

**ENGLISH TEACHERS' PERCEPTION TOWARD THE USE OF
AUTHENTIC MATERIALS IN TEACHING ENGLISH AT SCHOOL**

THESIS



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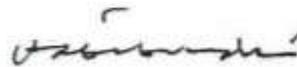
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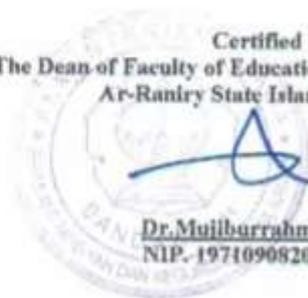
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul "*English Teachers' Perception toward The Use of Authentic Materials in Teaching English at School*" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 2 January 2018

Saya yang membuat pernyataan,


Nella Silvani

ABSTRACT

This research investigated the English teachers' perception toward the use of authentic materials in teaching English at school. It aimed at analyzing the evolved information regarding the use of authentic materials in teaching English at school, to investigate why the English teachers use authentic materials in teaching English, and to find out significant information on any challenges of using authentic materials in teaching English. This research employed a qualitative research approach in which its data were qualitatively collected through interview and observation process. This research was conducted at SMAN 1 Tapaktuan, and three English teachers of the school were chosen as participants who participated in the process of collecting data via semi-structured interview and classroom observation by taking field notes. This research found that the English teachers showed positive perceptions and awareness toward the use of authentic materials in teaching English. All of them had used authentic materials in their teaching. The reasons they used authentic materials were due to the materials are real materials, interesting materials, and enjoyable materials that could increase students' interest, motivation, and enthusiast in learning English. Besides, the majority of the teachers found some challenges in using authentic materials such as the lack of students' vocabularies mastery, technical problems, a lot of time consuming of using authentic materials, and the lack of teacher's IT skills in finding any types and sources of authentic materials.

CHAPTER I

INTRODUCTION

A. Background of Study

As an international language, English has become one of the important languages to be learnt, in order to be able to communicate and compete in international world and globalization era. Cahyono (2009:91, as cited in Julianto, 2015) stated that English is “a tool for international communication in transportation, commerce, banking, tourism, process of technology, and scientific research”. Considering its importance, in Indonesia where English as a foreign language, English has been taught as one of the subjects at schools from Junior High Schools to Universities. Teaching and learning English at school are established and arranged based on English curriculum which has been implemented by Department of National Education. According to the Department of National Education about standard competency of English subject for SMA/MA 2003 as cited in Widiyati (2012) English is defined as a tool of communication in spoken and written that could help students to express ideas, and emotion, also to develop knowledge, technology, and culture.

Teaching and learning English at school aim to enable students using English to communicate. Based on the instructions published by the Department of National Education 2006 as cited in Widiyati (2012), one of KTSP goals (School-based Curriculum) on teaching and learning foreign languages is to develop communication abilities of the language in spoken and written such as listening, speaking, reading, and writing. To achieve this goal, the role of teachers and teaching

materials at school is very important. Chanda, Phiri, & Nkosha (2000) defined teaching and learning materials as the aids that are used by teachers and students in their lessons teaching and learning effectively. Moreover, they also stated that the use of teaching and learning materials aim to make teachers easily and successfully delivering lessons to students. Teachers as facilitators are responsible to provide and use teaching materials, in order the teaching and learning process to be successful and effective.

In the perspective of authenticity, there are two main types of teaching and learning materials, that are authentic and non-authentic materials (Yeung, 2011). Normally, textbook as a non-authentic material is a teaching materials which are used by teachers in their teaching English at school. In using textbook, teachers usually find some difficulties to create various learning activities because the teaching materials are very limited and monotonous. Allwright (1990, as cited in Kitao, 1997) stated that the use of textbooks directly as teaching materials is very inflexible. According to Dina & Ciornei (2014) teachers who use traditional textbooks for teaching materials will provide outdated information. Therefore, in order teachers can create active and various teaching activities which are interesting, they can use authentic materials for teaching materials beside textbooks. According to al-Azri & al-Rashdi (2014) the use of authentic materials for teaching materials is not new in teaching English, because since 1970s teachers has used the materials as a result to the spread of Communicative Language Teaching Approach.

According to Martinez (2002, as cited in Hussein, 2013) authentic materials are materials which are designed for native English speaker to be used in a classroom

in the same function of what they have been designed for. In contrast to textbook, authentic materials have various types of learning activities that teachers can create in a classroom which make teaching and learning English be fun. Authentic materials are designed intrinsically more active, interesting and stimulating (Lee,1995, Little, Devitt & Singleton, 1988, Peacock,1997, Shei, 2001, as cited in al-Azri & al-Rashdi, 2014). Moreover, using authentic materials will help students to understand more about English in a real context of language use, because the materials are directly designed for native speakers. Guariento and Morley (2001) stated that using authentic materials helps students be more effective in increasing their communication ability in the target language and be more motivated in learning English.

Some studies related to the use of authentic materials have been conducted by some scholars. One of studies was conducted by Belaid (2015) that investigated on teachers' attitudes and perception on using authentic materials in the English foreign language classroom in Libya Universities. This study found that most English foreign language teachers hold positive attitudes to using authentic materials in language teaching, and some of them emphasized that teachers should use the materials regularly in their language classes, which would positively reflect on learners' language proficiency. Another study was conducted by Al-Musallam (2009) that aimed to investigate on college instructors' on learners' attitudes to authentic EFL reading materials in Saudi Arabia. The study showed that EFL Saudi college learners and teachers had positive attitudes toward the use of authentic

materials in their reading classes. Besides, they also indicated that an ideal reading class should use a combination of both authentic texts and textbooks.

However, the two studies above focus on the use of authentic materials at university level. In other words, the studies only focused on university teachers' and students' perceptions on the use of authentic materials in English language classroom at university level. Besides, in the research the researcher focused on school English teachers' perception on the use of authentic materials in general at senior high school level. The researcher wanted to know about school English teachers' perception toward the use of authentic materials by considering a lot of benefits of using the materials in teaching English, and the involvement of teachers who really influence in providing and using English teaching materials at school. Furthermore, as the researcher concerned that there was no local study that investigated English teachers' perception toward the use of authentic materials at senior high school level. Therefore, the researcher wanted to study this research, that entitled “ **English Teachers' Perception toward The Use of Authentic Materials in Teaching English at School** ”.

B. Research Question

Research question of this research are :

1. What are the English teachers' perceptions toward the use of authentic materials in English classroom?
2. Why do the English teachers use authentic materials in teaching English?
3. What are challenges of using authentic materials in teaching English?

C. Objectives Of Study

The objectives of this study are:

1. To analyze the evolved information regarding the use of authentic materials in teaching English at school.
2. To investigate why the English teachers use authentic materials in teaching English.
3. To find out significant information on any challenges of using authentic materials in teaching English.

D. Significances of Study

The significances of this study are to give some insights and information on the use of authentic materials in English classroom, to increase knowledge of English teachers and students of English education on the use of authentic materials as English teaching materials, and to enrich their various types of teaching activities and techniques by using various teaching materials in teaching English at school.

E. Terminology

In this study, there are some important terms need to be explained to avoid misunderstanding. The terms are :

1. Perception

According to Oxford Dictionary (2008) perception means ability to perceive something, way of seeing or understand something. According to Webster Dictionary (1980, as cited in Rizka, 2013) perception is awareness, consciousness, or knowledge

obtained through the sense or a way of seeing of understanding something. In this research, the perception what the research was trying to focus on was English teachers' perception through their awareness, consciousness, or knowledge toward the use of authentic materials in teaching English at school.

2. Authentic materials

According to Nunan (1988) authentic materials are materials that are not created for teaching language purposes. They are produced for other purposes like real life purposes, that the materials are rather used to communicate than to teach language. Jacobson, Degener, and Gates (2003) stated that authentic materials are printed materials that are used in classroom in similar use as they would be used in real life. In this research, the researcher focused on the use of authentic materials as teaching materials that are used by English teachers' in teaching English at school.

CHAPTER II

LITERATURE REVIEW

A. Definition of Perception

Perception is defined as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information (Ward, Grinstein, & Keim, 2015). Perception deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste. According to Galotti (2018) perception is a process of taking sensory information from the objects or environment, then interpreting the information meaningfully. It means that perception appear when an individual has received sensory information regarding an object from his environment where he is in, then interpret meaning of the information based the information that he has received through his sensory systems. Similarly, Hedge (2013) stated that perception is an active process whereby the brain strives to make sense of sensory information and fit the information to a known pattern.

In other words, Lewis (2001) stated that perception refers to a process of information collecting about the world by means of the senses. Moreover, they stated that individuals or groups experience stimuli from the outside world to which they ascribe meaning. Although, in many instances these stimuli are experienced similarly, but they may often be interpreted differently. That could be caused by the fundamental elements of perception. There are three fundamental elements of perception such as; firstly an experiencing person or perceiver; secondly, that

something is being perceived (an object, person, situation or relationship); thirdly, there is the context of the situation in which objects, events or persons are perceived.

B. Definition of Authentic Materials

The term of authentic materials etymologically comes from two words, authentic and material. Tatsuki (2006) stated that the term authenticity is defined similarly with genuineness, realness, truthfulness, validity, and reliability. Similarly, according to Kosten (2014) the term of authenticity can be defined in its widest sense as a term that is related to notions of realness or trueness to origin. Meanwhile, material means any objects or aspects that can be used to facilitate teaching and learning language. For examples of materials are textbook, handout, video, dictionaries, and any other sources of language input (Tomlinson, 2010, as cited in Rania, 2016).

The term of authentic materials has long been known and used in teaching and learning field. As a result, there are so many definitions about authentic materials that had been defined by many scholars differently. According to Polio (2014, as cited in Belaid, 2015) defined that authentic materials are materials that are not purposely created for educational language purposes. The materials are produced for real life purposes and communication of native speakers which refers to spoken and written materials. Heitler (2005) stated that any texts that written by native English speakers for native English speakers are authentic materials. In addition, Rogers and Medley (1988, as cited in Santos, 2009) defined that authentic materials are language samples (both oral and written) that reflect a naturalness of form, and an

appropriateness of cultural and situational context that would be found in the language as used by native speakers.

According to Hussein (2014) authentic materials are any types of materials that are taken from the real world, and they are not specifically created for language teaching purposes. Similarly, Wallace (1992, as cited in Berardo, 2006) defined authentic texts as real life texts that are not written for pedagogic purposes. The materials that can be found in real life that considered as authentic are TV commercials, interviews, radio programs, brochures and poems. Furthermore, Laniro (2007) emphasized that authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic such as printed materials, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos.

Moreover, Little and Singleton (1988, as cited in Ciornei & Dina, 2015) defined authentic text as a text that was created to fulfill some social purposes in the language community in which it was produced. The term authentic has been used as a reaction against the prefabricated patterns of the textbooks while authentic texts were the non-pedagogical texts used to help learners improving not only their communication skill but also their cultural competences.

C. Types of Authentic Materials

In using authentic materials as teaching and learning materials, teachers can use various types of the materials that can make the teaching and learning process

more motivated and interesting. By using various materials, they can help and benefit teachers in presenting lessons better. According to Genhard (1996, as cited in Al-Azri & Al-Rashdi, 2014) authentic materials are classified into three types as follow:

1. Authentic listening materials, such as radio, news, cartoons, songs.
2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards.
3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets.

Furthermore, Rania (2016) found that besides the three types above, there is another type that can be classified as one of types of authentic materials, so there are four types of authentic materials such as:

1. Authentic Listening Materials

Authentic listening materials are materials that involve listening activities. These materials refer to audio-materials, such as: radio, songs, and telephone conversations.

2. Authentic Printed Materials

Authentic Printed Materials are materials that refer to printed media or written materials. For instance, such as magazines, newspaper, maps, restaurant menu, and books.

3. Authentic Listening- Viewing Materials

Listening-viewing materials are materials which involve listening and seeing activities in their use. For instance, movies, TV shows, TV commercials, and documentaries.

4. Authentic Visual Materials

Authentic visual materials are materials which refer to visual media that involve seeing activities. For examples, pictures, photographs, paintings, and signs.

In other divisions, according to Laniro (2007) there are two main categories of authentic materials. They are print materials and auditory materials. Using both of the types can benefit English teaching and learning process in English Second Language (ESL) Classrooms, and the materials are very useful to be used by teachers and learners in their classroom.

1. Print materials, these materials include utility bills, packing slips, order forms, ATM screens, ATM receipts, web sites, street signs, coupons, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, magazines, newspapers.
2. Auditory materials, these materials include phone messages, radio broadcasts, podcasts, e-books, movies, videos and DVDs, television programs.

D. Sources of Authentic Materials

In using authentic materials, English teachers and learners can find the materials easily from any source that they could find in their daily life, that make the materials are more accessible to be used. According to Hussein (2013), Omid and

Azam (2016), the source of authentic materials are infinite and endless. Moreover, the extension of technology and media that are more sophisticated and modern also influence the accessibility of sources of authentic materials. Furthermore, Ciornei and Dina (2014:276) stated that “multimedia technology affords the learner multiple ways of learning a language from real-life material. It is a powerful blend of computers, video, photography, and sound. The materials available on the internet can meet all demands, according to level and interest in language teaching.”

As a result, there are many sources of authentic materials that can be found by the teachers and learners in providing proper authentic materials either to be used in classroom or outside of classroom. The most commonly sources of authentic materials to be used are newspapers, magazines, TV, video, radio, literature, and the internet (Omid & Azam, 2016). Furthermore, according to Hussein (2013) the most common sources are newspapers, magazines, TV programs, movies, Video / DVD, radio and recordings, songs, rhymes and poems, pictures, charts, diagrams, advertisements. In addition, Berardo (2006) found that the most common sources that are used are newspapers, magazines, TV programs, movies, songs, literature, and internet. Among the sources, internet is the most useful source due to it is continuously updated and more visually stimulating as well as being more interactive. The Internet is a modern day reality, since most students use it. For teachers, using internet gives the easiest access for them to find endless different types of materials.

C. The Use of Authentic Materials in English Classroom

The use of authentic materials in a language classroom has been discussed by many researchers over the past decades since 1970-s. The effectiveness of the materials in language learning also has been approved by many teachers and researchers. Many researchers have suggested the use of the authentic materials in language teaching and learning classroom. The authenticity of the materials can increase language skills, motivation, and interest of students in learning a language.

Moreover, according to Kilickaya (2004) most of teachers all over the world agree that the use of authentic texts or materials is beneficial to the language learning process. Authentic materials that are used as learning materials can help teachers in delivering lessons properly in the real context of the language based on how the way of the language used in real life. Furthermore in using the materials, the teaching and learning process not only can be held in a classroom but also outside of classroom because the authenticity of the materials. However, teachers need to consider the level of his or her students' ability to make the teaching and learning process more effective and success. Authentic materials can be used for any level such as beginner, intermediate, and advance. Teachers just need to adjust the level of the materials with the level of the students.

Due to the materials are authentic, teachers and students can easily find and choose any activities of learning. The materials can be available in around daily life like advertisement, brochures, menus, schedules, recipes, songs, movies, newspaper, magazine, etc, which they could find from internet or online that are directly designed in the target language. The varieties of source and type of the materials will

motivate students in learning and make the learning activities more interesting and creative. Apsari (2014) said that authentic materials are often more interesting because they reflect real life phenomena. In addition, Kozhevnikova (2013) stated that all kinds of authentic materials are beneficial for students to help them creating English atmosphere since the materials bring the authenticity in a classroom and motivate students to learn more about the target language and culture. Moreover, teachers should consider the age and proficiency level of their student to use authentic materials.

In addition, in teaching English teachers must not always use authentic materials or textbook in their classroom. Sometimes, they can be switched or used both of them. Foppoli (2006, as cited in Al-Azri and Al-Rashdi, 2014) suggested that teachers not only can use course books in teaching but also they can use authentic materials to support and enhance their students' learning. In addition, Nunan (1999, as cited in Oura, 2012) said that it is not realistic for teachers to use only authentic materials in the classroom, and students should less depend on the use of authentic materials due to encountering too much contrived dialogs and listening text in classroom will cause their learning task be more difficult. He also said that it is important for learners to listen and read authentic material of as many different kinds as possible. This will help to motivate the students by bringing the content and the subject matter to life for them, and enable them to make the important connections between the classroom world and the real world.

D. The Level of Authentic Materials in English Classroom

To use authentic materials, teachers must consider the level of their students' abilities. That will help the teachers to choose and use appropriate materials which suit the level of their students. If the materials are beyond the learners' ability or level, it might lead to demotivate and discourage learners from learning the target language (Al-Azri & Al-Rashdi, 2014). In this case, that is the role of teachers in measuring the appropriateness of authentic materials which they use in their classroom. The teachers can start to use the materials for the beginner level to advanced level. Miller (2005, as cited in Hussein, 2013) stated that any levels of students can manage using authentic materials, even lower level of students. On the other hand, according to Kilickaya (2004) authentic materials can be used only for advanced and intermediate level.

However, Guariento and Morley (2001) claimed that the use of authentic materials is available for the use in classroom at post-intermediate level, by considering at this level most of the students have mastered more vocabularies and structures of the target language. Meanwhile, for the use of authentic materials at lower level, they stated that the use may cause the students feeling demotivated and frustrated since the less mastering lexical items and structures that are used in the target language.

E. Selecting of Authentic Materials for English Classroom

Selecting authentic materials for English language classroom is very important to be considered properly by teachers. This is aimed in order the teachers

and students can fulfill the needs and the aims that should be attained and comprehended from the teaching and learning process. To choose appropriate authentic materials for teaching materials, teachers can follow some criteria that have considered by many scholars regarding how to select the authentic materials for English classroom.

According to McGrath (2002, as cited in Hussein, 2013, Al-Azri and Al-Rashdi, 2014), there are eight criteria that should be followed by teachers in selecting authentic materials. The criteria are:

1. Relevance to course book and learners' needs
2. Topic interest
3. Cultural appropriateness
4. Linguistic demands
5. Cognitive demands
6. Logistical considerations
7. Quality
8. Exploitability

In addition, Nuttal (1996, as cited in Hussein, 2013) defined that there are three main criteria in choosing authentic materials to be used in language classroom, they are:

1. Suitability of content, this criterion can be considered to be the most important of the three. This means the materials should interest the students, suit their needs, and motivate them.

2. Exploitability, this criterion refers to how the materials can be used to develop the students' competence as learners. A text which can not be exploited for teaching purposes has no use in the classroom. Only because it is in English does not mean that it can be useful.
3. Readability, this criterion refers to the difficulty and complexity of a material. The materials should not contain too difficult or demanding words and structures. It must suit the learners' level. Otherwise, it might de-motivate the learners and have a negative effect.

Moreover, Berardo (2006) added there are two more important criteria that need to be considered by teachers when choosing authentic materials, they are:

1. Variety, the different types of materials that are used in a classroom can affect learning activities and task more interesting.
2. Presentation, the materials that are selected must be able to be presented. By presenting the materials especially in an authentic context that can attract learners' attention and interest more.

F. Advantages and Disadvantages of Using Authentic Materials In English Classroom

1. Advantages of Using Authentic Materials

There are five main points of advantages of using authentic materials in teaching English. They are such as:

1. Authentic materials provide exposure to real language

Authentic materials provide learners a real language in the real context of the target language use in real life. When teachers and students use the materials for

learning, they will realize directly the connection between the language that is used in classroom and the language that is used in real life situation. According to Gebhard (1996, as cited in Al Azri & Al-Rashdi, 2014) authentic materials "contextualize" the language learning. In addition, authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world. Moreover, Guariento and Morley (2001) stated that using authentic materials helps students more effective in increasing their communication ability in the target language. They will be easy to interact and communicate with other people even if they are native speakers.

2. Authentic materials have a positive effect on learners' motivation

Using authentic materials also increase students' motivation in learning English. Ciornei & Dina (2014) stated that naturally teachers and students are interested in using authentic texts. In addition, the materials can motivated the students because they can learn some materials which is real that are designed for native speakers, so that the materials can enable them to learn more confidently and extensively outside classroom.

3. Authentic materials relate more closely to learners ' needs

Authentic materials can provide learning objective which suit what students' need in classroom to learn, and also what they need for their real life situation. The materials may provide the core of a very specialized course if the course objective is, for example, to develop skills for reading manuals, instructions, contracts, or financial reports, or to develop letter-writing or report-writing skill (Hussein, 2013). Moreover, students can improve their practical skills and gain benefits when they

work cooperatively and communicatively with friends, parents or more advanced people like teachers, in school and non-school settings. Therefore, the material not only can affect the progress of their language skills in classroom but also outside classroom where they must face the real life experience. As the result, they will more understand how the language is really used in daily life.

4. They provide authentic cultural information

A language can reflect the cultural values of native society of the language which is spoken. That means that someone who learn the language purposively or not purposively he will learn also the culture of the society where the language is spoken daily. The cultural value will be more exposed in the language if the language learning process through using authentic materials. Sherman (2003) stated that authentic materials are important because in fact they are a window into culture. Garcia (1991, as cited in Al-Azri & Al-Rashdi, 2014) claimed that using authentic reading materials helps to improve the learners' cultural awareness. That because the materials are designed for the native society of the language which definitely the materials must be suit their language context and their cultural values.

5. Authentic Materials encourage teachers to adopt effective teaching methods.

The use of authentic materials in classroom not only can benefit for students in enhancing their language skill but also can benefit for teacher in creating creative and effective teaching approach. They can use different learning activities and technique by using many different types of authentic materials which can be suited

with the students' needs or pedagogical needs. Teachers can adapt their use of authentic materials to suit the age and language proficiency level of the students.

2. Disadvantages of using authentic materials

There are three main disadvantages of authentic materials that have been discussed by many scholars recently.

1. Demotivating low level students

Although authentic materials can affect students motivation in learning English, but the use of the materials can also affect demotivation of learning for students, particularly for low level students. According to Kilickaya (2004) using authentic materials for low level students frustrate and demotivate them, since the lack of skills and vocabulary that they have which do not deal successfully with the presented text. Moreover, Guariento and Morley (2001) stated that the use of authentic text at lower level may not only prevent students from responding in meaningful ways, but can also cause them to feel frustrated, confused, and demotivated.

2. Unsuitability at the early stage of acquisition

Authentic materials may have too many complex language structures and vocabulary. Therefore, the materials may cause the unsuitability of use at lower level students. The level of vocabulary and structures which are more complex might not be relevant to the students' immediate needs. They will feel difficult to decode texts that are presented in classroom. Richards (2001) stated that authentic materials often contain difficult language, unneeded vocabulary items and complex language

structures, which causes a burden for the teacher in lower-level classes. Furthermore, Martinez (2002, as cited in Al-Azri and Al-Rashdi, 2014) claimed that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts.

3. Requiring plenty of time and relevant knowledge

Using authentic materials sometimes consume a lot of time to select and to present in the classroom. Miller (2005, as cited in Al-Azri and Al-Rashdi, 2014) stated that to select, edit, and prepare authentic materials are too difficult and time consuming. In preparing the materials, teachers need to consider some criteria in choosing proper and suitable materials which suit the level and the needs of their student, that definitely the preparation takes more time. In addition, Matsuata stated that the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students.

Furthermore, beside requiring a lot of time, using authentic materials also require relevant knowledge of the user about what are presented in the materials. Since, authentic materials may be too culturally biased, so the user must have some knowledge and cultural understanding about the contain of the materials. According to Martinez (2002) authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. For examples, in teaching headlines, adverts, signs, etc. Teachers must require some good knowledge of the cultural background when using them to avoid missperception and misunderstanding in the learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a qualitative research. Qualitative research is a type of research which the findings are found without using statistical procedure or other quantitative procedures (Basrowi & Suwandi, 2009). Bogdan and Taylor (1992, as cited in Sanjaya, 2013) stated that qualitative research is a procedure of research which produce descriptive data in oral or written form and behaviour of subjects who were observed. To answer the research questions of this research the researcher used two methods of qualitative research. Those methods are interview and observation to collect data from participants of this research.

B. Brief Information of Research Location

This research was conducted at SMAN 1 Tapaktuan, which is located in Jalan Jendral Sudirman No.05, Gampong Hilir, Tapaktuan, South Aceh. It has been operated officially since January 6th, 1959 based on SK Mentri P dan K No.37/SK/B.III 59. The location of the school is very strategic, because it is located in central city of Tapaktuan and near to some significant public areas such as Tapaktuan central market and bank Aceh.

SMAN 1 Tapaktuan is one of the best schools and favorite schools in South Aceh . The school has many competed teachers and students. Total number of teachers in the school is 56 teachers which is included permanent, non-permanent,

and honorer teachers, and there are four permanent English teachers who teach English in the school.

Table 3.1 The Names of Permanent English Teachers of SMAN 1 Tapaktuan

No	Name	Graduate Institution
1	Dra. Aswidar NIP : 196409181995122001	S1 FKIP Universitas Syah Kuala Banda Aceh
2	Sriayu Nahrissy, S.Pd.I NIP : 197904102005042001	S1 Tarbiyah IAIN Ar-Raniry Banda Aceh
3	Tasmiami, S.Pd NIP : 197505052002122005	S1 FKIP Universitas Syah Kuala Banda Aceh
4	Ullia Fitri, S.Pd, M.A NIP : 197904072003122003	S1 FKIP Universitas Syah Kuala Banda Aceh S2 Universitas Gajah Mada Yogyakarta

In addition, SMAN 1 Tapaktuan has 702 students that are included both males and females. There are two class programs that the school has, such as IPA (Science) and IPS (Social) for third grade which apply KTSP curriculum, and MIA (Mathematics and Science) and IIS (Social) for the first and second grade which apply 2013 curriculum. Totally, there are 24 classrooms. Each grade has 8 classes which divided into 3 IPA/MIA classes, 2 Unggulan IPA/MIA classes, and 3 IPS/IIS classes. Moreover the school has good and complete facilities, such as headmaster office, teachers office, administration office, classrooms, science laboratory, computer

laboratory, library, prayer room, toilet, sports field, wide schoolyard, and clean water resources.

C. Participants

In this research, the researcher chose English teachers of SMAN 1 Tapaktuan as participants. There are four English teachers, but only three English teachers who willingly participated in this research. The first participant was named Teacher 1 who is a female and has taught English for 14 years. The second participant was named Teacher 2 who is a female and has taught English almost for 16 years. The last participant was named Teacher 3 who is a female and has taught English for 20 years. The three participants participated in interview and observation to collect data and information of this research. The researcher interviewed the participants directly face to face and observed them directly in classroom.

D. Data Collection Method

The researcher used interview and observation method in collecting data of this research to gain deep information through interviewing and observing all of the participants face to face and directly.

1. Interview

Interview was used as the main instrument in collecting data of this research. Interview is a technique of collecting data through conversation and asking-answering question either directly or indirectly with participants to obtain specific information (Arifin, 2011). In this research, the researcher interviewed the participants directly through semi-structured interview. Semi-structure interview aim

to gain deep information from interview question by extending the question based on the participants' answers.

The interview was used to gain information about the participants' perception and comments about the use of authentic materials, and also to know whether they use authentic materials or not and what challenges of using authentic materials in teaching English.

2. Observation

To collect data of this research, the researcher also used observation to find out more information, to observe and to support data of the interview. Observation is a technique of collecting data through observing and recording systematically, logically, objectively about any phenomena (Arifin, 2011). Observation can record people act differently to what they say or intend.

In this research, the researcher used non-participant observation. Non-participant observation was conducted by the researcher to observe directly classroom activities or teaching process of the participants, but she does not interact with the participant. To conduct this observation, the researcher took field notes observation to gain information about teaching and learning process that was conducted by the participants. The researcher observed all of the participants when they taught English in their classroom one by one. The observation included what materials that are used by the participants in their teaching, whether they used authentic materials or not, how they used the materials, how their students reacted

toward the materials, and what the difficulties they faced toward the materials that they used in the teaching and learning process.

E. Data Analysis Method

The researcher qualitatively analysed the result of data collection which used interview and observation by using narrative technique. Both the results of the data were analysed and described qualitatively in words and sentences form. In analysing the result of interview, the researcher employed thematic analysis based on what participants said about their perspectives and comments on the use of authentic materials in teaching English. Similarly, the result of classroom observation was also analysed based on data that had been observed in classroom. Then, the findings and conclusion of this research were described and explained based on the result of data that had been collected with interview and observation.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. The Analysis of Interview

In this research, the researcher interviewed three English teachers of SMAN 1 Tapaktuan, they were Teacher 1, Teacher 2, and Teacher 3. The three participants had been interviewed by asking 12 questions which related to their perceptions toward the use of authentic materials in English teaching. In the interview process, the researcher interviewed all the participants by recording their answers and opinion with an audio recorder. Each participant spent more than 15 minutes to respond the questions from the researcher, and each of them got the same questions that should be answered. Then, the researcher transcribed all of the answers into the transcript to analyzed results of the interview.

To analyze results of the interview, the researcher divided answers of the interview in three sections or themes based on the research questions, which each section was arranged in sub-sections to report the English teachers' perception toward the use of authentic materials in their teaching. The three section are :1) English teachers' perception toward the use of authentic materials in teaching English; 2) The use of authentic materials in teaching English; and 3) the challenges in using authentic materials in teaching English.

A.1. English Teachers' Perception toward The Use of Authentic Materials in Teaching English

Based on the answers that were given by all participants in the interview, almost all of participants had similar perception and only had slightly different perceptions toward the use of authentic materials in teaching and learning English, which included the awareness of authentic materials use in teaching English and the use of authentic materials in teaching English.

A.1.1. The Awareness of Authentic Materials Use in Teaching English

The results showed that all participants were aware toward the use of authentic materials in teaching English. They had been familiar with the materials, since they had known about authentic materials which are real materials that are designed for natives and real life purposes without intentionally designed for teaching and learning objectives. Teacher 2 said: *"I think authentic materials are very good ways for students, that we can show something real, and they can imagine from what they watched, for example from media like western songs"*. In addition, Teacher 1 said:

Based on what I know, authentic materials are materials which are provided beside from textbook. Authentic materials are materials that we prepare and find them purely by ourselves for our teaching, which those are not provided by education ministry (textbook). For examples, whether those are photos or videos.

Furthermore, all participants stated that they had used authentic materials in their teaching although their frequencies of using the materials were different. The three participants said that their frequencies of using authentic materials were often, sometimes, and rare. According to Teacher 1 she claimed that she more often uses

authentic materials in her teaching. In other hand, Teacher 2 and 3 stated that they used authentic materials sometimes and rarely. Overall, although there were differences of frequency in using authentic materials, those could be defined that all of the participants had positive perception toward the use of authentic materials in English teaching by showing their awareness to use authentic materials in their teaching.

A.2. The Use of Authentic Materials in Teaching English

A.2.1. The Reasons of Using Authentic Materials in Teaching English

Regarding the use of authentic materials in as teaching materials in teaching English, all of participants responded that they had used the materials in their teaching although they did not always use them. They had some different reasons why they used the materials in their teachings. Based on statements that were stated by the three participants, these were several reasons why the participants used authentic materials in their teachings such as:

1. Authentic materials are real materials

Teacher 2 believed that by using authentic materials, students can directly learn English in the real English context which the native usually use for daily communication. She added that if students were used to listen to some materials that were spoken by native, they would easily understand English even though that was spoken by native or foreigner speakers, and that really helped when they took final English examination test. She said:

Yeah, I use the materials, because if I use the materials students can directly learn English from natives based on how the natives use the language, in order to make them easier to understand English, especially in listening.

Because in the national Examination, for listening section students will hear an English speaker, so if they have been used to hear English directly from native speaker, they will easily catch the English words that the speaker says in the examination.

2. Authentic materials are interesting

Another reason why the participant used authentic materials in teaching English was because using authentic materials were more interesting for students as their learning materials than textbook. This reason was claimed by Teacher 1. She stated that if she use textbook only in her teaching, her students would be less interested in learning. But, if she uses authentic materials, her students will be interested in learning even though the materials that she prepared had the same topic with materials that had been provided in textbook. Moreover, another reason she used authentic materials was because there was an inconsistency of textbook which is influenced by the change and revision of education curriculum, that causes teachers also needing to prepare their own materials because not all of teachers had the textbook as teaching handbook that relevant which the revision. She said:

Yes, I use it. The first reasons is because there are a lot of change and revision of curriculum that those influence the revision of textbook, and also not all of teachers can have the textbook. Moreover, usually students are more interested in learning if we use the materials in teaching even though the textbook provide the same learning topic. They will feel lack of interest if the learning materials only from textbook.

3. Authentic materials are enjoyable

The result found that another reason of using authentic materials was because the materials were enjoyable for students when they learn English. Teacher 3 stated that she used authentic materials to support the learning topic that she will teach. By using the materials, she and her students not only would be able to reach the learning

objectives in the teaching but also those would make students more enjoyable in learning. She said: *“I use the materials sometimes, like English songs to teach the students about Simple Present Tense. Since, the materials can make students enjoyable in learning”*.

A.2.2. Types and Sources of Authentic materials that are used in teaching English

Generally, types of authentic materials that were used by all the participants in their teaching were listening-viewing materials which included audios, videos, and songs. Meanwhile according to Teacher 2, besides using listening-viewing materials, she also uses visual and printed media type like photographs and reading texts. She said: *“Usually, I use photos, videos, and reading texts”*.

Whereas, regarding the sources of authentic materials used by all the participants, they responded that most of the materials that they used for teaching materials were taken from internet, environment, and tape recorder or cassette audio. Teacher 1 said: *“The sources can be from students’ photograph, environment, and most of the materials we find from internet, but probably like text report we can take students directly outside of classroom so they can directly from environment”*. In addition, Teacher 3 said: *“I only can find the materials from tape recorder or Cassette”*.

Furthermore, all the participants agreed that they had an easy access to find authentic materials in the school. That due to the school had provided them internet

connection that was Wi-Fi. Teacher 1 said: *“InsyaAllah, we have an easy access for finding the materials because our school provides us Wi-Fi”*.

A.2.3. Criteria in Selecting Authentic materials

In choosing authentic materials, generally all of participants had similar perception toward criteria that they followed to use the materials in their teachings. The criteria that they followed were about the relevance of authentic materials that must suit with the basic competency, learning objectives, students' level and needs in the teaching and learning process. Moreover, the contents of authentic materials also must suit with cultural appropriateness, simplicity of language, and students' level and needs in using the materials as their learning materials. Teacher 2 said:

Yeah, it must suit the basic competency of learning, for examples, basic competency of listening, so before testing the students about listening, I usually warm up the students by presenting the listening materials which suit the level of the student. For example like songs, I am really selective about the songs that I will give to the students. The song must be decent and proper to be presented in classroom. Also, I must listen and understand first the lyrics of the song to know if the song is decent for students.

In addition, Teacher 3 said : *“For using songs, I chose easy and slow English songs for listening to make students easily understanding the songs. It must suit their level and course objectives / basic competency in that meeting”*.

Furthermore, a question was also asked to know participants' answers about how they used authentic materials with the students in the classroom. Based on the answers of the interview, all of participants responded that they designed or created tasks and activities which suit with authentic materials that they used in the

classroom by presenting the materials to students and asking them to do some activities and tasks.

In addition, all the participants also gave some positive responses toward how their students reacted on the materials that they had used and presented in classroom. All of the participants agreed that there were significant differences of students' reaction when they used authentic materials. By using the materials, students were more excited and enthusiast in learning. They were more motivated in learning, and they did not feel bored because the materials were more interesting for them. Teacher 1 said:

If I compare with the use of textbook, absolutely the student prefer use authentic materials, because if I only use textbook they will feel bored, and there is nothing new, and they are less interested, but if I use authentic materials, they are curious and enthusiast toward the materials that I will teach.

A.2.4. Teachers' Recommendation toward The Use of Authentic Materials

The results of interview showed that all of participants gave some positive statements toward the recommendation of authentic materials use in English teaching. All of them similarly recommended that in teaching and learning English teachers and students needed to use authentic materials to support their teaching and learning, in order they had variation of teaching and learning methods, techniques, activities, and tasks, so that the teaching and the learning process would be more interested, and student definitely would be more motivated in learning English. Teacher 3 said:

Yeah, actually for the use of authentic materials I recommend it, especially for the students where they can find others materials around their life and

environment. So, they will understand more about the learning that is being learned at school.

In addition, Teacher 1 said :

Based on what I see from the enthusiastic of students, I think teachers better should use authentic materials in their teaching. Because, there are significant differences in students' motivation in learning when we use authentic materials, even though they can find the same materials in textbook, but they are more interested when we provide another materials besides textbook.

The last, Teacher 2 said:

I think for teaching students, we can not only use textbook. The teachers must have wide thought about the materials that they use for their teaching materials. If they only use textbook, the students will not get something new, they only get the knowledge from what in the textbook provide.

A.3. The challenges in Using Authentic Materials in Teaching English

In this research, to analyze the challenges in using authentic materials in teaching English, the participants had been asked about the difficulties that they found and faced in using the materials in their classroom. The three participants responded the question differently. Generally, all of the participants responded that they had difficulties in using authentic materials which related to vocabularies mastery of students, technical problems, time consuming of authentic materials use, and the lack of IT skills.

A.3.1. Vocabularies Mastery

The results showed that one of difficulties that were found by the participants in using authentic materials was the lack of English vocabularies that students mastered and known. This caused students hard to catch and listen to the words that were said in the materials like authentic listening materials. Furthermore, the

materials were directly spoken by native so those made students more difficult to catch the words. In this case, Teacher 2 said:

Especially for listening western songs, I think my students are little bit difficult to catch the words because they may be not familiar with the words, then because the materials are directly speak by native, so that make the students hard to catch the vocabularies. And, the students also could not master a lot of English vocabularies.

A.3.2. Technical Problems

Based on what the participants had said, it was found that technical problems were also one of the challenges in using authentic materials in teaching English. The technical problems might relate to unworkable supporting media that were used to present authentic materials to students in classroom. The problem might be the sudden cut of electricity that caused materials like listening-viewing materials could not be used since the materials needed media electronic to be presented. In addition, the unworkable media like projector was also a cause the materials could not be presented in classroom. In this case, Teacher 1 said:

Technically, the difficulties are in using video, if suddenly there are the cut of electric power, so we could not use the materials, and also if I got the unworkable projector, which not all of our school's projector are in good quality to be used,....

A.3.3. Time Consuming

The result revealed that using authentic materials took more times to be used in a English classroom. When using the materials, there were a lot of preparations and activities that needed to do and finish in the teaching and learning process, meanwhile its time was not enough. That statement was responded by Teacher 1, she stated that the English learning time was not enough to use authentic materials like

pictures for learning activities. She said : “...and for using pictures, the challenge is the time which is not enough for the learning to do some activities with using the materials”.

A.3.4. Lack of IT Skills

According to Teacher 3, the challenge in using authentic materials was the lack of IT skills that she had. She stated that her only difficulty in using authentic materials was finding the materials to be used in her teaching, because her IT skills were very less to use internet. She thought that if she had more IT skills, she would be easy finding authentic materials from internet. She said : “For me, the main difficulty is finding the materials because I really lack of IT skill where actually I could be able finding more materials from the internet if I am able using the internet”.

B. The Analysis of Observation

To analyze data of observation results, the researcher had conducted observation to the three participants of this research by taking notes to collect data of observation that aimed to find out more information and to support data that had been collected from interview. Each participant was observed three meetings on different days, times, and classes. The results of the observation were analyzed descriptively based on the data that had been collected from the three meetings. The observations that were conducted in the meetings focused on these several components below:

1. The use of teaching materials in the teaching and learning process.
2. The types of teaching materials that were used by the participants.

3. The ways of how the authentic materials were used in the teaching.
4. The response of students toward the teaching materials that were used by the participants.
5. The challenges the participants found in using authentic materials in the teaching process.

- **Meeting 1**

For the first meeting, the researcher observed Teacher 1 on Tuesday, 26 September, 2017, in class XII IPA Unggulan 1, Teacher 2 on Saturday, September 23, 2017 in class XII IPA II, and Teacher 3 on Monday, September 25, 2017 in class XI IIS II.

Components that were observed	Teacher 1	Teacher 2	Teacher 3
1. The use of teaching materials in the teaching and learning process.	She used teaching materials in her teaching.	She used teaching materials in her teaching.	She used teaching materials in her teaching.
2. The types of teaching materials that were used by the participants.	Authentic visual materials and printed materials such as a picture and a reading text, and also used a textbook.	A textbook only.	A textbook only.
3. The ways of how the authentic materials were used in the teachings.	She divided her students into group discussion to observe the picture, read and understand the reading text, and present the result of the discussion.	-	-

4. The response of students toward the teaching materials that were used by the participants.	Students were interested toward the materials. All of them worked and learned the materials actively and enthusiastically.	Students were less interested, motivated, and enthusiast in the learning. They did not really pay attention toward the teaching and learning.	Students showed lack of interest and they were not enthusiastic and motivated in the learning.
5. The challenges the participants found in using authentic materials in the teaching process.	She did not find any difficulties.	-	-

- **Meeting 2**

For second meeting the researcher observed Teacher 1 on Tuesday, October 31, 2017, in class X MIA II, Teacher 2 on Saturday, October 7, 2017, in class XII IPA II, and Teacher 3 on Friday, 5 October, 2017, in class XII IPS I.

Components that were observed	Teacher 1	Teacher 2	Teacher 3
1. The use of teaching materials in the teaching and learning process.	She used teaching materials in her teaching.	She used teaching materials in her teaching.	She used teaching materials in her teaching.
2. The types of teaching materials that were used by the participants.	Authentic visual materials such as slides and photographs, and also used a textbook.	Authentic visual material that was slides and authentic listening-viewing materials that was story videos.	She used a textbook only.
3. The ways of how the participants used the authentic materials in the teaching.	She presented the slides and the photographs, and students made group discussion then presented	She presented and discussed the slides together with the students, and presented the story videos.	-

	their discussion result.		
4. The response of students toward the teaching materials that were used by the participants.	Students were interested and enthusiastic in the learning and they really paid attention on the materials.	Students were really interested and enthusiast, they were very excited and curious toward the materials.	Majority of the students were less interest, motivation and enthusiast on the learning.
5. The challenges the participants found in using authentic materials in the teaching process.	She did not find any difficulties.	The projector she used to present the videos were unworkable, so she had to change with another projector.	-

- **Meeting 3**

The last, for the third meeting the researcher observed Teacher 1 on Tuesday, October 31, 2017, in class XII IPA Unggulan 1, Teacher 2 on Monday, 6 November, 2017, in class XII IPA II, and Teacher 3 on Friday, November 3, 2017 in class XII IPS I.

Components that were observed	Teacher 1	Teacher 2	Teacher 3
1. The use of teaching materials in the teaching and learning process.	She used teaching materials in her teaching.	She used teaching materials in her teaching.	She used teaching materials in her teaching.
2. The types of teaching materials that were used by the participants.	Authentic visual materials such as slides and a picture.	A textbook only.	A textbook only.
3. The ways of how the participants used the authentic materials in the	She presented the slides and the picture, then discussed the	-	-

teaching.	materials together with the students.		
4. The response of students toward the teaching materials that were used by the participants.	All of the students were interested and enthusiast on the learning, and they were also very excited and motivated in the learning.	Majority of the students were less focus, interested, motivated, and enthusiast in the learning.	Majority of the students did not pay attention on the materials, they were less interest, motivation and enthusiast on the learning.
5. The challenges the participants found in using authentic materials in the teaching process.	The teaching and learning activities and tasks could not be finished because the learning time was up.	-	-

Based on the observation results of the three meetings above, the researcher found that only two participants positively used authentic materials in their teachings, they were Teacher 1 and Teacher 2. Whereas, Teacher 3 negatively showed that she did not use authentic materials at all in the three meetings. Teacher 1 used authentic materials in the each meeting, and Teacher 2 used authentic materials only once of the three meetings. The types of authentic materials that Teacher 1 and 2 used were various. Teacher 1 used authentic visual and printed media. Teacher 2 used listening-viewing materials. The two teachers used authentic materials as their teaching materials by designing and creating some various learning activities and tasks which related to the materials and the teaching and learning topics that they taught and discussed to their students.

Moreover, the results also showed that there were significant differences of students' responses when the participants used authentic materials and when they did

not use authentic materials in their classrooms. Students were more interested, motivated, and enthusiastic toward the teaching and the learning process when the participants used authentic materials as their teaching materials in the classroom. Otherwise, when the participants did not use authentic materials in their teaching and when they only used a textbook, their students were less interested, motivated, and enthusiastic in learning English.

Furthermore, Teacher 1 and Teacher 2 faced different difficulties in using the authentic materials in their classrooms. Teacher 1 had a technical problem which was the unworkable of projector that she used to present her videos materials, that made she had to change it with another projector. In other hand, Teacher 2 found difficulty with the time consuming of using authentic materials which took more time, so that caused the teaching and learning English time was not enough for doing some learning activities and giving some tasks in teaching and learning process.

C. Discussion

In this research to answer of the research questions, the researcher had successfully collected the data through two methods of qualitative research those were interview and observation. The data that had collected from the two methods showed that there were some various perceptions and comments of the three participants of this research. Therefore, through this discussion the researcher elaborated some important points as parts of the research findings in order to answer the three research questions of this research.

First of all, the first research question is “*What are the English teachers’ perception toward the use of authentic materials in English classroom ?*”. As in the

result of interview, it showed that all participants had a positive perception toward the use of authentic materials in their teaching classrooms. They had known about authentic materials, and they were aware to use authentic materials as their teaching materials in teaching English. However, they did not always use the materials, because they also used textbook as their teaching materials. That was proved by the result of observation. The result revealed that they had used authentic materials in their teaching even though they did not always use them in each meeting. They sometimes used both a textbook and authentic materials in their teaching, and sometimes they used textbook only. Foppoli (2006, as cited in Al-Azri and Al-Rashdi, 2014) suggested that teachers not only can use textbook in teaching but also they can use authentic materials to support and enhance their students' learning. In addition, Nunan (1999, as cited in Oura, 2012) argued that teachers can use another material besides authentic materials to keep students less depend on the materials and to alleviate the difficulties in using the materials.

For the second research question, the question is "*Why do the English teachers use authentic materials in teaching English?*". The result of interview showed that the three participants positively responded that they had used authentic materials in their teaching. However, observation result reveals that only one participant did not use authentic materials in her teaching. According to interview findings, there were several reasons why the English teachers used authentic materials in their classrooms, such as first of all, because authentic materials are real materials which encourage students to learn English in the real context how English is used by native in real daily communication. Second, because authentic materials

are interesting materials which can make students more interested, motivated and enthusiastic in learning English. Third, authentic materials were used because they are enjoyable materials for students in learning English. Those reasons were positively approved by the findings of observation. The findings showed that there were significant differences of students' reactions when the participants used and did not use authentic materials in their classrooms. The students were more motivated, excited, and interested in learning English when the teachers used authentic materials and vice versa.

Both interview and observation results showed that generally all the participants used authentic listening-viewing, visual, and printed materials such as pictures, reading text, photographs, videos, and songs. Meanwhile, the sources of the materials that they use were commonly from internet, environment or real life objects, and tape recorder. Among the sources, internet was the source which had an easy access for the participants to find any authentic materials, since their school had provided the Wi-Fi connection. All the participants used authentic materials by designing and selecting some learning activities and tasks which suit the materials they used. Moreover, the materials that they had selected and prepared must suit the criteria of authentic materials use in English teaching.

The last, to answer the third research question which is "*What are challenges of using authentic materials in teaching English?*", both interview and observation results had revealed the findings. The both results showed that the challenges of using authentic materials were identified by some difficulties that were found by the participants in their teaching classroom. The difficulties were first, the lack of

students' vocabularies mastery which caused students difficult to catch words that were presented in the materials. Second, participants found some technical problems which related to the unworkable media when the materials were presented. This problem could be overcome and avoided if the teachers checked media that they would use before she started the teaching, and they better prepared two or more types of teaching materials as preparation if there were problems with the main materials that they used. Third, using authentic materials consumed a lot of time which caused the teaching and learning time were not enough to do learning activities and tasks in classroom for one meeting. Fourth, the lack of IT skills was also one of the difficulties that faced in using authentic materials, because IT skills could make finding and preparing authentic materials easier. Ciornei and Dina (2014:276) stated that "multimedia technology affords the learner multiple ways of learning a language from real-life material. The materials which are available on the internet can meet all demands, according to level and interest in language teaching." If an English teacher has sufficient IT skills, she will easier find any variation of types and sources of authentic materials to design and create various learning activities and tasks which are more interested, motivated, and excited for students in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, there are some significant conclusions that the researcher could explain briefly into several points below:

1. All participants showed positive perception toward the use of authentic materials in teaching English. They were aware to use the materials even though they did not always use them in their teaching classroom. They had positive beliefs that by using authentic material, it could give some good affects for teachers and students to increase their various teaching and learning techniques, activities, and tasks.

2. This research revealed that all the English teachers considered using authentic materials because authentic materials are real, interesting, and enjoyable materials to be used as teaching materials in teaching English. The use of the materials can encourage students to learn real context of English use and enhance students' interest and motivation in learning English.

3. The researcher found the majority of types of authentic materials that were used by all participants in their teaching classroom are listening-viewing, visual, and printed media which commonly found in internet, environment, and tape recorder. Moreover, internet was a source of authentic materials which had an easy access in the participants' school because their school provided them Wi-Fi connection.

4. The findings showed that there were significant differences of students' reactions when the participants used and did not use authentic materials in their classrooms. The students were more motivated, excited, and interested in learning English when the teachers used authentic materials and vice versa.
5. The challenges that were found by all the participants in using authentic materials were by finding and facing some difficulties such as the lack of students' English vocabularies mastery, technical problems which included unworkable media in presenting the materials, a lot of time consuming in using authentic materials, and the lack of an English teacher's IT skills which impeded her to find authentic material from any media which need IT skills to be used.

B. Suggestion

Based on the results of the data analysis, discussions, and conclusions that had been drawn above, the researcher would like to suggest some suggestions which were hopefully beneficial for English teachers, students, and future research.

1. English Teachers

As a person who has big roles in determining and choosing teaching and learning materials to be used in a classroom, teacher must be more selective and innovative toward the teaching materials she uses. She could not only depend on one type of materials. Using authentic materials can be one of alternative ways for the teacher to make her teaching materials and approach more various, creative, and innovative. The more often she uses the authentic materials, the better achievements

and the improvements that she will achieve in her teaching to teach and to motivate her students to be more interested and motivated in learning English.

2. English Students

In learning English nowadays, students do not have to depend on what English materials their teachers has provided in classroom. Beside the materials their teacher had provided, they could find their own learning materials around their environment and daily life which can be supported by any media that they have, like smartphone or computer which could be connected to internet connection to make them easier in finding any types and sources of real English material in the internet. So, their English skills will automatically improve, and the learning methods will definitely be more interesting and fun without having a teacher to teach.

3. Future Research

In this research, the researcher aimed to find English teachers' perception toward the use of authentic materials in teaching English at school which is specifically investigated on English teachers at senior high school level. As the results, the research showed that the teachers have positive perception on the use of authentic materials at that level. Therefore, based on the results, for future research the researcher suggested another researcher to investigate English teachers' perception on the use of the authentic materials at different levels of schools such as at junior high school and elementary school level, in order to know their perception toward the use of the materials at those levels.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/73/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

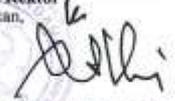
- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- 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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 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 RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Merjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguru UIN Ar-Raniry Tanggal 30 Desember 2016

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- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Khairiyah Syahabuddin, M.Hsc. EsL, M.TESOL, Ph.D Sebagai Pembimbing Pertama
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- NIM : 231324420
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : English Teachers' Perception toward The Use of Authentic Materials in Teaching English at School
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Januari 2017

An. Rektor
Dekan.


Dr. Muhiburrahman, M. Ag
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Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Kemas Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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Nomor : B-7690 /Un.08/TU-FTK/ TL.00/09/2017

13 September 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth,

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nella Silvani
N I M : 231 324 420
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Rukoh, Darussalam Banda Aceh

Untuk mengumpulkan data pada:

SMAN 1 Tapaktuan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

English Teachers' Perception toward The Use of Authentic Materials in Teaching English at School

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

SACUNAM SAC UNIR

Kodk 6049



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 TAPAKTUAN



Jalan Jenderal Sudirman No. 05 Tapaktuan Telp. (0656) 21063 Aceh Selatan 23717

Nomor : 421.3 / 990 / 2017
Lampiran :-
Perihal : Surat Keterangan Sudah Melakukan
Penelitian dan Pengumpulan Data
Menyusun Skripsi

Tapaktuan, 06 November 2017

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Program Study Pendidikan Bahasa Inggris
Di
Banda Aceh.

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Tapaktuan dengan ini menerangkan bahwa :
NAMA : NELLA SILVANI
NIM : 231 324 420
Program Study : Jurusan Pendidikan Bahasa Inggris

Benar yang nama tersebut diatas telah melakukan penelitian dan pengumpulan data di SMA Negeri 1 Tapaktuan dalam rangka penyusunan Disertai guna penyelesaian Studi pada program Studi Pendidikan Jurusan Bahasa Inggris Universitas UIN Ar-RANIRY yang Berjudul "English Teachers' Perception toward The Use of Authentic Materials in Teaching English at School. Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya .

Kepala SMA Negeri 1 Tapaktuan

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Appendix 4

Interview Questions

1. How many years have you been teaching English ?
2. What do you know about Authentic Materials?
3. Do you use authentic materials in teaching English ? why?
4. How often do you use authentic materials in your class?
5. What types of authentic materials do you use in teaching English?
6. What sources of authentic materials do you use to find the materials?
7. Do you have an easy access to these materials in the school?
8. In selecting authentic materials, what criteria would you follow?
9. How do you use these materials in your teaching?
10. Do you recommend the use of authentic materials in English teaching at school? why?
11. How is the reaction of your students when you use authentic materials in your teaching?
12. What kind of difficulties do you face in using authentic materials?

Appendix 5

Data of Interview

1. How many years have you been teaching English ?

Teacher 1 : *I have been teaching English for 14 years.*

Teacher 2 : *Almost 16 years.*

Teacher 3 : *Around 20 years.*

2. What do you know about Authentic Materials?

Teacher 1 : *I think authentic materials are very good ways for students, that we can show something real, and they can imagine from what they watched, for example from media like western songs.*

Teacher 2 : *Based on what I know, authentic materials are materials which are provided beside from textbook. Authentic materials are materials that we prepare and find them purely by ourselves for our teaching, which those are not provided by education ministry (textbook). For examples, whether those are photos or videos.*

Teacher 3 : *Yeah, authentic materials are real materials which are prepared by ourselves to deliver them to students.*

3. Do you use authentic materials in teaching English ? why?

Teacher 1 : *Yes, I use it. The first reasons is because there are a lot of change and revision of curriculum that those influence the revision of textbook, and also not all of teachers can have the textbook. Moreover, usually students are more interested in learning if we use the materials in teaching even though the textbook provide the same learning topic. They will feel lack of interest if the learning materials only from textbook.*

Teacher 2 : *yeah, I use the materials, because If I use the materials students can directly learn English from natives based on how the natives use the*

language, in order to make them easier to understand English, especially in listening. Because in the national Examination, for listening section students will hear an English speaker, so if they have been used to hear English directly from native speaker, they will easily catch the English words that the speaker says in the examination

Teacher 3 : *I use the materials sometimes, like English songs to teach the students about Simple Present Tense. Since, the materials can make students enjoyable in learning..*

4. How often do you use authentic materials in your class?

Teacher 1 : *I personally think that I use the materials very often. That can be said that 85% I more often use authentic materials in my teaching*

Teacher 2 : *I do not always use the materials, I use it sometimes, I think in one semester I might use the materials twice.*

Teacher 3 : *Honestly, I really rare use the materials, most of the times I only use textbook.*

5. What types of authentic materials do you use in teaching English?

Teacher 1 : *Usually, I use photos, videos, and reading texts.*

Teacher 2 : *I commonly use audio-visual types, like audios and videos.*

Teacher 3 : *I usually use audio type only like songs by using tape recorder.*

6. What sources of authentic materials do you use to find the materials?

Teacher 1 : *The sources can be from students' photograph, environment, and most of the materials we find from internet, but probably like text report we can take students directly outside of classroom so they can directly from environment.*

Teacher 2 : *I find the materials from internet like youtube, google, and facebook sometimes. I also have ever found the materials from TV show like Oprah's Show.*

Teacher 3 : *I only can find the materials from tape recorder or Cassette.*

7. Do you have an easy access to these materials in the school?

Teacher 1 : *Insyallah, we have an easy acces for finding the materials because our school provide us Wi-Fi*

Teacher 2 : *Yes, I do, here we easily can access internet. We have WI-FI in this school.*

Teacher 3 : *Yeah for the access we have an easy access here, we have internet connection, WI-FI here.*

8. In selecting authentic materials, what criteria would you follow?

Teacher 1 : *Firstly, the materials must suit objective course of learning, basic competency, and indicator, must suit the needs of the learning in the meeting, like text report it suit to take students outside.*

Teacher 2 : *Yeah, it must suit the basic competency of learning, for examples, basic competency of listening, so before testing the students about listening, I usually warm up the students by presenting the listening materials which suit the level of the student. For example like songs, I am really selective about the songs that I will give to the students. The song must be decent and proper to be presented in classroom. Also, I must listen and understand first the lyrics of the song to know if the song is decent for students*

Teacher 3 : *For using songs, I chose easy and slow English songs for listening to make students easily understanding the songs. It must suit their level and course objectives / basic competency in that meeting.*

9. How do you use these materials in your teaching?

Teacher 1 : *For example, in using video for materials of congratulation and complement expressing, firstly I delivered the objective course of the learning and after that I would show them the video, I asked the students to watch the video, and then they will listen the example of the expressing from the video, and then the students will discuss in group , the each group they will present what expressing they found from the video.*

Teacher 2 : *Usually, I ask students to listen the materials first, after that I ask them to repeat what the materials said, and take notes to rewrite the words that they have heard on the whiteboard.*

Teacher 3 : *Yeah, firstly I ask them to listen the song and then they will do a task like fill in the blanks task from the lyric songs that I have prepared before.*

10. Do you recommend the use of authentic materials in English teaching at school? why?

Teacher 1 : *Based on what I see from the enthusiastic of students, I think teachers better should use authentic materials in their teaching. Because, there are significant differences in students' motivation in learning when we use authentic materials, even though they can find the same materials in textbook, but they are more interested when we provide another materials besides textbook*

Teacher 2 : *I think for teaching students, we can not only use textbook. The teachers must have wide thought about the materials that they use for their teaching materials. If they only use textbook, the students will not get something new, they only get the knowledge from what in the textbook provide.*

Teacher 3 : *Yeah, actually for the use of authentic materials I recommend it, especially for the students where they can find others materials around their life and environment. So, they will understand more about the learning that is being learned at school.*

11. How is the reaction of your students when you use authentic materials in your teaching?

Teacher 1 : *If I compare with the use of textbook, absolutely the student prefer use authentic materials, because if I only use textbook they will feel bored, and there is nothing new, and they are less interested, but if I use authentic materials, they are curious and enthusiast toward the materials that I will teach.*

Teacher 2 : *Of course the students are very excited and enthusiast if I use the materials in classroom*

Teacher 3 : *Their reaction toward the materials are very well, and they are more enthusiast by using the materials.*

12. What kind of difficulties do you face in using authentic materials?

Teacher 1 : *Technically, the difficulties are in using video, if suddenly there are the cut of electric power, so we could not use the materials, and also if I got the unworkable projector, which not all of our school's projector are in good quality to be used, and for using pictures, the challenge is the time which is not enough for the learning to do some activities with using the materials.*

Teacher 2 : *Especially for listening western songs, I think my students are little bit difficult to catch the words because they may be not familiar with the words, then because the materials are directly speak by native, so that make the students hard to catch the vocabularies. And, the students also could not master a lot of English vocabularies.*

Teacher 3 : *For me, the main difficulty is finding the materials because I really lack of IT skill where actually I could be able finding more materials from the internet if I am able using the internet.*

Appendix 6

Classrooms Observation Pictures

Meeting 1



Tuesday, September 26th, 2017



Tuesday, September 26th, 2017

Meeting 2



Saturday, October 7th, 2017



Saturday, October 7th, 2017

Meeting 3



Tuesday, October 31st, 2017



Tuesday, October 31st, 2017

AUTOBIOGRAPHY

Personal Identity

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Senior High School : MAN Unggul Tapaktuan (2010-2013)
University : UIN Ar-Raniry (2013-2018)

Banda Aceh, January 3, 2018

Nella Silvani