

**INDONESIAN PRE-SERVICE TEACHERS' PERCEPTIONS ON AUTHENTIC
MATERIALS FOR TEACHING ENGLISH**

A Thesis Final Report

Presented as Partial

**Fulfillment of the Requirements to obtain Bachelor of Education Degree
in the Department of English Language Education**



Submitted By:

Ananda Reyhan Saputra

20322103

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
YOGYAKARTA**

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APPROVAL SHEET

**INDONESIAN PRE-SERVICE TEACHERS' PERCEPTIONS ON AUTHENTIC
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Submitted by:

Ananda Reyhan Saputra

20322103



Approved on May, 07 2024

By:

Willy Prasetya, S.Pd., M.A

NIP: 17322050

RATIFICATION SHEET

INDONESIAN PRE-SERVICE TEACHERS' PERCEPTIONS ON AUTHENTIC MATERIALS FOR TEACHING ENGLISH

Submitted by:

Ananda Reyhan Saputra

20322103

Board of Examiners

Chairperson : Willy Prasetya, S.Pd., M.A.

First Examiner : Dr. Ista Maharsi, S.S., M.Hum.

Second Examiner : Adam Anshori S.S., M.A

Defended before the Board of Examiners on 21 May 2024

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences



Universitas Islam Indonesia

Head of Department,

Puji Rahayu, S.Pd., MLST., Ph. D

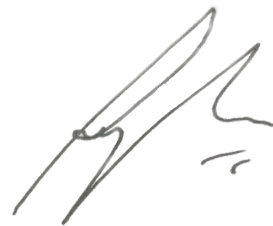
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STATEMENT OF WORK'S ORIGINALITY

In entire process of making this thesis with title 'A Survey of Indonesian Teachers' Perceptions on Authentic Materials for Teaching English' i am honest what i write in here is my original work which free from imitate the other person works, and the citations which from another researchers who already famous and competent in their field inside of my thesis is free of plagiarism because it has through the process called paraphrasing in order to strengthen my statements.

Yogyakarta, 9 May 2024

Author,

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, representing the author's name.

Ananda Reyhan Saputra

2032210

MOTTO

“Stay positive thinking in every moment you see and always smile whatever the situation surrounding you.”

DEDICATION

Firstly, i dedicate this thesis to myself. Because during this process of making the thesis i have through all the phase either is bad or good. I proud to myself and still not believing that i can until this phase which in my past thought when i was a child it was impossible to life or through this. I never believe i still can alive until this age and can pass the one of the hardest phase according from many person. I want to say thank you especially for my god Allah SWT because without her fate or bless maybe it was not going to easy like this. And also i thanked to my lecturer, my friends, and also especially my family started from my father named Rudi Basuki, my mother Sunaryati, my first older brother Reza Putra Pratama, and my second older brother Dimas Alem Savero. Without their pray, maybe i cannot through this phase. And ofcourse my best friends named Yayan, Izha, Alfa, Siho, Dimas Dwi, Ikbal, Piana, David, Ripal, Alfito, Gigih, Era, Yusuf, and others that i am not enough to mention in here also my girlfriend named Nadya Kalaning Fajar i must say a lot of thanks of her prays and spirit for always giving me an encouragement. Thank you for everything :)

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Ananda Reyhan Saputra

20322103

TABLE OF CONTENT

COVER.....	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET.....	iii
STATEMENT OF WORK'S ORIGINALITY.....	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGE.....	vii
TABLE OF CONTENT.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES.....	xiii
ABSTRACT.....	xiv
CHAPTER I: INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Identification of the Problem.....	3
1.3 Limitation of the Problem.....	4
1.4 Formulation of the Problem.....	4
1.5 Objectives of the Study.....	4
1.6 Significance of the Study.....	4
CHAPTER II: LITERATURE REVIEW	
2.1 Authentic Materials in English.....	5
2.2 Previous Studies on Teacher Perceptions of Authentic Materials.....	6
2.3 Theoretical Framework.....	8
CHAPTER III: RESEARCH METHOD	

3.1 Research Design.....	10
3.2 Population and Sample.....	10
3.3 Data Collection Technique.....	11
3.3.1 Instrument.....	11
3.3.2 Reliability and Validity.....	11
3.3.2.1 Validity.....	11
3.3.2.2 Reliability.....	12
CHAPTER IV: FINDING AND DISCUSSION	
4.1 Research Findings.....	13
4.1.1 Indonesian Pre-Service Teachers' Perceptions on Authentic Materials for Teaching English.....	13
4.1.2 The results of Five Aspects in Questionnaire.....	14
4.1.2.1 The Role of Authentic Materials.....	14
4.1.2.2 The Difference Between Local Textbook and Authentic Materials.....	15
4.1.2.3 The Effect of Authentic Materials.....	16
4.1.2.4 Text Selection of Authentic Materials.....	16
4.1.2.5 The Feeling When Using Authentic Materials.....	17
4.2 Discussion.....	18
CONCLUSION AND SUGGESTION	
Conclusion.....	21
Suggestion.....	22
REFERENCES.....	23
APPENDIX	

LIST OF TABLES

Table 3.6 Reliability test.....	12
Table 4.1 Indonesian Pre-Service Teachers' Perceptions on Authentic Materials for Teaching English.....	14
Table 4.2 Descriptive Statistics The Role of Authentic Materials.....	14
Table 4.3 Descriptive Statistics The Difference Between Local Textbook and Authentic Materials.....	15
Table 4.4 Descriptive Statistics The Effect of Authentic Materials.....	16
Table 4.5 Descriptive Statistics Text Selection of Authentic Materials.....	16
Table 4.6 Descriptive Statistics The Feeling When Using Authentic Materials.....	17

LIST OF FIGURES

Figure 2.1 Theoretical Framework.....	9
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LIST OF APPENDICES

Appendix 1 Yeung Ting Fai original questionnaire items.....	25
Appendix 2 Adaptation of Yeung Ting Fai questionnaire to Indonesian.....	27
Appendix 3 Google form of ‘A Survey of Indonesian Teachers’ Perceptions on Authentic Materials for Teaching English’	29

INDONESIAN PRE-SERVICE TEACHERS' PERCEPTIONS ON AUTHENTIC MATERIALS FOR TEACHING ENGLISH

Ananda Reyhan Saputra

20322103

ABSTRACT

The use of authentic materials in English language learning has shown a positive trend in its frequency of use. However, in its implementation, there are still many debates about its effectiveness and also how often to use it in English learning. This study aims to identify teachers' perceptions of authentic materials 63 respondents who participated in this study. To collect the data, the author used Fai's (2011) questionnaire instrument using a 4-likert scale which was adapted to Indonesian language to make it easier for the respondents to understand. There are about 21 questions which are divided into 5 sections namely The Role of Authentic Materials, The Difference Between Local Textbook and Authentic Materials, The Effect of Authentic Materials, Selection of Authentic Materials, Selection text of Authentic Materials, The Feeling when using Authentic Materials. The overall survey results show positive results in the use of authentic materials by the majority of respondents and get some feedback on the strengths and weaknesses of the use. Based on the result, the highest score is about 'The Feeling When Using Authentic Materials' with (M=3.22). Meanwhile the lowest score is 'The Difference Between Local Textbook and Authentic Materials' with (M=2.94)

Keyword: Authentic materials, perceptions, Indonesian teachers.

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Authentic Materials a material that is not designed for student or learners, its purposed for commercial, entertainment, health, and other needs that often contains several languages which looks strange to learners because the language follows the original language of the English country. Day (2004) defines authentic materials are material that originally prepared for an audience of fluent speakers and readers. This claim also can be strengthened that authentic texts is a materials for fluent speaker that contain actual text and not for language learners but it is for a people who speak the language or fluent speakers(Harmer, 1991; Fai, 2011). The presence of authentic materials in nowadays has arisen due to the aims of students in studying English not only to pass the exam but also to introduce and interact with international communities that raise awareness to learn English language in real use (Halim et. al, 2018). Authentic materials allow learners to interact with real language and content rather than formal language. Learners feel they are learning the target language because it is being used outside the classroom.

According to Guariento & Morley (2001), authentic text can be used in learning activities. However, it is necessary to make adjustments to the original text so that it can be adapted to the level to be taught. There are few ways to adjust authentic materials, based on Benavent and Penamarina (2011) such as choosing the methodology for the implementation carefully, make adaptations for the material to ensure the material is suitable for the learners. The optimal timing for using this material suggests a higher language level.

There are few advantages and disadvantages of using this material. Using authentic materials, can improve student readiness to enter the real world or situation due its context is similar to reality. According to Richards (2001), there are few advantages of adopting original resources such as it can enhancing students' enthusiasm to learn, offering accurate cultural knowledge, exposing them to actual language, more pertinent to the requirements of learners, advocate for a more innovative method of instruction. Meanwhile the disadvantages is authentic materials can make lower the students motivation and attitude. According to Rivers (1981), if we pushing the students to read the material that have a higher capacity for fluent cognition by guessing the context at once can destroy their confidence.

Meanwhile, from the another researchers point of view, Richards (2001) stated that using authentic materials have 5 advantages. First, it can increase student motivation to learn English because from intrinsic it more attractive and motivated so it can ignite the student reading interest. Secondly, the authentic materials contain about the culture of the target language, the aspects can be selected based on the target language. Thirdly, student can develop the real language than inside of the textbook which can more develop grammatical rules and certain discourses. Fourthly, the authentic materials is based on the real-context situation based on its needs so student can set the needs of language learning based on the student's real situation needs. And the five advantages, is the authentic materials can follow the teacher teaching style so the teacher can be more creative to make their own activities in the classroom based on the student learning style.

The authentic materials have been implemented in many English language teaching classrooms, but still not implemented with optimal. It can be seen from the previous research (Rehman and Perveen, 2021) that the implementation of authentic materials has not run properly. In Indonesia itself, based on Huda(2017) the use of authentic materials has not been fully implemented because it is just applied in listening rather than reading classes. Rusmawaty(2018) said the problem with why authentic materials are not well implemented in class is that it requires more time to prepare and adjust the authentic materials that are suitable for students to understand. Because of that, many researchers have some recommendations, starting from suggesting curriculum makers or the government itself should implement the authentic materials inside of the textbook which can expand the student knowledge, for the policymakers who can make amendments in the assessments system that could allow teacher to make some activities that involve authentic materials to enhance learning process, school management that should make an action and support their teacher to make an activities based on authentic materials, and from the teacher itself that should adapt a lesson plan based on authentic materials with a relevant textbook. In this research, the purpose is to explore more about the use of authentic materials in teaching. This thesis aims to get the teacher's perception of authentic materials for teaching in the English Classroom.

1.2 Identification of the problem

The reason about this research is want to ask teacher perception about the use of authentic materials whether is effective for teaching or not in English classroom. Based on identification, not all authentic material can be used as a learning materials in the class because the teacher need

to analyze and adjust it whether the authentic material is appropriate or not for teaching based on student English language level and the learning goals.

1.3 Limitation of the problem

Based on identification of the problems, the purpose of this study is to ask teacher's perception about the use of authentic materials whether is that effective for teaching or not when in the English classroom.

1.4 Formulation of the problem

In order to show the problem in this study, the researcher already summarized it into a question. The question itself contain about the scope problem about this thesis and hope can answer this question. "What are the perceptions of English Foreign Language teachers on the use of authentic materials in English language teaching?"

1.5 Objectives of the study

Therefore, this study wants to explore the teacher's perceptions about the use of authentic materials for teaching English by conducting a survey study through questionnaire that send to the English Language Education student batch 2020 that already attend a pre-service teacher program or Perkenalan Lingkungan Persekolahan (PLP) in October-November.

1.6 Significances of the Study

The result of this study will break the teacher doubt when using an authentic materials in English classroom and also to get to know about what is the teacher perceptions when using an authentic materials in teaching English. In addition, the author hope this study can bring a benefit for helping the future researcher as information and references for their future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Authentic Materials in English

Authentic materials has some different significations in many literature. Many researchers have its own point of view about the definition of authentic material. Based on Warschauer (2010) study, authentic material refers to tools, usually related to language or vocabulary learning, e.g. real articles, e.g. advertisements, magazine, forecast, recipes, audio or video that reflect real life. Meanwhile, from Nunan(1999) defines that authentic material is a spoken or written language data that still has an original language inside it and not specifically for teaching language purposes. And the last from Harmer (1991), said that authentic material are materials for fluent speaker that contain actual text and not for language learners but it is for a people who speak the language or fluent speakers. From the researchers statement, we can conclude that authentic materials is a material that not specifically purposes for teaching.

There are few debates about the use of authentic materials, some researchers are divided in two sides, there are supporting sides and opposing sides about the use of authentic materials in the classroom. Starting from the support side, according to Guariento & Morley (2001, p. 347), authentic materials are significant because they increase students' motivation for learning and expose learners to the "real" language. In terms of objectives, goals, learner needs, and interests, Rogers (1988) defines it as "appropriate" and "quality," and "natural" in terms of real life and meaningful communication (p. 467). Meanwhile from the opposite side, because it is based on the real context language for the real situation the authentic material need to be adjusted based on

the student needs and level difficulty of the material which mean it needs a more consume time and need more preparation (Rahma et al, 2022).

The implementation of authentic materials cannot be done carelessly in an English classroom. We must know about how to choose the best authentic materials for students. There are some several steps to choose a proper authentic materials, according to Kelly et. al(2002), 1.) must have enough copies of the materials to ensure each student have it, 2.) don't choose an ordinary materials if we want to use that materials continuously for more than one class, choose the strong material if we want to print it, 3.)Choose the topic of material that can make them interest like special event such as pamflet for expo, catalog, menu or anything with adjusting the language level of student.

2.2 Previous Studies on Teacher Perceptions of Authentic Materials

Based on Rehman and Perveen (2021), teacher perceptions about the authentic material is still low because in the school they are more oriented to maximum the learners score rather than learning an english language. This fact aggravated by the findings that the school textbooks is still lack of natural language and local culture that was shown by the teacher. So that, authentic materials can be a great stimulant resources, and in the same time some teacher against the thought about keeping away the students from authentic materials.

Based on Benavent, Peñamaría (2012), one of the example implementation of authentic materials in the english classroom, we can see in ESP class the authentic materials can prompt and submerge the students for certain target language area which practice is needed. As we have

attempted to illustrate, true materials can be gotten from numerous diverse sources but there's a growing inclination to require them from the web as instructors have to recharge their materials always and to adjust them to the changing needs of understudies. At long last, it is critical to point out that whereas ESP learners frequently have drastically diverse levels and benchmarks of dialect capacity, the higher their level of dialect, the more will they benefit from their learning prepare.

Authentic material brings some positive aspects both for teacher and student. From the student side, a study conducted by Otte (2006) the authentic materials can increase the listening and learning motivation for students who exposed the authentic material. This study used classroom observations, one-on-one interviews with students and instructors, and two questionnaires: a self-assessment questionnaire and a learning strategies questionnaire. The results of this study indicate that using authentic auditory texts in an advanced ESL listening course increased students' comfort level when communicating in English, increased listening comprehension, and increased motivation. Look for opportunities to hear authentic language outside the classroom.

Meanwhile from the teacher's side, based on the Akbari and Razavi (2015) the teacher shows a positive attitude during teaching the reading and listening with using an authentic materials. The participants are Fifty-seven (57) English teachers, women and men, who teach in secondary schools and have completed the Teacher Training Course (TTC) under the CLT, completed the survey questionnaire as part of this study. The study of this research indicates that teacher can presenting the authentic materials with positive attitude.

The research of teacher perceptions of authentic materials in English class is still rarely found in Indonesia's literature. Because, some of the research mostly focuses on student perceptions rather than teacher perceptions of authentic material in English classes. Therefore, this thesis is able to answer how teachers perceive authentic material in English classes by citing several literature that have conducted research on the title of this thesis.

2.3 Theoretical Framework

As a guidance for this thesis and in order to gain perceptions from the teacher, the author uses a theoretical framework. Based on Varpio et. al (2020), theoretical framework is a logically developed and connected set of concepts and premises, created by a researcher, which serves to scaffold a study. It is developed from one or more theories. In short, the theoretical framework is a reflection of the research of researchers using a theory for its study.

In this thesis, for the theory the author applied the concept of authentic material from Harmer (1991). Meanwhile, for the instrument the author uses questionnaire items from Fai (2011) which are being adapted from English to Indonesian languages. In combining it all then it can create a thesis titled 'Indonesian Pre-Service Teachers' Perceptions on Authentic Materials for Teaching English'.

The guidance of theoretical framework for this study has been described in the table below:

Figures 2.1



CHAPTER 3

RESEARCH METHOD

3.1. Research Design

This study used a Quantitative method by conducting a survey study using a questionnaire instrument. The use of a quantitative method had been chosen to find out the teacher's perceptions on authentic materials for teaching English in the classroom. Quantitative methods included a variety of methods that involved the systematic study of social phenomena, using statistical or numerical data involving measurements and assuming that the phenomenon under study could be measured (Watson, 2015).

3.2. Population and sample

In conducting this study, the researcher targeted the populations of the private university students who had conducted Perkenalan Lingkungan Persekolahan (PLP) or pre-service teacher program at public school in Yogyakarta during October-November 2023 with a total of 85 university students. Meanwhile, the sample itself was the respondent who had already answered and turned in the questionnaire to the researchers which numbered 64 respondents. The researcher's aim was to target students who had implemented the authentic materials during in the PLP program because in its implementation, of course these students already knew why they had already implemented the authentic materials in English classroom based on their experience that had attended and completed the Reflective Peer Microteaching Classroom, Language Classroom Management, English Classroom Discourse during their studies so that they already

must have had a consideration why they used authentic materials such as based on what classroom situations were like and the solutions offered.

3.3. Data Collection Technique

3.3.1 Instrument

The data collection techniques used quantitative research methods by questionnaire instruments with a close-ended survey study. There were 21 items divided into 4 sections using a 4-likert scale. The author used a likert scale to avoid a neutral answer from participants and had some advantages. The scale started from scale 1 meaning strongly disagree, scale 2 meaning disagree, scale 3 meaning agree, scale 4 meaning strongly agree. This research was adapted from a research done in Hong Kong by Fai (2011) with an instrument titled 'English language teachers' attitudes towards the use of authentic materials in Hong Kong secondary schools' that had been adjusted to the needs of this study. The adaptation method was by translating all items from English to Indonesia's language to help the respondents more understand the question of each item. The following questions of the instrument were divided into 4 sections which contained the role, difference, effect, and general feeling when used authentic materials.

3.3.2 Reliability and validity test

3.3.2.1 Validity

Validity was a measure to prove whether the measurements were related to its claims or not. The higher the level of validity of its items, the more closely it was related to the exam's intended emphasis (Oliveira, 2004). In conducting the validity for the instrument, the researcher had involved a thesis supervisor who was already professional and experienced in the field of

authentic materials for English teaching to evaluate, assess, and provide feedback for each questionnaire item which was translated into Indonesian until it was published and approved to Google form.

3.3.2.2 Reliability

Reliability was about how far the consistency or repeatability of such measurements (Bruton et. al, 2000). In this thesis, the researcher conducted a reliability coefficient test using Cronbach Alpha in SPSS. From Table 3.6, it could be seen that the questionnaire had 21 items (N) in total with Cronbach's Alpha .825. According to Taber (2018), when Cronbach's Alpha showed a result higher than .81, then the questionnaire could be considered as robust. Then, it was concluded that the questionnaire used to measure motivation to learn English was reliable and consistent.

Table 3.1 Reliability test

Cronbach's Alpha	N of Items
.825	21

CHAPTER 4

FINDING AND DISCUSSION

In this chapter, the researcher will present the result of research. The research itself uses a quantitative method with survey study using questionnaire instruments. The total items or total question of the questionnaire were 21 questions divided into 5 point that being analyzed, started from The Role of Authentic Materials, The Difference Between Local Textbook and Authentic Materials, The Effect of Authentic Materials, Selection of Authentic Materials, Selection text of Authentic Materials, The Feeling when using Authentic Materials. The respondents are the university students of English Education Department of UII batch 2020 who joined the program *Pengenalan Lingkungan Persekolahan*) in October - November 2023.

4.1 Research Findings

4.1.1 Indonesian Pre-Service Teachers' Perceptions on Authentic Materials for Teaching English

There are five main aspects that are analyzed in this thesis inside of the questionnaire: The Role of Authentic Materials, The Difference Between Local Textbook and Authentic Materials, The Effect of Authentic Materials, Selection of Authentic Materials, The Feeling When Using Authentic Materials. Based in the result, the highest score of perception of teachers about authentic materials is about The Effect of Authentic Materials ($M=3.22$, $SD=0.701$) and The Feeling when using Authentic Materials ($M=3.22$, $SD=0.674$). Whereas the lowest is The Difference Between Local Textbook and Authentic Materials ($M=2.94$, $SD=0.635$).

Table 4.1 Indonesian Pre-Service Teachers' Perceptions on Authentic Materials for Teaching English

No	Aspects	Mean	Standard Deviation
1	The Role of Authentic Materials	3.20	.584
2	The Difference Between Local Textbook and Authentic Materials	2.94	.635
3	The Effect of Authentic Materials	3.22	.701
4	Selection text of Authentic Materials	3.05	.732
5	The Feeling when using Authentic Materials	3.22	.674

4.1.2 The result of Five Aspects in Questionnaire

The result of quantitative data can be seen in the table below. The researcher has also sorted it from the biggest to lowest score of the average score of mean and standard deviation. There are four columns in the table; the first column is the statement of the survey. The second column, N, speaks to the entire number of individuals who completed the survey. Third, the M is the average score of the respondents' responses to the individual highlight when they use authentic materials in the classroom for teaching english. The fourth table is the standard deviation (SD) related to the M value.

4.1.2.1 The Role of Authentic Materials

Table 4.2 Descriptive Statistics The Role of Authentic Materials

Statements	N	Mean	Std. Deviation
4. Students should not be denied the opportunity to interact with authentic materials.	63	3.36	.576

2. Authentic materials should act as a supplement to local textbooks.	63	3.31	.562
1. Compared with local English textbooks, authentic materials are more beneficial to students English learning.	63	3.22	.521
3. Students can still learn English well without exposure to authentic texts.	63	2.88	.678

Based on the table 4.4, we can see the result, the highest score in The Role of Authentic Materials is statement number 4 ‘Students should not be denied the opportunity to interact with authentic materials’ with ($M=3.36$, $SD=0.576$) and the lowest score is statement number 3 ‘Students can still learn English well without exposure to authentic texts’ with ($M=2.88$, $SD=0.678$).

4.1.2.2 The Difference Between Local Textbook and Authentic Materials

Table 4.3 Descriptive Statistics The Difference Between Local Textbook and Authentic Materials

Statements	N	Mean	Std. Deviation
3. In terms of grammar teaching, local textbooks are more effective than authentic texts.	63	3.15	.676
1. Authentic materials are always more linguistically challenging than local textbooks.	63	3.15	.676
4. Local textbooks often ignore the cultural aspects of a language.	63	3.03	.594
2. Local textbooks are generally lacking in natural use of English.	63	3.03	.594

Based on Table 4.5, in The Difference Between Local Textbook and Authentic Materials section we can see that the highest mean score is ‘In terms of grammar teaching, local textbooks are more effective than authentic texts’ ($M=3.15$, $SD=0.676$) and the lowest score ‘Local textbooks are generally lacking in natural use of English’ ($M=3.03$, $SD=0.594$).

4.1.2.3 The Effect of Authentic Materials

Table 4.4 Descriptive Statistics The Effect of Authentic Materials

Statements	N	Mean	Std. Deviation
6. Using authentic material is a good way to introduce students to the idea of “English-as-a-global-language”.	63	3.25	.671
5. Authentic texts broaden students’ knowledge, understanding, experience of various cultures in which English is used.	63	3.23	.614
4. Authentic texts are beneficial to students’ development of productive skills.	63	3.17	.708
3. Authentic texts are beneficial to students’ development of receptive skills.	63	3.01	.772
2. Authentic materials help to build students’ confidence in using English.	63	2.82	.752
1. Students show greater learning motivation when you use authentic texts.	63	2.74	.694

In terms of the effect of authentic materials, we can see a variety of responses from the respondents. From the highest score, we can see the statement ‘Using authentic material is a good way to introduce students to the idea of “English-as-a-global-language” ($M=3.25$, $SD=0.671$) and the lowest score is ‘Students show greater learning motivation when you use authentic texts’ ($M=2.74$, $SD=0.694$).

4.1.2.4 Text Selection of Authentic Materials

Table 4.5 Descriptive Statistics Text Selection of Authentic Materials

Statements	N	Mean	Std. Deviation
2. Selecting authentic texts which are suitable for students’ English level is time-consuming.	63	3.36	.679

1. When selecting texts, length of the texts is your prime consideration.	63	3.28	.705
3. It is difficult to find texts that match the content of the school curriculum.	63	3.23	.855
4. It is difficult to find texts that are relevant to students' lives and interests.	63	3.06	.692

We can see in the Table 4.7, the highest score for the text selection of authentic materials is in question number 2 about authentic text selection which time-consuming ($M=3.36$, $SD=.679$) and the lowest score is question number 4 that tells a difficulties when find a relevant text to students lives ($M=3.06$, $SD=.692$).

4.1.2.5 The Feeling When Using Authentic Materials

Table 4.6 Descriptive Statistics The Feeling When Using Authentic Materials

Statements	N	Mean	Std. Deviation
3. When I manage to use authentic materials in my English classes, I feel that I am a more competent English teacher.	63	3.39	.610
1. It takes a lot of effort and creativity to exploit authentic texts.	63	3.01	.683
2. When using authentic texts, teachers should endeavor to take advantage of the linguistic and cultural opportunities presented by the texts.	63	2.87	.729

The table above about The Feeling When Using Authentic Materials section, where we can see the result is that most respondents agree with the statement 'When I manage to use authentic materials in my English classes, I feel that I am a more competent English teacher.' ($M=3.39$, $SD=0.610$) and the lowest score is 'When using authentic texts, teachers should endeavor to take advantage of the linguistic and cultural opportunities presented by the texts' ($M=2.87$, $SD=0.729$).

4.2 Discussion

This study was to gather and point out the teacher's perception about the use of authentic materials for teaching English classrooms in Yogyakarta's school. As we can see the result in research findings, the overall results of descriptive analysis of five sections shows that teachers have a positive interest and interaction when using authentic materials in teaching English classrooms. From all five key aspects that are being analyzed, there is a possibility that teachers more strongly agree with perceptions about The Effect of Authentic Materials($M=3.22$) and The Feeling when using Authentic Materials($M=3.22$). But as we can see in the Table 4.2, mostly the mean score of 5 aspects is not much less than scale 3 or agree. So we can see a probability that almost all respondents agree to all aspects.

In the section 1 about the role of authentic materials, most of the respondents almost strongly agree about the all statement when using authentic materials in teaching English class. Most teachers are agreeing that students must have an opportunity to interact with authentic materials and consider it as a supplement to the local textbooks because it has more benefits than local textbooks. Benavent, Peñamaría (2012) claimed that authentic materials can engage and immerse the students in specific target language areas that require practice. Another perception has been told by Fai (2011) authentic materials can be used very effectively to students even if the English proficiency is 'bad' or 'very poor'. And then the second part of the questionnaire is about the difference between textbooks and authentic materials. The majority of respondents are agreeing that local textbooks are more effective to teach grammar than authentic texts. Even authentic materials are more linguistically challenging even if they have bad proficiency. According to Richards (2001), authentic materials give positive results on beginners' enthusiasm,

providing authentic ethnic evidence, compromising authentic language knowledge, paying much more attention to student expectations and supporting more resourceful strategies for teaching. But, besides that, authentic materials have their own problems due to its implementation. Fai (2011), said that many teachers are not using authentic materials because of the lexical difficulty. The lexical density makes it a nightmare for most students especially in beginner and intermediate student level. So that, even if it can be implemented with a bad proficiency student, due its difficulty of lexical density for all students' English level it may suggest that we must select the authentic materials carefully.

Next is the third section of the questionnaire which focused on the effect of authentic materials. Based on the highest score, most of the respondents almost strongly agree that using authentic material is a good way to introduce students to the idea of “English-as-a-global-language”. It may happen because authentic materials contain the original language of English and has been used in many countries so the student even with bad proficiency can know and understand that the English language has been used in all countries to talk with another country and allow students to interact with the original English language by seeing the lexical complexity. Fai (2011) stated that authentic material allows students to recognize written texts and the difficulties of lexical complexity in actual English-speaking when doing oral discourse. Meanwhile, the results of the fourth section focused on the teachers' challenges when using authentic materials in the English classroom. As we can see in table 4.6 most of the respondents agree that the weakness of authentic materials is when choosing the authentic text for teaching an English classroom which takes more time and is a waste of time. It makes the authentic materials difficult to apply, because the teacher must select a very proper authentic text that is suitable with students' English level (Fai, 2011). Rusmawaty(2018) also

explains that the problem is why authentic materials have not been implemented well in class, because it takes more time to prepare and adjust the authentic materials so that students can understand.

The last section focused on the feeling when using authentic materials. In teacher perception, using authentic materials can make them a more competent teacher. Because besides the students can develop the real language of English, the teacher also can improve their teaching skill because using authentic materials requires effort and creativity to take advantage of the linguistic and various cultures in which English is used. This result shows a positive attitude when they are using authentic materials (Fai, 2011).

Overall results in this chapter show that the teacher shows a positive attitude and great motivation when using authentic materials. The fact is the authentic materials can not be separated in English lessons. This fact was supported by the findings that when using authentic materials teachers can be more challenging and creative to implement it. And it can be a supplement for local textbooks to cover some deficiencies inside of it and a perfect example to present students to know about English which is being used as an international language.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestion for the future researcher based on the findings of this research which has been served at discussion in chapter 4.

Conclusion

The aim of this study is to explore the teacher's perceptions in using authentic materials for teaching English in the classroom. There are 63 respondents that attend the PLP program in some Yogyakarta schools who had participated in this research and turned in the questionnaire in google form. Based on the findings in the previous chapter, the researcher has a conclusion that most teachers have a positive attitude and feedback when using authentic materials. Based on the data in findings, most of the teachers are agreeing that authentic materials should be implemented in the English classroom.

The authentic materials can bring some benefit to both students and teachers. For the student, the authentic materials can know the original English in the context of a real situation and introduce students to English as a global language that has been used for all countries to interact with other countries. Plus, the authentic materials are more linguistically challenging than local textbooks. Meanwhile, from the teacher's side they can feel more competent and confident when they are using authentic materials in their classroom because when implementing the authentic materials the teacher can be more creative and good to improve their teaching skills.

Suggestion

From the conclusion above, the researcher has some recommendations for teachers, educational institutions and future researchers. For the teacher, it is important that authentic materials can not be implemented carelessly. Because, just for the name which 'authentic' most of the content does not contain the language that usually students learn. So it takes more effort and creativity to implement it successfully. And for the educational institution, it is important to implement more authentic materials inside of textbooks. It is important to introduce English in a real context to improve the English language level of the students because it is more challenging and also can prepare the students when faced with English in the real context of the situation. Meanwhile, for the future researcher it is important to do some research about the importance of authentic materials for teachers in teaching English classrooms. Because there are still just a few journals discussing the perception of authentic materials from the teacher's side. So it would be better if we discuss the importance of authentic materials for teachers, or if you are not object you can discuss more about the perception of authentic materials from the teacher's side with different focus or aims.

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Appendix

Appendix 1 Yeung Ting Fai original questionnaire

The role of authentic materials in language teaching					
1.	Compared with local English textbooks, authentic materials are more beneficial to students English learning.	1	2	3	4
2.	Authentic materials should act as a supplement to local textbooks.	1	2	3	4
3.	Students can still learn English well without exposure to authentic texts	1	2	3	4
4.	Students should not be denied the opportunity to interact with authentic materials	1	2	3	4

The contrast between local English textbooks and authentic texts					
1	Authentic materials are always more linguistically challenging than local textbooks	1	2	3	4
2	Local textbooks are generally lacking in natural use of English	1	2	3	4
3	In terms of grammar teaching, local textbooks are more effective than authentic texts	1	2	3	4
4	Local textbooks often ignore the cultural aspects of a language	1	2	3	4

Effects of using authentic texts					
1	Students show greater learning motivation when you use authentic texts	1	2	3	4

2	Authentic materials help to build students' confidence in using English	1	2	3	4
3	Authentic texts are beneficial to students' development of receptive skills.	1	2	3	4
4	Authentic texts are beneficial to students' development of productive skills.	1	2	3	4
5	Authentic texts broaden students' knowledge, understanding, experience of various cultures in which English is used.	1	2	3	4
6.	Using authentic material is a good way to introduce students to the idea of "English-as-a-global-language".	1	2	3	4

Text selection					
1	When selecting texts, length of the texts is your prime consideration.	1	2	3	4
2	Selecting authentic texts which are suitable for students' English level is time-consuming.	1	2	3	4
3	It is difficult to find texts that match the content of the school curriculum.	1	2	3	4
4	It is difficult to find texts that are relevant to students' lives and interests.	1	2	3	4

General feeling about using authentic materials					
1	It takes a lot of effort and creativity to exploit authentic texts	1	2	3	4
2	When using authentic texts, teachers should endeavor to take advantage of the linguistic and cultural opportunities presented by the texts.	1	2	3	4

3	When I manage to use authentic materials in my English classes, I feel that I am a more competent English teacher.	1	2	3	4
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Appendix 2 Yeung Ting Fai questionnaire adapted to Indonesian version

Peran dari Materi Otentik terhadap pembelajaran kelas bahasa Inggris					
1.	Dibanding dengan buku teks bahasa Inggris lokal, materi pembelajaran otentik lebih bermanfaat bagi pembelajaran bahasa Inggris para siswa.	1	2	3	4
2.	Materi pembelajaran otentik semestinya dapat berperan sebagai pelengkap untuk buku teks lokal.	1	2	3	4
3.	Siswa masih dapat belajar bahasa Inggris dengan baik tanpa tanpa adanya teks otentik.	1	2	3	4
4.	Siswa diberikan akses dan kesempatan untuk menggunakan materi pembelajaran otentik.	1	2	3	4

Perbedaan antara buku teks lokal dan otentik:					
1.	Materi pembelajaran otentik selalu lebih menantang secara linguistik daripada buku teks lokal.	1	2	3	4
2.	Buku teks lokal secara umum memiliki kekurangan dalam hal penggunaan bahasa Inggris secara alami. .	1	2	3	4
3.	Dalam hal pembelajaran tata bahasa dan gramatika, buku teks lokal lebih efektif daripada teks otentik.	1	2	3	4
4.	Buku teks lokal sering mengabaikan aspek budaya dari suatu bahasa	1	2	3	4

Dampak penggunaan materi otentik.					
1.	Siswa menunjukkan motivasi belajar yang lebih besar saat Anda menggunakan teks otentik.	1	2	3	4
2.	Materi pembelajaran otentik membangun kepercayaan diri siswa dalam menggunakan bahasa Inggris	1	2	3	4
3.	Teks otentik bermanfaat bagi perkembangan keterampilan berbahasa reseptif para siswa.	1	2	3	4
4.	Teks otentik bermanfaat bagi perkembangan keterampilan berbahasa produktif para siswa.	1	2	3	4
5	Teks otentik memperluas pengetahuan, pemahaman, dan pengalaman para siswa tentang berbagai budaya di mana bahasa Inggris digunakan.	1	2	3	4
6	Penggunaan materi pembelajaran otentik adalah cara yang baik dalam memperkenalkan siswa kepada gagasan tentang “Bahasa Inggris sebagai bahasa global.”	1	2	3	4

Pemilihan teks					
1.	Saat memilih teks, panjang teks menjadi bahan pertimbangan utama Anda.	1	2	3	4
2.	Memilih teks otentik yang sesuai dengan level bahasa Inggris siswa adalah hal yang memakan waktu.	1	2	3	4
3.	Sulit menemukan teks yang sesuai dengan kurikulum sekolah.	1	2	3	4
4.	Sulit menemukan teks yang relevan dengan kehidupan dan minat siswa.	1	2	3	4

Perasaan utama dalam menggunakan materi otentik					
1.	Dibutuhkan banyak usaha dan kreativitas dalam memanfaatkan teks otentik.	1	2	3	4
2.	Ketika menggunakan teks otentik, guru harus berusaha keras untuk mendapatkan manfaat dari segi linguistik dan budaya yang disajikan oleh teks tersebut.	1	2	3	4
3.	Ketika saya berhasil menggunakan materi pembelajaran otentik dalam kelas bahasa Inggris saya, saya merasa bahwa saya adalah guru bahasa Inggris yang lebih kompeten.	1	2	3	4

Appendix 3 'A Survey of Indonesian Teachers' Perceptions on Authentic Materials for Teaching English'.

'A Survey of Indonesian Teachers' Perceptions on Authentic Materials for Teaching English'

Assalamualaikum Warahmatullahi Wabarakatuh

Perkenalkan nama saya Ananda Reyhan Saputra, mahasiswa program studi Pendidikan Bahasa Inggris S1, Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian dalam rangka mengumpulkan data untuk tesis saya yang berjudul "The Teacher's Perceptions Towards Authentic Materials for teaching English Classroom". Oleh karena itu, saya memohon kesediaan Anda untuk mengisi kuisioner saya.

Kriteria responden yang saya butuhkan:

- Laki-laki/Perempuan
- Mahasiswa angkatan 2020 yang telah mengikuti program Pengenalan Lingkungan Persekolahan(PLP) 2023

Jika anda memenuhi kriteria yang saya sebutkan diatas, dimohon kesediaannya untuk mengisi kuisioner saya melalui link ini: <https://forms.gle/poMBY6mDtky38DGw5>

Terima kasih, wassalamualaikum warahmatullahi wabarakatuh.

Hormat saya,

Ananda Reyhan Saputra

Dosen Pembimbing,

Willy Prasetya, S.Pd., M.A.

SECTION 1

Identitas Responden :

Email :

Jenjang yang diajar : a. SD/MI

b. SMP/MTs

c. SMA/MA

d. SMK

Kesediaan untuk berpartisipasi dalam kuesioner:

Saya bersedia untuk menjadi responden dalam mengisi form kuisioner ini

SECTION 2

Berikut adalah beberapa pertanyaan yang akan menanyakan tentang persepsi anda ketika menggunakan materi autentik selama pembelajaran Bahasa Inggris anda kepada murid-murid di dalam kelas. Berikanlah jawaban yang sangat sesuai dengan sudut pandang anda!

1 Sangat Tidak Setuju

2 Tidak Setuju

3 Setuju

4 Sangat Setuju

Peran dari Materi Otentik terhadap pembelajaran kelas Bahasa Inggris

Peran dari Materi Otentik terhadap pembelajaran kelas bahasa inggris					
No	Statement	Sangat tidak setuju	Tidak Setuju	Setuju	Sangat setuju
1.	Dibanding dengan buku teks bahasa Inggris lokal, materi pembelajaran otentik lebih bermanfaat bagi pembelajaran bahasa Inggris para siswa.	1	2	3	4
2.	Materi pembelajaran otentik semestinya dapat berperan sebagai pelengkap untuk buku teks lokal.	1	2	3	4
3.	Siswa masih dapat belajar bahasa Inggris dengan baik tanpa adanya teks otentik.	1	2	3	4
4.	Siswa diberikan akses dan kesempatan untuk menggunakan materi pembelajaran otentik.	1	2	3	4

Perbedaan antara buku teks lokal dan otentik:

No	Statement	Sangat tidak setuju	Tidak Setuju	Setuju	Sangat setuju
1.	Materi pembelajaran otentik selalu lebih menantang secara linguistik daripada buku teks lokal.	1	2	3	4
2.	Buku teks lokal secara umum memiliki kekurangan dalam hal penggunaan bahasa Inggris secara alami. .	1	2	3	4
3.	Dalam hal pembelajaran tata bahasa dan gramatika, buku teks lokal lebih efektif daripada teks otentik.	1	2	3	4
4.	Buku teks lokal sering mengabaikan aspek budaya dari suatu bahasa	1	2	3	4

Dampak penggunaan materi otentik.					
No	Statement	Sangat tidak setuju	Tidak Setuju	Setuju	Sangat setuju
1.	Siswa menunjukkan motivasi belajar yang lebih besar saat Anda menggunakan teks otentik.	1	2	3	4
2.	Materi pembelajaran otentik membangun kepercayaan diri siswa dalam menggunakan bahasa Inggris	1	2	3	4
3.	Teks otentik bermanfaat bagi perkembangan keterampilan berbahasa reseptif para siswa.	1	2	3	4
4.	Teks otentik bermanfaat bagi perkembangan keterampilan berbahasa produktif para siswa.	1	2	3	4
5	Teks otentik memperluas pengetahuan, pemahaman, dan pengalaman para siswa tentang berbagai budaya di mana bahasa Inggris digunakan.	1	2	3	4
6	Penggunaan materi pembelajaran otentik adalah cara yang baik dalam memperkenalkan siswa kepada gagasan tentang “Bahasa Inggris sebagai bahasa global.”	1	2	3	4

Pemilihan teks					
No	Statement	Sangat tidak setuju	Tidak Setuju	Setuju	Sangat setuju
1.	Saat memilih teks, panjang teks menjadi bahan pertimbangan utama Anda.	1	2	3	4
2.	Memilih teks otentik yang sesuai dengan level bahasa Inggris siswa adalah hal yang memakan waktu.	1	2	3	4
3.	Sulit menemukan teks yang sesuai dengan kurikulum sekolah.	1	2	3	4
4.	Sulit menemukan teks yang relevan dengan kehidupan dan minat siswa.	1	2	3	4

Perasaan utama dalam menggunakan materi otentik					
No	Statement	Sangat tidak setuju	Tidak Setuju	Setuju	Sangat setuju
1.	Dibutuhkan banyak usaha dan kreativitas dalam memanfaatkan teks otentik.	1	2	3	4
2.	Ketika menggunakan teks otentik, guru harus berusaha keras untuk mendapatkan manfaat dari segi linguistik dan budaya yang disajikan oleh teks tersebut.	1	2	3	4
3.	Ketika saya berhasil menggunakan materi pembelajaran otentik dalam kelas bahasa Inggris saya, saya merasa bahwa saya adalah guru bahasa Inggris yang lebih kompeten.	1	2	3	4

