

language learners." Similarly, RR simply defined them as "real-world content for everyday communication."

b. Comparison with Textbook Recordings

Participants demonstrated a sophisticated understanding of how authentic materials compare to textbook recordings. They recognized that textbook recordings are slower, clearer, and more formal, while authentic materials expose learners to natural language features. RF elaborated, "Textbook recordings are usually slower, clearer, and easier to understand. Meanwhile, authentic materials train students to listen to different speaking styles, intonations, and accents."

CQS provided a more detailed comparison:

Textbook recordings tend to be too slow, overly clear, and scripted in a way that does not reflect how people actually speak. Authentic materials expose us to natural intonation, natural rhythm, connected speech, and vocabulary that is actually used in daily conversations.

NR reinforced this perspective, noting, "Compared to textbook recordings, authentic materials feel more realistic and interesting. Textbook recordings are usually slower and clearer, while authentic materials help me get used to real communication."

The consistency across these three participants' responses reveals a shared metacognitive awareness among students. They are not merely passive consumers of learning materials but active evaluators who can articulate the strengths and weaknesses of different types of input.

c. Preparation for Real-World Communication

Participants valued authentic materials because they prepare students for real-world communication situations. They recognized that exposure to authentic materials helps them become familiar with how English is actually used outside the classroom. RF stated, "Authentic materials are very useful for improving listening skills because they help students become familiar with real English that people actually use in daily life."

TND added:

Authentic materials sound more realistic because they contain natural expressions, different accents, and real speaking styles. They also help me become more familiar with how English is used outside the classroom, which improves my listening ability and confidence.

NR similarly expressed, “I think these materials are really helpful because they expose students to natural English pronunciation, different accents, and expressions that people actually use in everyday conversation.” The participants' emphasis on real English, natural expressions, and everyday conversation indicates that they view language learning not as an end in itself but as a means to participate in authentic communication.

2. Increased Engagement and Enjoyment in Listening Activities

a. Positive Emotional Responses

Authentic materials generated predominantly positive emotional responses such as excitement, interest, and motivation among participants. To begin with, RF stated that, “I usually feel more excited and interested compared to when we only use textbook recordings.”

indicating that the relevance of authentic materials to students' daily lives plays a crucial role in generating positive emotional engagement. Similarly, CQS expressed that “Honestly, I feel genuinely excited and more engaged than usual.” showing that authentic materials not only enhance engagement but also reduce the anxiety typically associated with formal assessments by creating a more natural and enjoyable learning environment. In line with this, FP noted that “For me, I feel excited and interested when my lecturer uses authentic material in a listening class. The lessons become more engaging and less monotonous than listening to a textbook recording only.”

revealing that the variety and unpredictability of authentic materials prevent boredom and sustain student attention. This perspective was echoed by TND, who stated that “I usually feel excited and interested when my lecturer uses authentic materials in listening class. These materials make the lesson more enjoyable and less monotonous.”

Overall, these positive emotional responses can be attributed to several interconnected factors: the content feels relevant and connected to real life, the variety of materials prevents monotony, and the sense of encountering authentic language creates a more meaningful and purposeful learning experience.

a. Enhanced Classroom Atmosphere

Beyond individual emotional responses, participants noted that authentic materials fundamentally changed the overall classroom atmosphere, making it more enjoyable, interactive, and conducive to learning. This transformation was attributed to the multimodal nature of authentic materials and their ability to create a more relaxed and engaging learning environment. Songs provide an emotional and musical element that eases tension, while movie clips offer visual support that aids understanding, making the learning process feel less intimidating and more accessible. This perception was reinforced by NR, who added that, "Watching videos, listening to songs, or discussing movies makes the lesson feel more engaging than just listening to audio recordings from a textbook." showing that the variety of authentic materials and the interactive nature of activities surrounding them create a more dynamic and participatory learning experience compared to the passive nature of textbook-based listening exercises. Furthermore, RF explained that "I feel more motivated to pay attention because the materials are often entertaining and not too repetitive," revealing that the entertainment value and variety of authentic materials sustain student interest and focus throughout the lesson.

b. motivation boost

All participants agreed that authentic materials significantly increase their motivation to learn listening, with each participant offering unique perspectives on why this is the case. This unanimous agreement suggests that the motivational benefits of authentic materials are both consistent and powerful across different learners. RF stated that, "I think authentic listening materials can really help boost students' motivation in listening

classes.” indicating that the relevance and authenticity of the content are key drivers of motivation. When students can see the connection between what they are learning and their everyday lives, they become more invested in the learning process. This perspective was further elaborated by CQS, who explained that, “When authentic materials are introduced, there is a sense of real purpose, like we are genuinely preparing ourselves to function in an English-speaking environment, not just trying to pass an exam.”

That shift in perspective makes a real difference, revealing that authentic materials transform students' perception of learning from a task-oriented activity aimed at passing tests to a meaningful endeavor with real-world applications. This fundamental shift in perspective creates intrinsic motivation.

c. Mild Negative Emotions Accompanying Positive Engagement

While positive emotions such as excitement, interest, and motivation dominated participants' responses, they also acknowledged experiencing mild negative emotions when authentic materials presented significant challenges. However, what distinguishes this finding is that these negative feelings did not diminish their overall positive perception; rather, they were accepted as a natural and even valuable part of the learning process. RF acknowledged that, “However, there are also moments when I feel anxious or uncomfortable, especially when the audio is too fast or when I cannot catch the words clearly.” This suggests that while students appreciate the realism of authentic materials, they are not immune to the difficulties that come with encountering unscripted, natural language. Similarly, NR expressed that “However, there are times when I feel a little nervous or frustrated, especially when the speakers talk too quickly or use unfamiliar accents.”

revealing that fast speech and unfamiliar accents are the primary sources of these negative emotions. This indicates that the linguistic features that make authentic materials valuable such as natural speed and varied accents, are also the very features that can cause frustration and nervousness. FP further elaborated on this dual experience, stating that, “Sometimes I feel slightly anxious when the speaker talks too fast or uses unfamiliar vocabulary. Even so, I still enjoy the learning process because it challenges me to improve.”

showing that despite occasional anxiety, students view these challenges positively as opportunities for growth and improvement.

3. Behavioral Engagement Beyond Classroom Requirements

a. Serious Completion of Assignments

Participants demonstrated a strong commitment to completing listening assignments seriously, viewing them not merely as routine tasks but as valuable opportunities for improving their listening skills. Their approaches went beyond passive listening, incorporating active learning strategies that reflected their genuine investment in the learning process. To begin with, RF explained that:

When my lecturer gives listening assignments using authentic materials at home, I usually take them seriously, especially when the assignment is related to class discussion or affects my grade. I do not just listen casually. I often try to focus on the content and pay attention to unfamiliar vocabulary or expressions. If I hear new words repeatedly, I usually write them down and look for their meaning afterward.

indicating that she views listening assignments as opportunities for vocabulary development and deeper comprehension rather than as tasks to be completed superficially. Similarly, CQS described a structured and systematic approach, stating that: "My usual approach is to listen once casually to grasp the overall meaning, then replay it more carefully while

writing down unfamiliar vocabulary, useful phrases, and key ideas," revealing that she employs a multi-stage strategy that balances initial comprehension with detailed analysis, showing a high level of metacognitive awareness in her learning process. In line with this,

NR explained that:

When my lecturer assigns authentic listening material for homework, I usually take the task seriously, especially if it is related to class discussion or assessment. Most of the time, I try to pay attention and write down new vocabulary or usable expressions that I hear. Then I look up the meaning and try to remember them.

indicating that she views vocabulary acquisition as an integral part of listening practice, not as a separate activity. FP reinforced this perspective, stating that "Yes, I take them seriously because I believe they can improve my listening skills. When I listen to authentic material at home, I usually write down new vocabulary and look at the unfamiliar words," showing that her serious approach is driven by a genuine belief in the pedagogical value of authentic materials.

b. Voluntary Self-Directed Learning

Importantly, the findings also reveal that participants voluntarily used authentic materials outside of class assignments to practice their listening skills. This voluntary engagement suggests that authentic materials have become integrated into their daily lives, not merely as academic requirements but as enjoyable and natural activities that support their language development. RF explained that:

Apart from assignments from my lectures, I often listen to English songs or watch YouTube podcasts and watch movies in English by myself. I usually do this not only for practicing listening, but also for entertainment. Because of that, the learning process feels more natural and enjoyable. Among those activities, I probably listen to English songs and watch YouTube podcasts the most frequently. I

almost hear English songs every day, even if I'm not fully focused on the lyrics.

indicating that she has developed a habit of engaging with authentic materials outside the classroom, with listening to English songs becoming a daily activity that contributes to her language development even when she is not consciously studying. Similarly, CQS explained how a casual habit developed into a conscious practice, stating that:

I do this quite regularly, around 3-4 times a week. I watch English YouTube channels related to topics I personally enjoy, such as education, self-development, and lifestyle. I also listen to English songs, and occasionally watch movies or series on streaming platforms without Indonesian subtitles when I feel confident enough to challenge myself. It started largely as entertainment, but over time I noticed a genuine improvement in my listening comprehension.

So, what began as a casual habit gradually became a conscious practice, revealing that the line between entertainment and learning becomes blurred as students naturally integrate authentic materials into their daily routines.

Similarly, NR shared that :

Yes, I often use authentic material on my own to practice listening. I usually listen to English songs, watch YouTube videos, and watch movies in English during my free time. I do this several times a week, and sometimes almost every day. Even though I do it mostly for entertainment, I find that it also helps me to improve my listening skills, vocabulary, and pronunciation without making me feel like I'm studying.

showing that the entertainment value of authentic materials makes learning feel effortless and enjoyable.

4. Preferences for Types of Authentic Listening Materials

a. Most Helpful Materials

The majority of participants identified YouTube podcasts as the most helpful type of authentic material for learning listening. RF explained that, "The authentic material that I find most helpful is YouTube podcasts. I think they are very useful because the topics are varied and interesting. I can choose topics that match my interests, so I do not feel forced while listening."

Participant CQS provided a detailed rationale for preferring YouTube podcasts:

The type I find most helpful is YouTube podcasts. They are conversational, cover a wide range of topics, and many of them are available with transcripts or subtitles, which make it easier to check comprehension afterwards. What I enjoy most about it is that the conversations feel genuine and unscripted, which really helps me get used to natural English speech patterns.

Participant U similarly stated,

The most helpful authentic material for me is YouTube podcasts because they improve both listening and vocabulary. Podcasts usually discuss daily life, education, motivation, or social topics, so I can learn new expressions and understand natural conversations.

Songs were also frequently mentioned as helpful, particularly because they are enjoyable and memorable. RF stated, "Songs also help me remember vocabulary and pronunciation more easily because of the repetition and rhythm." NR added, "Songs are enjoyable and help me remember vocabulary and pronunciation more easily." Movies were considered helpful by some participants because of the visual support they provide. Participant NR explained, "Movies are the most helpful too because I can understand the conversation better through the context and the character expression." Participant RR added, "For the most helpful, it would be YouTube podcasts and movies. I watch casual interviews and they give insight into culture and everyday vocabulary."

b. Least Helpful Materials

In contrast, news broadcasts were consistently identified as the least helpful type of authentic material by all participants. Participant RF explained, “The material that I find least helpful is news broadcasts. I think news broadcasts are more difficult compared to other materials because the speakers often talk very fast and use many formal or unfamiliar words.”

Participant U similarly stated, “The least helpful material for me is news broadcasts because the speakers talk very fast and use many formal or difficult words.” CQS provided a detailed explanation, “the type I find less helpful is news broadcasts because their delivery is very fast, the vocabulary is highly formal and technical, and understanding the content often requires background knowledge of current events that I do not always have.”

These findings indicate that while students generally appreciate authentic materials, they prefer materials that are interesting, not too fast, supported by visual or textual aids, and relevant to their daily lives. News broadcasts are perceived as the most challenging because of fast speech, formal vocabulary, and unfamiliar topics.

5. Challenges in Using Authentic Listening Materials

a. Speaking Speed

The most frequently mentioned challenge was the fast speaking speed of native speakers. All participants reported difficulty keeping up with the natural pace of authentic spoken English.

RF explained:

Based on my experience, the biggest challenge is speaking speed. Many native speakers talk very quickly, especially in podcasts and movies. Sometimes, the words sound connected to each other, so it becomes difficult for me to separate and recognize them clearly. Even when I know the vocabulary, I still struggle to understand because the pronunciation is too fast.

U added that, “The biggest challenge for me is speaking speed and unfamiliar accents because native speakers often speak very fast and sometimes they use constructions such as gonna, wanna, or gotta, which are difficult to understand at first.”

Participant TND similarly explained:

The biggest challenge for me is speaking speed. Sometimes native speakers talk very quickly, making it difficult to catch every word. Another challenge is unfamiliar accents because different speakers pronounce words differently. Contractions such as 'gonna,' 'wanna,' and 'gotta' can also be confusing at times.

These statements reveal that fast speech not only makes comprehension difficult but also affects students' ability to recognize individual words, especially when words are connected or reduced in natural speech.

b. Unfamiliar Accents

The second major challenge was unfamiliar accents. Most participants reported being more familiar with American English accents and finding British accents or other regional accents more difficult to understand. Participant RF explained that, “Another challenge is unfamiliar accent. I am more familiar with the standard American accent because that is what I usually hear in songs, movies, or YouTube podcasts.”

CQS provided a detailed comparison, “Regarding accents, I personally find the American accent easier to understand because most of the English content I grew up with, movies, cartoons, YouTube videos, usually use American English, so my ears are already more calibrated to its rhythm and pronunciation patterns.”

Participant FP added, “Another challenge is unfamiliar accents. I'm more familiar with the American accent because I often watch American movies and YouTube videos. British accents are sometimes more difficult for me to understand because the pronunciation can be quite different.”

These findings indicate that students' limited exposure to a variety of English accents in their daily lives and in classroom instruction contributes to the difficulty they experience when encountering unfamiliar accents in authentic materials.

c. Informal and Reduced Forms

Participants also reported difficulty understanding informal constructions and reduced forms such as gonna, wanna, and gotta. Participant U stated, "Native speakers often speak very fast and sometimes they use constructions such as gonna, wanna, or gotta, which are difficult to understand at first."

CQS elaborated, "Native speakers naturally bend and write sounds, so phrases like gonna, wanna, kinda, or lemme can be almost unrecognizable when heard for the first time. Even after knowing the forms exist, catching them in fast natural speech requires a lot of practice". Participant TND added, "Contractions such as 'gonna,' 'wanna,' and 'gotta' can also be confusing at times." This finding suggests that students may be familiar with these forms in writing but struggle to recognize them in fast, connected speech, creating a gap between their receptive knowledge and their listening comprehension.

d. Cultural References

Some participants reported that cultural references in authentic materials posed a challenge to comprehension.

Participant RF explained:

Cultural references can also become a problem sometimes because I may not understand jokes, idioms, or references related to Western culture. Even if I understand the word individually, I may still miss the actual meaning because I do not know the cultural background behind it.

Participant U added, "Cultural references can also sometimes make the content confusing." This finding indicates that listening comprehension

involves not only linguistic knowledge but also cultural knowledge. When students lack the necessary cultural background, they may struggle to understand the full meaning of authentic materials even when they recognize the individual words.

6. Strategies to Overcome Challenges

a. Replaying Audio or Video

The most common strategy was replaying the material multiple times. Participant RF stated, "the first thing I usually do is replay the audio or video several times. I try to listen carefully again and focus on certain words or sentences that I missed before." Participant SZ similarly stated, "So sometimes native speakers speak too fast, so I need to replay it many times to understand better." The strategy of replaying audio or video is the most common strategy used by participants when they encounter difficulties understanding material in English. Statements by RF and SZ indicate that repetition is not merely a passive process but is accompanied by an effort to focus on specific words or sentences that were previously missed. These findings confirm that the replay strategy functions as a form of self-regulation in listening comprehension, helping learners process linguistic input more deeply.

b. Using Subtitles or Transcripts

Another frequently used strategy was using subtitles or transcripts. Participant RF explained:

If I still cannot understand, I usually turn on subtitles because they help me connect the pronunciation with the written word. Sometimes I also search for transcripts, especially for podcasts. Reading the transcript while listening helps me identify unfamiliar vocabulary and improve my pronunciation understanding.

Participant TND added, "I can replay the videos and turn on subtitles if I need extra help." The use of accompanying text (subtitles or transcripts) serves as an effective follow-up strategy when repetition alone is deemed

insufficient. RF participants noted that subtitles help link sounds (pronunciation) with written forms, which is particularly useful for recognizing unfamiliar vocabulary and improving pronunciation comprehension. Meanwhile, TND added that subtitles serve as an additional aid (extra help) that can be activated at any time. These findings indicate that a combination of auditory and visual input can reduce cognitive load, especially for learners who are still at the bottom-up processing stage in listening. This strategy also reflects the participants' metacognitive awareness in identifying the solutions best suited to their comprehension needs.

c. Writing Down New Vocabulary and Looking Up Meanings

Participants also actively wrote down unfamiliar vocabulary and looked up meanings using dictionaries or online searches. Participant RF stated, "If there are words or expressions that I still do not understand, I usually look them up in a dictionary or search for their meanings online." Participant CQS explained, "My usual approach is to listen once casually to grasp the overall meaning, then replay it more carefully while writing down unfamiliar vocabulary, useful phrases, and key ideas." The strategy of writing down new vocabulary and looking up its meanings demonstrates an active and systematic approach to overcoming comprehension barriers. Unlike the previous strategy, which was more receptive in nature (repeating and reading the text), this strategy requires a higher level of cognitive engagement. The RF statement emphasizes the use of external sources such as dictionaries or online searches, while CQS reveals a structured process: starting with a casual, overall understanding, followed by careful re-listening while taking notes. These findings suggest that participants are not only striving to understand but are also building a personal vocabulary repertoire as a long-term investment to enhance their future listening proficiency.

d. Asking for Help in Class

In classroom settings, where time is limited and replaying is not always possible, participants sometimes asked for help. Participant RF explained the difference between in-class and at-home strategies, “In class, my approach is slightly different because there is limited time. Usually, I rely more on concentration and context during the activity. If I still do not understand after the lecturer explains it, I may ask my classmates or the lecturer for clarification.”

Participant U expressed a clear preference for independent learning because of the flexibility it offers, “I feel most comfortable with independent assignments because I can replay audio or video many times if I don't understand. I feel less comfortable in class because sometimes I cannot replay freely. At home, I can learn more comfortably.” These findings indicate that students are resourceful and strategic in their approach to overcoming comprehension difficulties. They use a combination of repetition, visual support, note-taking, and social support depending on the learning context.

7. Students' Recommendations

a. Recommendation to Continue Using Authentic Materials

All eight participants unanimously recommended that authentic materials should continue to be used and even expanded in listening instruction. Participant RF stated:

I have a positive opinion about the use of authentic materials in listening instruction. I believe these materials should continue to be used because they provide students with real exposure to natural English. Although authentic materials can sometimes be difficult and challenging, I think they are very beneficial for improving listening comprehension, vocabulary, pronunciation, and even cultural understanding.

Participant CQS strongly emphasized, “They should absolutely continue and be expanded, but always with full implementation. The key is

scaffolding. Authentic materials work best when they are supported by pre-listening preparation, clear learning objectives, and meaningful post-listening activities.”

Participant TND added that “I have a very positive opinion about the use of authentic materials in listening instruction. I think these materials should continue to be used because they provide students with exposure to real English and help prepare them for communication outside the classroom.”

b. Need for Scaffolding and Appropriate Selection

While participants strongly supported the continued use of authentic materials, they also emphasized that teachers should carefully select materials and provide appropriate support. Participant RF recommended: Teachers should use authentic materials carefully and adjust them to students' proficiency levels. If the materials are too difficult, students may feel frustrated and lose confidence. It would be better if teachers start with easier materials such as short videos or songs, before moving to more difficult materials like news broadcasts or fast-paced podcasts.

Participant CQS reiterated the importance of scaffolding, "The key is scaffolding. Authentic materials work best when they are supported by pre-listening preparation, clear learning objectives, and meaningful post-listening activities." These recommendations suggest that while students value authentic materials highly, they also recognize that not all authentic materials are equally appropriate for all learners and that instructional support is necessary to maximize the benefits of authentic materials while minimizing frustration.

B. Discussion

This section discusses the research findings in relation to the two research questions formulated in this study. The first research question examines how students perceive the use of authentic listening materials in teaching listening. The second research question explores the challenges students face when using

authentic materials in listening instruction. The following discussion integrates the findings with relevant theories and previous empirical studies.

Addressing the first research question regarding students' perceptions of the use of authentic listening materials, the findings indicate that students generally perceived authentic listening materials positively. Based on the interviews, students believed that authentic materials exposed them to real-world English through podcasts, songs, movies, and news broadcasts. Unlike textbook recordings, these materials allowed them to hear natural pronunciation, different accents, authentic vocabulary, and spontaneous expressions that are commonly used by native speakers. The participants also perceived that authentic materials prepared them for real communication outside the classroom because they reflected the way English is naturally spoken in everyday situations.

This finding reflects the cognitive component of perception proposed by Walgito (2010), which refers to students' knowledge, understanding, and beliefs about an object. The participants demonstrated a clear understanding that authentic listening materials provide language exposure that cannot be obtained from simplified classroom recordings. Their beliefs indicate that authentic materials play an important role in developing listening comprehension and preparing them for real communicative situations. This finding also supports Gilmore (2007), who argues that authentic materials expose learners to genuine language used in real contexts, allowing them to experience natural discourse, pronunciation, and pragmatic language. Similarly, Berardo (2006) explains that authentic materials bridge the gap between classroom instruction and real-life communication because they preserve the natural characteristics of spoken language. The present finding is also consistent with Nuralisa et al. (2025), who reported that students perceived authentic listening materials positively because they improved listening comprehension, vocabulary acquisition, and understanding of native-speaker speech. Likewise, Alamri (2025) found that authentic materials provide meaningful exposure to real-world language and increase learners' motivation to learn English.

Besides recognizing the educational value of authentic materials, students also expressed positive emotional responses while using them. Most participants described listening activities using podcasts, movies, songs, and news broadcasts as more interesting, enjoyable, and motivating than conventional listening materials. They explained that authentic materials created a more engaging classroom atmosphere because the topics were closely related to everyday life and reflected real communication. As a result, students felt more enthusiastic during listening lessons and became more interested in learning English.

These findings represent the affective component of perception proposed by Walgito (2010), which concerns learners' emotional responses toward an object. Positive feelings such as enjoyment, curiosity, and increased motivation indicate that authentic materials generated favourable emotional experiences during listening instruction. Walgito explains that positive emotions encourage individuals to respond more positively toward learning activities. This finding is also supported by Peacock (1997), who argues that authentic materials increase learners' motivation because they are meaningful and relevant to real-life communication. Similarly, Maftuh et al. (2021) state that authentic materials promote greater learner engagement by connecting classroom learning with authentic communicative contexts. The finding is in line with Kamaruddin et al. (2024), who found that authentic listening materials significantly increased students' engagement and reduced anxiety during listening activities. Therefore, the positive emotional responses identified in this study demonstrate that authentic materials contribute not only to language development but also to students' motivation and enjoyment in learning. The findings also indicate that students did not perceive all authentic listening materials in the same way. Among the four types of authentic materials used in listening instruction, YouTube podcast videos were perceived as the most beneficial. Participants explained that podcasts combined authentic spoken English with visual cues such as facial expressions, gestures, and contextual situations, making it easier for them to understand the speakers' messages. In addition, podcasts covered various topics that were relevant to students' interests, enabling them to learn both language and content

simultaneously. Compared to other authentic materials, podcasts were considered more flexible because students could replay the videos, adjust the playback speed, and activate subtitles whenever necessary.

This finding supports Puspita and Suswanto (2023), who found that video-based authentic materials are more effective than audio-only materials because visual information helps learners interpret spoken messages more accurately. The multimodal nature of podcasts enables students to combine auditory and visual information during listening, thereby reducing comprehension difficulties. This finding also aligns with Berardo (2006), who emphasizes that authentic materials provide contextual and sociocultural cues that facilitate learners' understanding of spoken language. Therefore, students' preference for podcasts demonstrates that authentic listening materials become more meaningful when learners receive sufficient contextual support during the listening process.

Movies were also perceived positively because they exposed students to natural conversations, emotional expressions, and authentic social interactions. Participants explained that movies helped them understand how English is used in everyday communication while simultaneously introducing new vocabulary, pronunciation, and cultural expressions. Besides improving listening skills, movies created a more enjoyable learning atmosphere because students could learn English through entertainment rather than solely through formal classroom exercises.

This finding is consistent with Gilmore (2007), who argues that authentic materials expose learners to naturally occurring discourse and meaningful communication. Likewise, Puspita and Suswanto (2023) explain that movies provide rich communicative contexts through visual and verbal interaction, allowing learners to interpret meaning more effectively. Similar findings were reported by Kamaruddin et al. (2024), who found that English films significantly improved students' vocabulary mastery, listening comprehension, and classroom engagement. The present study further indicates that students appreciated movies not only because they were enjoyable but also because they reflected authentic communication that prepared them for real-life language use.

Songs were perceived as another useful source of authentic listening materials, particularly for improving pronunciation, vocabulary, and listening motivation. Several participants stated that listening to English songs helped them become familiar with stress, rhythm, and intonation while making learning more enjoyable. Since songs could easily be accessed outside the classroom, students frequently used them as additional listening practice during their free time.

This finding supports Peacock (1997), who argues that songs increase learners' motivation because they present language in an enjoyable and memorable way. Songs also attract learners' attention to pronunciation, stress patterns, and idiomatic expressions, allowing language to be retained more effectively. The findings therefore suggest that songs contribute not only to listening development but also to students' willingness to continue learning independently beyond classroom instruction.

News broadcasts, however, received more varied responses from the participants. While some students appreciated news because it exposed them to formal English, standard pronunciation, and current issues, others perceived it as one of the most challenging authentic materials due to its fast speech rate, unfamiliar vocabulary, and formal language style. Nevertheless, students acknowledged that regular exposure to news broadcasts gradually improved their ability to understand authentic spoken English. This finding is consistent with Berardo (2006), who explains that broadcast media expose learners to spontaneous and authentic communication but often present greater linguistic challenges than other types of authentic materials. Although students initially experienced difficulties, their perceptions suggest that these challenges became valuable learning opportunities rather than reasons to avoid authentic listening materials. This finding also supports Alamri (2025), who reported that authentic listening materials may create comprehension difficulties because of speech rate, vocabulary, and accent variation, yet they remain beneficial when appropriate instructional support is provided.

The findings further reveal that students' positive perceptions were reflected in their learning behaviours. Many participants reported that they

continued listening to English podcasts, watching English movies, listening to English songs, or following English news outside the classroom to improve their listening skills independently. Others explained that they replayed difficult recordings, searched for unfamiliar vocabulary, activated subtitles when necessary, and practiced listening regularly even after classroom activities had ended. These behaviours indicate that authentic materials encouraged students to become more active and autonomous learners.

This finding reflects the conative component proposed by Walgito (2010), which refers to an individual's tendency to take action after developing particular knowledge and feelings toward an object. Students' willingness to independently access authentic materials demonstrates that positive cognitive and affective perceptions were translated into observable learning behaviours. The interrelationship among these three components supports Walgito's explanation that knowledge and positive emotions generally lead individuals to perform positive actions. This finding also supports Prošić-Santovac and Popović (2021), who found that university students viewed authentic materials positively because they encouraged independent learning and communicative competence. Likewise, Prabowo, Kalukar, and Rusmawaty (2024) reported that students actively used authentic materials to enrich vocabulary and better understand real communication contexts. The present study therefore suggests that authentic materials not only influence students' perceptions but also encourage continuous learning beyond classroom instruction.

Moving to the second research question regarding the challenges students encountered when using authentic listening materials, the findings reveal that although students generally perceived authentic materials positively, they also experienced several obstacles during listening activities. The most frequently reported challenges included fast speech rate, unfamiliar accents, limited vocabulary, reduced forms, cultural references, and difficulty maintaining comprehension when speakers talked continuously. These challenges indicate that authentic listening materials present linguistic features that are rarely encountered

in simplified classroom recordings, making listening comprehension more demanding for EFL learners.

The finding regarding fast speech supports Vandergrift (2007), who identifies speech rate as one of the primary barriers to listening comprehension. Unlike pedagogical recordings that are carefully articulated, authentic speakers naturally connect words, reduce sounds, and speak at conversational speed, making it difficult for learners to identify word boundaries. Similarly, Renukadevi (2014) explains that listening requires learners to process phonological, syntactic, and semantic information simultaneously. Consequently, many participants in this study reported that they often missed important information because they were still trying to understand previous utterances while the recording continued.

Another challenge perceived by the participants was accent variation. Several students explained that they were relatively familiar with American English but experienced difficulty understanding British, Australian, or other English accents used in authentic listening materials. This finding is consistent with Halim, Mukminatien, and Anugerahwati (2018), who found that accent variation is one of the major listening difficulties experienced by Indonesian EFL learners. Since authentic materials preserve natural pronunciation rather than standardized classroom speech, students inevitably encounter different pronunciation patterns that require greater listening experience and familiarity.

Participants also identified unfamiliar vocabulary and reduced forms as significant barriers to comprehension. They explained that native speakers frequently used informal expressions, contractions, and connected speech that they had never learned in textbooks. As a result, students often understood individual words but struggled to interpret the overall message. This finding supports Vandergrift (2007), who argues that authentic spoken English contains numerous reduced forms and colloquial expressions that increase the complexity of listening tasks. Likewise, Gilmore (2007) emphasizes that authentic materials intentionally preserve these natural linguistic characteristics because they reflect genuine communication rather than simplified instructional language. Therefore, the challenges experienced by the participants should not necessarily be viewed as

weaknesses of authentic materials but rather as evidence that students are engaging with authentic language as it is naturally used.

In addition to linguistic challenges, several participants reported difficulty understanding cultural references contained in movies, podcasts, and news broadcasts. They explained that although they could recognize the spoken words, they sometimes failed to understand jokes, idiomatic expressions, or topics closely related to English-speaking cultures. This finding is in line with Berardo (2006), who explains that authentic materials contain sociocultural information that may not be immediately understood by learners from different cultural backgrounds. Similarly, Vandergrift (2007) argues that background knowledge plays an important role in listening comprehension because learners construct meaning by connecting spoken input with their existing knowledge and experiences.

Despite these challenges, the findings suggest that students did not develop negative perceptions toward authentic listening materials. Instead, they regarded the difficulties as a natural part of learning English. Many participants believed that repeated exposure would gradually improve their listening ability and increase their familiarity with natural spoken English. This finding demonstrates that positive cognitive and affective perceptions encouraged students to remain engaged despite experiencing comprehension difficulties. It also supports Nuralisa et al. (2025), who reported that although students struggled with fast speech, unfamiliar accents, and natural language patterns, they continued to perceive authentic materials as valuable resources for improving listening skills. Likewise, Alamri (2025) concluded that the challenges associated with authentic materials can be minimized through appropriate instructional support and careful material selection according to learners' proficiency levels.

Overall, the findings indicate that the challenges experienced by students are inherent characteristics of authentic spoken language rather than indications that authentic materials are ineffective. On the contrary, these challenges expose learners to realistic communication, allowing them to gradually develop listening strategies and become better prepared for authentic English use beyond the classroom.

The findings from both research questions demonstrate that students' perceptions and the challenges they experienced are closely interconnected. Students' positive perceptions of authentic listening materials encouraged them to remain engaged in listening activities despite encountering various comprehension difficulties. Their cognitive understanding of the benefits of authentic materials influenced their positive emotional responses, while these positive emotions motivated them to continue practicing English independently outside the classroom. This relationship reflects the three components of perception proposed by Walgito (2010), which explains that cognitive, affective, and conative components continuously interact in shaping an individual's overall perception. The findings of this study indicate that students' positive beliefs about authentic materials were accompanied by positive emotional experiences and manifested in autonomous learning behaviours, even when authentic listening tasks were challenging.

The findings also demonstrate that authentic listening materials function not merely as instructional resources but as authentic sources of language exposure that bridge classroom learning and real-world communication. Through podcasts, movies, songs, and news broadcasts, students were exposed to natural pronunciation, authentic vocabulary, different accents, spontaneous expressions, and various communicative situations that are rarely represented in textbook recordings. These findings support Gilmore (2007) and Berardo (2006), who argue that authentic materials provide learners with genuine language input while narrowing the gap between classroom instruction and authentic language use. Rather than simplifying language, authentic materials familiarize learners with the complexity of real communication, enabling them to develop listening competence more realistically.

At the same time, the challenges identified in this study including fast speech, unfamiliar accents, limited vocabulary, reduced forms, and cultural references confirm that authentic materials naturally demand greater listening competence from learners. However, these difficulties should not be interpreted as disadvantages of authentic materials. Instead, they represent authentic linguistic

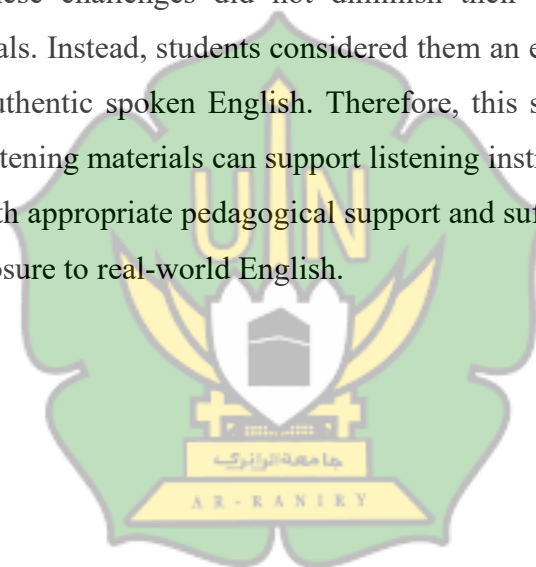
characteristics that students must gradually learn to understand. This interpretation is consistent with Vandergrift (2007) and Renukadevi (2014), who explain that listening comprehension is a complex cognitive process requiring learners to process multiple sources of information simultaneously. The present findings therefore suggest that exposure to authentic language, although challenging, contributes to students' long-term listening development when accompanied by appropriate instructional support.

Overall, the findings of this study confirm several previous studies while providing additional insights into students' perceptions within the context of the English Language Education Department at UIN Ar-Raniry. Consistent with Nuralisa et al. (2025), Alamri (2025), and Kamaruddin et al. (2024), students generally perceived authentic listening materials positively because they improved listening comprehension, enriched vocabulary, increased motivation, and exposed learners to real English. However, this study extends previous research by interpreting students' experiences through Walgito's (2010) cognitive, affective, and conative framework. By doing so, the study not only identifies whether students perceive authentic materials positively or negatively but also explains how those perceptions are formed, how they influence students' emotions, and how they shape learners' behaviours during and beyond classroom instruction.

The findings also provide several pedagogical implications for listening instruction. Since students generally viewed authentic listening materials positively despite experiencing various challenges, English lecturers should continue integrating authentic resources into listening classes while carefully considering students' proficiency levels. Materials should be selected according to learners' abilities and supported by appropriate instructional scaffolding, such as pre-listening vocabulary activities, background knowledge activation, prediction tasks, subtitles when necessary, and post-listening reflection. These instructional strategies may help reduce comprehension difficulties without reducing the authenticity of the listening input. In addition, lecturers may consider gradually increasing the complexity of authentic materials so that students develop

confidence and listening competence through continuous exposure rather than becoming overwhelmed by materials that exceed their current proficiency.

Taken together, the findings answer both research questions of this study. Regarding the first research question, students generally perceived authentic listening materials positively because they believed the materials exposed them to real English, improved listening comprehension, enriched vocabulary, increased motivation, and encouraged independent learning. Regarding the second research question, students experienced several challenges, including fast speech, accent variation, unfamiliar vocabulary, reduced forms, and cultural references. Nevertheless, these challenges did not diminish their positive perceptions of authentic materials. Instead, students considered them an essential part of learning to understand authentic spoken English. Therefore, this study provides evidence that authentic listening materials can support listening instruction effectively when implemented with appropriate pedagogical support and sufficient opportunities for meaningful exposure to real-world English.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter is divided into two parts. The first part is conclusion, which summarizes this research. The second part is recommendations for this study.

A. Conclusion

Based on the findings and discussion, this study concludes that students of the English Language Education Department at UIN Ar-Raniry Banda Aceh hold positive perceptions toward the use of authentic materials in teaching listening. Using Walgito's (2010) three-component framework of perception (cognitive, affective, and conative), the study reveals that students possess a clear understanding of authentic materials as real-world content not originally designed for language teaching. They cognitively recognize the advantages of authentic materials over textbook recordings, including exposure to natural pronunciation, varied accents, connected speech, and everyday vocabulary.

Affectively, students reported feeling excited, interested, and motivated when lecturers used authentic materials such as YouTube podcasts, songs, movies, and news broadcasts in listening classes. Although some students occasionally experienced mild negative emotions such as nervousness or frustration particularly when faced with fast speech or unfamiliar accents these feelings did not override their overall positive attitude. Conatively, students demonstrated active learning behaviors, including taking assignments seriously, writing down unfamiliar vocabulary, replaying difficult sections, and most importantly voluntarily using authentic materials outside the classroom for self-directed listening practice. This voluntary engagement indicates that authentic materials foster long-term learning habits beyond formal instruction.

In terms of material preferences, students ranked YouTube podcasts as the most helpful type due to their conversational nature, topic variety, and availability of transcripts. Songs and movies were also valued for their memorability, emotional appeal, and visual support. Conversely, news broadcasts were

consistently identified as the least helpful because of fast speech rates, formal vocabulary, and the need for background knowledge.

Regarding the challenges of using authentic listening materials, this study identified four main difficulties: (1) fast speaking speed, which made it difficult for students to separate and recognize individual words; (2) unfamiliar accents, particularly British or other regional accents, as most students were more accustomed to American English; (3) informal and reduced forms such as *gonna*, *wanna*, *gotta*, which students could recognize in writing but struggled to catch in fast, connected speech; and (4) cultural references, including jokes, idioms, and references to Western culture, which sometimes hindered full comprehension.

To overcome these challenges, students independently employed several strategies, including replaying audio or video multiple times, using subtitles or transcripts, writing down new vocabulary and looking up meanings, and asking for help in class when necessary. Their ability to adapt strategies depending on the learning context reflected a high level of metacognitive awareness.

B. Recommendations

1. Recommendations for Lecturers

Lecturers are advised to select authentic listening materials carefully according to students' proficiency levels. Easier materials such as short YouTube podcasts, songs, or short movie clips should be introduced before moving to more challenging materials like news broadcasts or fast-paced podcasts. Additionally, lecturers should provide adequate scaffolding by designing pre-listening activities (e.g., activating background knowledge and previewing key vocabulary), while-listening tasks (e.g., guided comprehension questions), and post-listening activities (e.g., discussion, reflection, or vocabulary review) to maximize comprehension and reduce student frustration. Lecturers are also encouraged to expose students to a variety of English accents (e.g., American, British, Australian) to better prepare them for real-world communication. Finally, listening strategies such as replaying, using subtitles, note-taking, and inferring

meaning from context should be explicitly taught to help students become more independent and effective listeners.

2. Recommendations for Future Researchers

Future researchers are encouraged to expand the participant scope by involving a larger number of participants or including students from different academic years or different universities to allow for broader generalization of the findings. It is also recommended that future studies employ a mixed-methods approach, combining questionnaires (quantitative) with in-depth interviews (qualitative), to gain a more comprehensive understanding of students' perceptions and challenges. Since the current study focused solely on semi-structured interviews, future research may integrate classroom observations to obtain more accurate and detailed insights into how students interact with authentic listening materials in real classroom settings. Furthermore, future studies could focus on one specific type of authentic material (e.g., only podcasts or only news broadcasts) to explore its impact more thoroughly. Given the limitations of this study, these improvements are expected to provide a deeper understanding of the relationship between authentic materials and listening skill development, particularly in the context of teaching English as a Foreign Language (EFL) in Indonesia.

3. Recommendations for Students

Students are strongly advised to actively use authentic materials outside the classroom as part of their self-directed learning. Regularly listening to English songs, watching YouTube videos or movies, and listening to podcasts even for entertainment can gradually build listening stamina, expand vocabulary, and improve pronunciation. When facing difficulties such as fast speech or unfamiliar accents, students should apply strategies such as replaying, using subtitles, writing down new expressions, and looking up meanings rather than giving up. Finally, students should maintain a positive attitude toward challenges, understanding that difficulty is a natural part of language learning and that each comprehension breakdown is an opportunity for growth.

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APPENDICES

Appendix A : Appointment Letter Of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1720 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh,
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/KM.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
Menetapkan	MEMUTUSKAN 1. Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	Menunjuk Saudara : جاءة الوردية Prof. Dr. T. Zulhikar, S.Ag., M.Ed. AR-RANIRY Untuk membimbing Skripsi Nama : Syera Selvia NIM : 220203014 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Students' Perceptions on the Use of Authentic Materials in Teaching Listening
KEDUA	1. Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	1. Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
KEEMPAT	1. Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	1. Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 22 Desember 2025
Dekan


Saifur Ruluk

Tembusan

1. Salinan Kementerian Agama RI di Jakarta;
2. Majelis Pendidikan Islam Kementerian Agama RI di Aceh;
3. Direktur Perguruan Tinggi Kementerian Agama RI di Jakarta;
4. Kantor Pelaporan Pertanggungjawaban Negeri (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Administrasi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Tang beres/kebersihan;
8. Arsip.



**Appendix B : Recommendation letter from fakultas tarbiyah dan keguruan
to conduct the research**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopehna Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4682/Un.08/FTK.1/TL.00/6/2026
 Lamp : -
 Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
 Ketua Prodi Pendidikan Bahasa Inggris fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
 Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203014
 Nama : SYERA SELVIA
 Program Studi/Jurusan : Pendidikan Bahasa Inggris
 Alamat : jln. Iblang bintang cot daya bueng pagau

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***STUDENTS' PERCEPTIONS ON THE USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING.***

Banda Aceh, 25 Juni 2026
 An. Dekan
 Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.
 NIP. 197508152001121002

Berlaku sampai : 31 Juli 2026



AR - RANIRY

Appendix C: Confirmation Letter from English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Email : ghf.fk@iar-raniry.ac.id, Website : <http://iar-raniry.ac.id>

SURAT KETERANGAN
 Nomor: B-417/Un.08/PBI/Kp.01.2/7/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Syera Selvia
NIM	: 220203014
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Blang Bintang, Aceh Besar

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Students' Perceptions on the Use of Authentic Materials in Teaching Listening"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan sepenuhnya.

Banda Aceh, 8 Juli 2026
 Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahlana

Appendix D: Interview Guideline

INTERVIEW GUIDELINE

Research Title : Students' Perceptions on the use of authentic materials in teaching listening

Time of Interview:

Date :

Position of Interview :

Purpose : To explore your experiences and how you perceive the use of authentic materials in teaching listening

SS: Assalamualaikum, thank you for agreeing to participate in this interview. This interview is conducted for my research and titled Students Perceptions on the Use of Authentic Materials in Teaching Listening. The purpose of this interview is to explore your experiences and how you perceive the use of authentic materials in teaching listening.. Your responses will be kept confidential and used only for academic purposes. With your permission, I would also like to record this interview to help with my data analysis. Please feel free to answer the questions honestly and comfortably, as there are no right or wrong answers.

Interview Questions

1. Based on your experience in listening classes, what do you know about authentic listening materials such as YouTube podcasts, songs, movies, and news broadcasts? Of the four types of authentic materials I mentioned earlier, does that mean you've encountered all four in your listening class? In your opinion, how useful are these materials for improving your listening skills compared to textbook recordings?
2. Which type of authentic material (YouTube podcasts, songs, movies, or news broadcasts) do you find most helpful for learning listening, and which one do you find least helpful? Why do you think so?

3. How do you feel when your lecturer uses (YouTube podcast videos, songs, movies, or news broadcasts) in listening class? Do you feel excited, interested, and motivated, or do you feel bored, anxious, and uncomfortable? Please describe your feelings.
4. Of the authentic materials you've used, whether in class or as independent assignments from your lecture, which ones made you feel most comfortable, and which ones made you feel most uncomfortable? Why?
5. Would you recommend that teachers use more authentic materials in listening classes? What kinds of authentic materials do you think are most effective for students at your level?
6. When your lecturer assigns you the task of listening to authentic materials at home (such as YouTube podcasts, movies, songs, or news reports), do you take it seriously? Do you write down new vocabulary, or do you just listen casually?
7. Apart from assignments from your lectures, have you ever voluntarily listened to podcasts, watched YouTube videos, listened to songs, or watched movies in English on your own to practice your listening skills? How often?
8. In your opinion, can authentic listening materials help boost your motivation as a student to approach listening classes with more enthusiasm?
9. Based on your experience with authentic materials (both in class and in independent assignments), what has been the biggest challenge?
10. When you don't understand the authentic material, what do you usually do? Do you use subtitles, replay the video, look up a transcript, or ask the lecturer? Do you approach it differently in class compared to when you're working on your own at home?
11. Overall, what is your opinion on the use of authentic materials in listening instruction? Do you think these materials should continue to be used, be used less frequently, or be discontinued entirely? Why?