

**THE ANALYSIS OF AUTHENTIC MATERIALS USED
BY ENGLISH TEACHERS AT SMPN 12 KOTA
BENGKULU IN ACADEMIC YEARS 2019/2020**

THESIS

**Submitted as a Partial Requirements for Sarjana Degree
in English Education Program**



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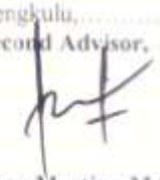
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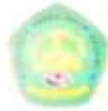
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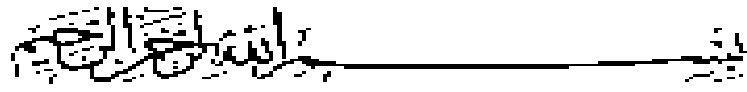
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MOTTO



ALHAMDULILLAHIRABBILALAMIN

وَمَنْ جُهِدَ فَإِنَّمَا يُجِهِدُ لِنَفْسِهِ ۚ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

“Whoever is sincere, really sincerity is for his own good”

(Q.s. Al- Ankabut: 6)

A very action has an equal and opposite reaction

To get what you want you must work hard and prayer.

God will take care of the rest. Believed, Allah has the best plan

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ Thanks for My Lord **ALLAH SWT**. Still given to me a chances to give my toga for My Angels.
- ❖ My beloved father, **Rusli**, and my beloved mother **Maryani**, my beloved brother **ErixYofandra** and my sister **Maryanti**. Thank you very much for your struggle, support, great prayer to make my dream come true. I do love you
- ❖ The good peoples ever **Cinthy Lovenna**, **Lusianti**, and **Ira Nazwa** thanks for every moment, praying and support for me in dunia and akhirat. I do not have many words to describe your kinds for help me in every single days.
- ❖ For my families of **TBI A** in English Departmet and **ESCO Organizer**
- ❖ Thanks for **BIDIKMISI** that support me in finishing this Bachelor Degree
- ❖ Thanks to **Edi Setiawan** who help me in many things during finishing this thesis.
- ❖ Thanks to my friends **Madani**, **Yepa**, **Yosi**, **indah**, **wendi**, and **selviyanti** who has give me supports to finish this thesis.
- ❖ Our lecture **PebriPrandikaPutra**, **M.Hum**, **Andriadi**, **M.A**, **sir Aziz** dan mam **ferti** has given me inspiration and support to finis this thesis
- ❖ My Supervisor I, **Riswanto**, **M.Pd**, **P.hD** and my Supervisor II, **Feny Martina**, **M.Pd**, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ **Mrs. Fatmawati**, **S.Pd (Headmaster)**, **Ms. Dwina Maherni (English Teacher)**, **Mr. Rusdiyanto**, **S.Pd**, **Mrs. Botilensi**, **S.Pd**, **Mr. Irhan Syukri**, and all of my Families of **SMPN 12 Kota Bengkulu** in Academic year 2019/2020, thank you very much for all efforts for this thesis. You all made my dream come true.
- ❖ All of my friends at English study program, especially all my friends in Academic year 2015,., Thanks for your friendship that created unforgettable moment in my life.

- ❖ All lecturers who teach in **Tarbiyah and Tadris Faculty**, Especially in English Program. Thanks for everything you gave me.
- ❖ My beloved **almamater IAIN Bengkulu**.

ABSTRACT

Acica Wulandari. (2019). *The Analysis of Authentic Materials used by English Teachers at SMPN 12 Kota Bengkulu in Academic Years 2018/2019*. Faculty of Tarbiyah and Tadris. Supervisor 1: Riswanto, Ph.D; and Supervisor 2: Feny Martina, M.Pd.

Key Words: *Authentic Material, English Teachers*

This research aimed to *analyze Authentic materials used by English Teachers in Teaching English in their Classroom at SMPN 12 Kota Bengkulu in Academic years 2019/2020*. This research applied Qualitative Method. The participants of this research were three English teachers of SMPN 12 Kota Bengkulu in academic years 2019/2020. The result showed that: (1) the English teachers at SMPN 12 Kota Bengkulu used various kinds of authentic materials in teaching language skills, namely: *audio visual materials* – cartoon, home video, vlog, movie scenes, and anime to teach speaking and listening skills; and *printed materials* – notice and medicine label to teach reading and writing skills; (2) the English teacher used authentic materials in the stage of main activities by showing students clearly about the real context of language usage, asking students to drill, memorizing and introducing new vocabularies, introducing native culture, and role playing in pair or group; (3) the teacher used authentic materials in teaching and learning English skills to: (a) improve students' learning motivation; (b) give authentic cultural information about English; (c) create creative learning and improving students' communication competence; and (d) create more creativity to teachers' approach to teach English in the classroom.

ABSTRACT

Acica Wulandari . (2019). *Analisis materi otentik yang digunakan oleh guru bahasa inggris di SMPN 12 Kota Bengkulu tahun akademik 2019/2020*. Fakultas Tarbiyah dan Tadris. Pembimbing 1: Riswanto, Ph.D; dan Pembimbing 2: Feny Martina, M.Pd.

Key Words: Materi Otentik, Guru Bahasa Inggris

Penelitiann ini bertujuan untuk menganalisis materi otentik yang digunakan oleh guru bahasa inggris di SMPN 12 Kota Bengkulu tahun akademik 2019/2020. Penelitian ini menerapkan metode kualitatif. Partisipan peneliti ini adalah 3 orang guru bahasa inggris di SMPN 12 Kota Bengkulu. Hasil penelitian menunjukkan bahwa: (1) guru bahasa Inggris di SMPN 12 Kota Bengkulu menggunakan berbagai jenis materi pembelajaran otentik dalam pembelajaran kemampuan bahasa Inggris, yaitu: materi pembelajaran audio visual seperti kartun, video, vlog, potongan film, dan anime untuk mengajar kemampuan berbicara dan mendengar; dan materi cetakkan seperti pengumuman dan lebel obat untuk mengajarkan kemampuan membaca dan menulis; (2) guru bahasa Inggris menggunakan materi pembelajaran otentik pada tahap kegiatan inti dengan menunjukkan dengan jelas kepada siswa bagaimana penggunaan materi berdasarkan konteks sesungguhnya, meminta siswa untuk mengulang, menghafal dan mengenalkan kosa kata baru, dan mengenalkan budaya asli yang melatarbelakanginya, dan mempraktekkannya dalam kelompok kecil atau berpasangan; (3) guru menggunakan materi pembelajaran otentik dalam mengajar kemampuan bahasa Inggris siswa untuk: (a) meningkatkan motivasi belajar siswa; (b) memberikan informasi budaya otentik mengenai bahasa Inggris; (c) menciptakan pembelajaran yang kreatif dan meningkatkan kemampuan berbicara siswa; dan (d) menciptakan kreativitas yang lebih luas dalam penggunaan pendekatan pembelajaran bahasa Inggris di kelas.

ACKNOWLEDGMENTS

Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given him *greathidayah* during she wrote this thesis entitled “*The Analysis of Authentic Materials used by English teachers at SMPN 12 Kota Bengkuluin Academic Year 2019/2020*”. This thesis is as one of the requirements to get bachelor degree (sarjana) in Tadris Department of English Education Program of IAIN Bengkulu.

Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, the rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the dean of Tarbiyah and Tadris Faculty.
3. Eva Dewi, M.Ag, the head of Language Educational Department.
4. Supervisor, Riswanto, M.Pd, P.hD. and Co-supervisor, Feny Martina, M.Pd.
5. All of English lecturers and administration staffs of IAIN Bengkulu.
6. All of my best friends, especially in English Study Program of IAIN Bengkulu 2015.

It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, Agustus 2019

Acica Wulandari
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is not only defined to show ability in English pedagogy, but also talent, experience, and handiness of approaching students to make the class enjoyable, relaxing, and interesting to them so that, they will grasp the lessons excitedly and interactively¹. It means that the ability to teach English is not only demanded from the teacher's knowledge but how English teachers can teach English with their ability to present learning that is appropriate to the students's abilities and make learning atmosphere interesting. Then, the teachers who have good experience in learning English effectively can provide and share their experiences with learners.

Creating an interesting learning process is certainly related to the presentation of material provided by an English teacher. Teaching English has its own challenges, especially teaching to a group of teenagers who lack of enthusiasm for learning activities. Short responses that show their interest in learning material are the daily food of educators. Therefore, the teacher must prepare and design the learning process by attracting and enabling students to be motivated in learning. An English teacher must be able to present material according to the needs of students and existing conditions. It can be seen from the spirit of learning or the ability of these students in understanding the

¹Rachmat Effendi. *To Be An Effective English Teacher With Two Days*, (Jakarta: Yayasan Bina Edukasi Dan Konsultasi Hapsa Et Studia, 2005), P.2.

teaching materials. The teacher must consider students' intellectual diversity when teaching the target language and when developing material. In addition, language learning material is a key factor in creating an effective teaching and learning environment.

Teaching material could be considered effectively if it facilitate the learning of a language by increasing learners' knowledge, experience and understanding of it, simultaneously, helping learners learn what they want and need to learn². The effectiveness of the material used for language teaching depends largely on how meaningful, relevant and motivating the material for students. These three conditions are found when there is a match between the materials and tasks proposed in them, with the needs, interests, attitudes and expectations of the students. In other words, teachers must do their best to develop the most effective, appropriate, and flexible materials for students and their programs.

However, Based on my previous research at SMPN 12 Kota Bengkulu, the author found some information about, the presentation of English language teaching material was mostly still quite boring and monotonous for the students³. Many teachers only provide teaching materials in old ways. Where the teacher stands in front of the class, explaining a certain topic, then students only listen to the teacher's explanation, do the activities based on the teachers' command, and do the exercises provided on the textbook. Students

²Astrid Núñez Pardo*María Fernanda Téllez Téllez.*Elt Materials: The Key To Fostering Effective Teaching And Learning Settings Materiales*, Vol. 1, 2009,P. 171-186.

³Observation of English language teaching material presentasion at SMPN 12 Kota Bengkulu observed on February 21st, 2019 at 09.00 am.

are not confident in communicating English because they lack the knowledge to apply the use of English to the material around them in their daily environment. When students are in the real world of English language communication, they do experience error in understanding new information about the development of the language culture they are learning. Most teachers are still too rigid to develop material in managing their teaching materials. They only spend learning time by presenting material based on existing activities in a certain textbook, where these activities are still very conventional, because presentation of the language in existing activities and exercises in the book are still considered the level of ability of students as language learners not as language users.

The teacher's ability to design and compile teaching materials or materials is one of the things that play an important role in determining the success of the learning and learning process⁴. Therefore the teacher should have an ability to understand learning materials that is appropriate to the students' ability, encourage their creativity and intelligence ability. In addition, the learning materials should also encourage students' motivation. In this case, a real interesting materials is needed in the process of teaching and learning. Then, the teacher must be good at presenting material in order to influence students to be passionate about learning English. In fact, many learners have problems in learning and understanding English language learning due to boredom and lack interest in English learning materials. In this

⁴Rahmita Yuliana Gazali. Pengembangan Bahan Ajar Matematika untuk Siswa SMP Berdasarkan Teori Belajar Ausubel. *PYTHAGORAS: Journal Pendidikan Matematika*, Vol. 11, 2016, P. 2

situation, teachers have limited ability to present interesting material and find solutions to provide new teaching materials.

Teaching material is one of the important parts that must be prioritized in teaching English in the classroom. One good way to introduce students to the real world is through the use of authentic material. For learners who study the language, they usually get a difficulty in accepting and explore the discussion. so with the presence of authentic material those who study English can explore their knowledge by experiencing direct use of language in the real world. Using authentic materials allow the teacher to modify teaching and learning strategies that make the student-centered learning environment collaborative and interactive, not centered on conventional teachers. Audio and visual presentations of authentic materials make the teaching and learning conditions more interesting.

Authentic materials are materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language⁵. its means that authentic material is original text created by native speakers not for the purpose of language teaching but is used for language users. How language users can understand culture and real communication to understand the contents of the text with the use of communicative languages made by native speakers. When students learn English, it means that they learn how to communicate in English. They will do communication in their environment, as a teachers they have to show the

⁵Loli Safitri, The Use Of Authentic Materials In Efl/Esl Classroom. *Journal Of English Education*, [Vol3](#), 2017, P. 24.

real language, because when they use English language outside so they are as user in English. They do not use language in textbooks, they have many things in around to do communicate.

One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible (Omaggio- Hadley, 1993)⁶. It is means that as a teacher who teaches English to students, it is better to use authentic materials to apply children's language skills in real terms. Learning authentic materials is different from the language written in the text book. Which considers the learning culture and the level of ease in understanding each word and sentence that is used in learning. Hence, it is intended for language teaching. Whereas authentic materials really provide a challenge for learners to understand communicative language which is indeed written by native speakers not for language teaching but for social purposes aimed at language users. So, as a teacher in teaching language, he must have creativity and intelligence in considering strategies and choosing authentic materials so that they fit the needs of students based on the theories they discuss in learning. It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition.

Nowadays there are some recommendations that the language presented should be authentic (widdowson,1990)⁷. Applying authentic

⁶Widyastuti. Authentic Material And Automaticity For Teaching English, *Register Journal, Language & Language Teaching Journals*. Vol. 10, 2017, P 3

⁷Widyastuti. Authentic Material And Automaticity For Teaching English, *Register Journal, Language & Language Teaching Journals*. Vol. 10, 2017, P 3

materials to students in teaching English is no longer a new thing. teachers should indeed have to provide real experience and motivation to learn English with the learners. The teacher must introduce it directly so that when children are in the real world of English language communication. They do not experience errors in understanding new information about the development of the language culture they are learning. Because after all when a person who learns a language he will be successful if he is able to use the language and understand the culture of the language used in real life and can understand well and correctly what the speaker conveyed from the communication.

But until now there are still a few English language teachers who apply authentic materials in the English class. They are usually guided the material presented in the textbook without introducing directly how to use real language. Authentic materials help motivate learners by making them feel that they are learning the 'real' language (Guariento & Morely, 2001)⁸. So based on these statements in teaching language to learners, the teacher must provide a new motivation and insight to the learner so that they are more interested in learning languages, and have good confidence in using and understanding the language used in real examples. So authentic material is very important to encourage learners to perform their English in a real situations.

Based on the explanation above, it is clear that creating meaningful learning process is related to the presentation of material provided by an

⁸Widyastuti. Authentic Material And Automaticity For Teaching English, *Register Journal, Language & Language Teaching Journals*. Vol. 10, 2017, P 9.

English teacher. The students' quality in English can be affected by the teaching materials that they use in learning English. Therefore, the researcher is very interested in doing research entitled *The Analysis of Authentic Material used by English Teacher at SMPN 12 Kota Bengkulu in Academic year 2019/2020..*

B. Identification of the Problem

Based on the explanation above, the problems in this research can be identified as the following problems: (1) The English teacher did not selective in choosing the appropriate teaching materials because it is a key factor in creating effective teaching and learning environment. (2) the presentation of English language teaching material is mostly still quite boring for the students where the teachers only provide teaching materials in old ways; (3) Many student have problems in learning and understanding English language learning due to boredom and lack interest in English learning materials.(4) lack of student motivation in learning English (5) Students are not confident in communicating English because they lack the knowledge to apply the use of English to the material around them in their daily environment, (6) when student are in the real world of english language communication they do experience error in understanding new information about the development of the language culture they are learning, (7) they have not good confident in using and understanding the language used in real examples. (8) students only

understand the English learning taught in the classroom and lack of insight in connecting English learning in real life

C. Limitation of the Problem

The researcher limits the problem of this research only on Analysis of Authentic Material used by English Teachers at SMPN 12 Kota Bengkulu in academic years 2019/2020.

D. Formulation of the Problem

Based on the background above, the problems are formulated as follow:

1. What kinds of authentic materials used by the English teachers in teaching English at SMPN 12 Kota Bengkulu in Academic Years 2019/2020?
2. How do teachers use of authentic material in teaching English?
3. Why do teachers use authentic material in teaching English?

E. Research Objectives

The objectives of this research are:

1. To Identify the Kinds of authentic materials used by the English teachers in teaching English in their Classroom at SMPN 12 Kota Bengkulu Academic Years 2019/2020?
2. To Analyze the way of English teacher in applied of authentic material in teaching English

3. To Analyze the reasons of English teacher use authentic material in teaching English

F. Significance of the Study

The result of this research will give significance for:

1. Students

- a. Give a real insights of learning materials and apply it in a real life activities.
- b. Provide meaningful learning activities for students in learning English.
- c. By introducing authentic materials in teaching English, the students can easily improve their English skills directly.

2. English Teachers

- a. Provide new insights and information on the use of authentic material in learning English
- b. Give new knowledge for English teachers about the importance of applying authentic materials in each teaching English material
- c. To enrich various activities for using authentic materials for better application in a real life application.
- d. Encourage English teachers' creativity in providing appropriate teaching materials.
- e. Develop more varieties of teaching materials in English.

3. The Next Researchers

- a. Stimulate the next researchers that research in authentic materials is interesting and challenging.
- b. To encourage the next researchers to do the research in this topic, but in a broader scope of the research.

G. Operational Definition of Key Terms

In this study, there are some important terminologies that are needed to explain to give clear meaning and boundaries for the the real tems. The terms can be as the following definition:.

1. *Authentic materials* are various kinds of materials (printed, audio and visual materials) that are created for real life purposes in order to used as teaching materials in classroom in similar use in order that the students learn them as a real life activity.
2. *English Teacher*

English teacher meaning someone who is English and a teacher is pronounced differently from the phrase meaning someone who teaches English.

CHAPTER II

LITERATURE REVIEW

A. Teaching English in EFL Classroom

Teaching is one of activities that is conducted by teachers, trainers, or coaches. In this context is teaching English, of course, conducted by an English teacher in the classroom. In EFL classroom, some teachers found that the teaching activities are effective. However, others found it ineffective. To know it, it is important to discuss teaching activities and materials used in English language teaching in EFL classroom.

1. Teaching Activities in EFL Classroom

Teaching activities can be defined as any classroom procedures that requires students to use and practice their available language resources⁹. In EFL classroom, the activities include role-plays, group work, and projects with which fluent use of language rather than focusing on formal aspects of language such as grammar. Because the main purpose of the teaching-learning process is to have students use the target language fluently, classroom activities must focus on negotiating meanings, correcting misunderstandings, and using strategies to avoid disruptions in communication. The teaching activities, in this case, are conducted by English teachers.

⁹Jefferson Caicedo. Teacher Activities and Adolescent Students' Participation in a Colombian EFL Classroom, *PROFILE Issues in Teachers' Professional Development*, 17(2), P. 151. <http://dx.doi.org/10.15446/profile.v17n2.48091>.

At the first impression in the classroom, the teachers will get attention in their ways of dressing, stance, and attitude. Those kinds of aspects are also important to be paid attention by teachers because they are role models. Teachers have important roles in the classroom. Harmer said that teacher is a performer¹⁰. It means that a teacher should be able to perform for some minutes in front of his students to motivate them to study or give reinforcement for certain topic or make clear the students' misunderstanding. The teacher will not perform too much time in the classroom that lead to teacher center. Then, the teacher ask the students to do their individual or pair activities in the classroom, then control them. In an ideal classroom, the teacher is only a media, and the students are active doing activities.

Then, teacher is as teaching aid¹¹. It means that the teacher is not only as a person who prepares teaching materials for students, but he also a person who makes students understand about the teaching materials that he prepares. To make students understand, the teacher can do various kinds of activities based on his creativity. Teacher can mime and gesture to make students understand. In this context, the students should be actively involved in following the activities for meaningful learning.

Teacher is also as provider of comprehensible input for students¹². This function gets the teacher find a serious challenge in teaching

¹⁰Jeremy Harmer. *The Practice of English Language Teaching Fourth Edition*, (USA: Longman, 2005), P. 112.

¹¹Jeremy Harmer. *Op Cit.* P. 116.

¹²Jeremy Harmer. *Loc Cit.* P. 117

activities. The teacher should not speak too much in the classroom, but they should ask students to do more exposure in order that students get more comprehensible input in learning process. The more comprehensible input the students get, the better students will be. Therefore, the teachers should provide appropriate input for students in order that they react appropriately in the classroom.

Based on the explanation above, it can be concluded that the teaching activities in the classroom is based on the teachers' roles. They can be as performers, as teaching aids, and as provider of comprehensible for students in the classroom.

2. Materials in English Language Teaching

Teaching materials play important roles in promoting students to their success. Therefore, appropriate materials in teaching is important. Generally, there are two types of materials used for classroom teaching, namely: textbooks and Authentic Materials¹³. These materials are specifically prepared for teaching a language. English textbooks are the most common materials in teaching. In EFL classroom, English teacher used them as guide for students' learning. It is regarded as monotonous sources for students because they provide standard information; and they sometimes fail to motivate the learners. Students need to have learning materials in real world language.

¹³D. Vishwa Prasad & Md. Shakil Akhtar. Use of Authentic Materials in the English Language Classrooms of Secondary Schools: A Qualitative Study. *A Journal of Teaching English Language and Literature*, Vol.1, 2019, P.2

On the other hand, authentic teaching materials introduce students a real world language. They can be in form of various kinds of easily available sources, namely: Columns in newspaper, Audio Cassettes, Brochures, Cartoons, Comics, Currency, Directories, Greeting Cards, Images, Internet, Invitation Cards, Advertisements, Journals, Magazines, Maps, Menus, Movies, News Papers, Notices, Post-Cards, Pictures, Product Labels, Puppets, Recipe, Songs, Stamps, TV Programmes, Tickets, Wall Papers, Weather Reports, etc. It is necessary for the English language teachers to develop their own materials according to the needs of learners and societal demands through authentic materials in teaching English.

Then, it is clear that it is very important for an English teacher to give real picture of a certain situation or case in teaching English for better experience. When teacher gives authentic material, he introduces language learners directly to the use of language in a real way and not focus on the classroom context, but based on their need to communicate in real life in their daily environment. In other words, authentic materials provide learners with alternatives to learn a real English usage. Therefore, authentic materials are suggested to use in English language teaching.

B. Authentic Material

1. The Definition of Authentic Material

There are many experts discuss about authentic materials in education. Herrington & Oliver defined authentic materials as a term that is directly related to the students' real life and prepares them to face and deal with real world situations¹⁴. It means that authentic materials refer to teaching materials that are prepared by teachers in various kinds that related to a real activities and situations in real life. Hence, authentic material will make language learners know and feel language learning in real situation. The impact is the learner will not be confused with the meaning of a certain situation when they encounter information related to English outside.

Then, Bacon and Finnemann stated that authentic materials are texts which are made by native speakers for non-pedagogical purposes¹⁵. Authentic materials is different from the language written in the textbook. They considers the learning culture and the level of understanding because they expose the real world and how it is used in the target language. It is a challenge for learners to understand communicative language which is indeed written by native speakers not for language teaching but for social purposes aimed at language users. So teachers

¹⁴Miftahul Huda. The Use of Authentic Materials In Teaching English: Indonesia Teachers' Perspective In Efl Classes. *International Journal Of Social Sciences*.Vol. 3 Issue 2. 2017, P.1907

¹⁵Omit Akbari & Azam Razavi. Using authentic materials in the foreign languageclassrooms: Teachers' perspectives in EFL classes, *International Journal of Research Studies in Education*, Vol. 5 (2), 2016, P. 106.

must have creativity and intelligence in considering strategies and choosing authentic materials so that they fit the needs of students based on the theories they discuss in learning.

Furthermore, Morrow stated that an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort¹⁶. It means that authentic materials are still related to real language usage in the context of native speakers. Therefore, the teachers' creativity is needed in adopting authentic teaching materials as sources of teaching in order that the students can understand the real message delivered in the materials.

Based on the detail information above, it can be concluded that authentic teaching materials are teaching materials refer to real sources of language that produced by native speakers in real social life where the real aim is not for educational purposes, but they are important to expose students' real language usage. Therefore, English teachers with their creativity adopt them for teaching materials in order that the students can feel the real usage of English.

2. Types of Authentic Materials

It is important to know about types of authentic materials to describe about its detail characters. Lots of authentic materials can be used by English teachers. They must choose appropriate authentic

¹⁶Tran-Thanh, V. (2017). Authentic Materials in Teaching English: a Reconsideration of Existing Definitions. *Language Teaching Journal*, Vol .1, 2017,p2.

materials to their teaching and learning goals. Based on Geoffrey Gebhard authentic materials were divided into four types, namely: authentic listening (viewing materials), authentic printed materials, Authentic Visual Materials, and Realia Used in EFL/ESL Classrooms¹⁷. In educational field, authentic materials have important roles in improving students' English Four Main Skills:

1. Authentic Material in EFL Teaching Speaking.

Speaking has an important role in carrying out daily communication. Someone will be said to be able to communicate well if he can apply listening and speaking skills. Because in essence communication can be said to be successful if we can convey ideas verbally and be able to understand the meaning that is heard from other people's conversations. The teacher usually uses visual or audio visual media to teach English communication to children. Providing authentic teaching materials will provide various benefits for English learners. they will know how to communicate well in real life in directly.

Authentic materials lead to *oral language development and socio-linguistic competence*¹⁸. Selecting authentic video can help students to understand not only the expressions usage but they also learn about the contextual language better than textbook. Video or film clips can be

¹⁷Miftahul Huda. The Use Of Authentic Materials In Teaching English: Indonesia Teachers' Perspective In Efl Classes. *International Journal Of Social Sciences*. Volume 3 Issue 2. 2017 pp.1913

¹⁸Jack Ryan. Authentic Materials in an EFL Curriculum: Appropriateness, Selection, Activity Design and promoting a Global Perspective, *Journal of Education and Language Teaching*, Vol .14, 2013, P.

very helpful in developing learners' communicative competence by exposing them to a variety of natural gestures and facial expressions that they see in those visual materials. Then, it is still certainly true that exposure to natural gestures and facial expressions can only help learners improve their socio-linguistic competence. The kind of authentic materials that is used in teaching speaking is Authentic Listening.

Authentic Listening or Viewing Materials are materials that are used to source of learning in form of audio or audio visual form. They include silent films; TV commercials, quiz shows, cartoons, news, comedy shows, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audiotaped short stories and novels; pop, rock, country, film and children's songs; home videos; professionally videotaped, travel logs, documentaries, and sales pitches. Joseph Macwan (2015) said that authentic audio-visual material will develop students' speaking skill since they will have a discussion and exchange thoughts after they watch video or film.

2. Authentic material in EFL Teaching Reading

The use of authentic materials has great influence on *developing reading comprehension* by presenting new words and expressions to students¹⁹. In reading comprehension activities, students will find

¹⁹Fruzan Khoshbakht & Bahman Gorjian.. Using Authentic Materials in Teaching Reading Comprehension to EFL Learners, *Journal of Applied Linguistics and Language Learning*, Vol. 3(2), 2017, P. 49.

various kinds of information about the world. This situation can add students' background knowledge, then impact to the students' reading comprehension skill. By reviewing many authentic materials, the students will naturally know the best strategy choices in understanding texts. In addition, authentic materials provide many kinds of new vocabularies and real expressions in social life. Therefore, authentic materials help students in developing their reading comprehension.

There is a type of authentic material that can be used by EFL teachers in teaching reading that is called authentic printed materials. They are materials that are produced by native speakers in social life that are adopted by English teachers as source of learning in form of printed form. They include newspaper, articles, cartoons, advertisements, movie advertisements, sport report, weather report, TV guides, Tourist Information, etc. They all can be adopted as useful teaching materials for English lesson in all levels of education.

3. Authentic Material in EFL Teaching Listening

Authentic materials develop students' listening²⁰. All of authentic materials are produced by native speakers in form of dialogues or monologues in a real life and context. The native speakers speak English naturally in authentic materials. Students can listen correctly how the speakers produce English sounds correctly. The natural sounds

²⁰Azizah. Authentic Materials for Developing Listening Comprehension, *English Educational Journal (EEJ)*, Vol. 7 (3), 2016, P. 362-363.

help students to be familiar in listening correct pronunciation and get the information from oral text that they are listening. In short, familiar in English natural sounds will lead the students into better listening ability. In this skill we can use authentic material. The kind of authentic material that it can use by efl teacher to teaching listening is Authentic listening.

Authentic Listening or Viewing Materials are materials that are used to source of learning in form of audio or audio visual from. They includes silent films; TV commercials, quiz shows, cartoons, news comedy shows, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audiotaped short stories and novels; pop, rock, country, film and children"s songs; home videos; professionally videotaped, travel logs, documentaries, and sales pitches. (why we choose authentic listening in teaching listening skill) (aspek yg harus dipenuhi untuk authentic listening).

4. Authentic Material in EFL Teaching Writing

Developing students' strategies in comprehending authentic texts will lead to developing their writing proficiency in the target language learning²¹. The students who often read authentic texts, they will have experience in reading text written by native speakers of English. The choosen vocabularies, language patterns, and text organizations will

²¹Omit Akbari & Azam Razavi. Using authentic materials in the foreign languageclassrooms: Teachers' perspectives in EFL classes, International Journal of Research Studies in Education, Vol. 5 (2), 2016, P. 106.

help the readers to produce similar ways of writing that they frequently read. The total ability in comprehending authentic texts will impact students' ability in writing. In this skill teacher can use Authentic visual and Authentic Print.

Authentic visual materials are social materials that are produced by native speakers that are adopted by English teachers as source of learning in form of visual from. They include: slides, photographs, paintings, children' artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

Authentic printed materials are materials that are produced by native speakers in social life that are adopted by English teachers as source of learning in form of printed from. They include newspaper, articles, cartoons, advertisements, movie advertisements, sport report, weather report, TV guides, Tourist Information, etc. They all can be adopted as useful teaching materials for English lesson in all levels of education. These kinds of visual materials can be adopted by English teacher to give real life experience for students.

Based on the explanation above, it is obvious that authentic materials give significant contribution to develop students' English skills and use it in real world of every day life situation that can be practice using them when the students encountered it outside the classroom

Last but not least, Realia Used in EFL/ESL Classrooms are social materials that are produced by native speakers that are related to the activities in a real life, then they are adopted by English teachers as teaching materials. They can be in form of dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkie-talkies, candles, fly swatters, string, thread, chewing gum, glue, rulers, paper clips, rubber bands, trays, aprons, plastic forks and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, fishing reels, furniture, people, cars, bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffee cans, chalk, credit cards, hats, etc.

3. Advantages of Using Authentic Materials

Using authentic material in teaching and learning in language classroom gives a lot of advantages for teachers and students. They provide situational language and students are exposed to real discourse²². Not only are they interesting for learners but are also very helpful in developing social language skills for students. Authentic materials provide knowledge of real situations of life and make the learners aware of these situations. They inform about current events in the real world and thus, it is easy for students to relate the events to their own experience, to what they know, and to what is familiar to them. Authentic

²²D. Vishwa Prasad & Md. Shakil Akhtar. Use of Authentic Materials in the English Language Classrooms of Secondary Schools: A Qualitative Study. *A Journal of Teaching English Language and Literature*, Vol.1, 2019, P.2-3.

materials are considered the most suitable means of showing the real use of English for communication rather than materials which were designed especially for teaching purposes. As a consequence, they represent good opportunities of bridging the classroom to the outside world.

Then, the advantage of using authentic materials is a way of increasing students' motivation for learning²³. It means that they give the learner the feeling that they are in touch with a living entity and the target language as it is used in the community which speaks it. By using authentic materials, learners should be exposed to authentic text so that they may have direct contact with input data which reflects genuine communication in the target language. Authentic materials are extremely helpful in enhancing students' experience in learning new vocabulary in order to use them in daily conversation, and making them better understood in real world communication. Mastering even a small degree of comprehension of authentic texts gives students the confidence in dealing with reading for real purposes.

Other advantages of authentic materials are giving authentic cultural information and relating to more closely to students' needs²⁴. Naturally, authentic teaching materials are produced by native speakers that are not for educational purposes where the speakers used real cultural information in the materials which benefits for students to

²³Lavina Nadrag. The Benefits of Using Authentic Materials in the ESP Classroom: Case Study, *Journal of Language Education*, Vol. 9 (2), 2017. P. 2.

²⁴Miftahul Huda. The Use of Authentic Materials In Teaching English: Indonesia Teachers' Perspective In Efl Classes. *International Journal of Social Sciences*. Vol. 3 Issue 2. 2017, P.1913.

increase their awareness of different culture. This kinds of knowledge are really needed by students in order that they can apply it in a real life activities both for language and cultural awareness related to English.

In addition, Hwang stated that authentic materials can create interactive learning and increase learners communicative competence²⁵. It is because authentic materials are varied in different forms and models. Materials such as a magazine, songs, and poster are more interactive for the learners instead of textbooks. Teachers can develop various classroom activities which stimulate learners' participation through the real-life materials. For example, by using western songs, it can teach students many new vocabulary and language features, while at the same time, learners can also enjoy the song. Hwang also declares that the interactive learning will result in a better English language environment, where the learners feel pleased in learning the language.

Last but not least, the use of authentic materials can support a more creative approach to teaching²⁶. The use of these materials encourage teachers to be more creative to search various kinds of teaching materials based on the students' need. Then, the teacher should also re-design it in form of understandable teaching materials for students based on their level. To do this, it needs real creativity of the English teachers.

²⁵Widya Febrina. Authentic vs Non-Authentic Materials in Teaching English as a Foreign Language(EFL) in Indonesia: Which One Matters More, *The Asian Conference on Education 2017 Official Conference Proceedings*, 2017, P.4.

²⁶Miftahul Huda. *Loc Cit.* P. 1913.

Based on the detail explanation above, it can be said that the use of authentic materials in teaching and learning English will give benefits for both students and teacher and lead them to real life learning situations to reach better result of learning experience.

4. Difficulties in Using Authentic Materials

In using something, it does not always give advantages for teachers and students. It can also give disadvantages or difficulties for teachers and learners. Martinez believed that authentic materials may be too culturally biased²⁷. Good knowledge of cultural background is needed to understand the text. In fact, EFL students have low ability in average of language skills and cultural background knowledge. As the consequence, most of students will find difficulties in understanding authentic materials used in English class.

Kilickaya claimed that authentic materials add a burden on teachers, as they may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners²⁸. It means that using authentic materials in teaching English give more jobs for teachers. Teachers should work harder to simplify the vocabularies and sentence pattern used in authentic materials in order that they can be understood by students. In other

²⁷Sri Agriyanti Mestari & Fahria Malabar. The Use of Authentic Materials in Teaching Grammar for EFL Students (Teachers' Perspective), *LLT Journal*, Vol. 19 No. 2, 2017, P. 126.

²⁸Rashid Hamed Al Azri, Majid Hilal Al-Rashdi. The Effect Of Using Authentic Materials In Teaching, *International Journal of Scientific & Technology Research*, Vol. 10 (10), 2014, P. 252.

words, teachers must work harder to reach students' understanding on the information stated in authentic materials that they use.

Another difficulty is as Richard stated that authentic materials have not been simplified or written to any lexical or linguistic guidelines, and are not built around the specific grade level syllabus²⁹. They often contain language that may be beyond the learners' abilities especially in EFL classroom. This situation made the English teachers have to be prepared to spend a considerable amount of time locating suitable sources for materials and developing activities and exercises to accompany the materials.

From the explanation above, the advantages and difficulties of using authentic materials as sources of learning English are equal. Therefore, English teachers should consider to use it in teaching and learning process in order to get the benefit and avoid the difficulties.

5. Selecting Authentic Materials

English teacher should be selective in using authentic materials in teaching and learning English although the use is recommended by experts. In selecting authentic materials as source of English learning, Nuttall stated that there are three main criteria used to choose and access texts to be used in the classroom: suitability of the content, exploitability,

²⁹Salwa H. Al Darwish. Teachers' Perceptions on Authentic Materials in Language Teaching in Kuwait, *Journal of Education and Practice*, Vol.5, No.18, 2014, P. 121.

and readability³⁰. *Suitability* is regarded as the most important one, because it means that teaching materials must arouse the learners' interest, meet their needs and motivate them. *Exploitability* stands for the way in which the text is used to develop the English skills competence of learners. Then, *readability* refers to difficulty and complexity of a text. Authentic materials must not contain too difficult or demanding words and structures. It must also suit the learners' level of English. Otherwise, it might demotivate the learners and have a negative effect.

Then, it is also important to consider *the level of using authentic materials*. One important point is that when using authentic materials, the English teacher must bear in mind the learners' level in order that they can get benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to de-motivation and discourage learners from learning the target language. Therefore, authentic materials is a controversial issue in language teaching. Kilickaya and Kim believe that teachers can only use authentic materials in intermediate and advanced language classes³¹. Authentic texts should not be used with lower level students because it would lead to frustration, confusion and de-motivation. However, other researchers, McNail, believes that learners should be exposed to authentic materials in the earliest stages of language learning claiming

³⁰Miftahul Huda. *Loc Cit.* P.1916

³¹Rashid Hamed Al Azri, Majid Hilal Al-Rashdi. *Loc Cit.* P. 252.

that exposure to such texts in the earliest stages will lead to developing useful strategies for dealing with complex tasks later on³².

Based on the explanation above, it is suggested to the teachers who used authentic materials in teaching English, they must consider several things, namely: suitability of the content, exploitability, readability, and students' level in order that they can get benefits from real life experience delivered by the teaching materials.

C. The Use of Authentic Materials in The EFL Classroom

Students must have motivation to succeed in learning anything. therefore teaching materials must motivate and increase student interest in language. if the teaching material used is not attractive and motivating, students will not be interested in learning. to help increase students' motivation and interest in learning, many researchers suggest using authentic materials. In order to help learners learn better, a lot of researchers suggest using authentic materials (AM). The use of authentic material in teaching has been spoken since 1970. Many researchers study the impact of authentic material on students. Most researchers stated that this kind of material helps increase the motivation of students to learn. Learners will have new experiences and enthusiasm in learning english. Their motivation in learning is one of important thing that teachers must considers to teach english as foreign language in their classroom.

³²Miftahul Huda. *Loc Cit.* P.1916

Authentic materials help motivate learners learn the language by making them feel that they are learning the 'real' language (Guariento & Morely, 2001)³³. Using authentic materials in teaching languages indirectly introduces native languages that are really used by native speakers. For example using media obtained directly from native speakers will create a different experience when they understand and learn the language delivered by native speakers directly through the media. Learners directly feel how native speakers use their language, ranging from the use of words, pronunciation, dialects, culture, expressions, and meanings delivered directly from the speaker to the language he uses and the speakers learn.

The same point is stated by Scrivener (1996), who said that authentic materials can motivate reluctant learners into overcoming their shyness or fears with regard to language-learning³⁴. When they study the authentic materials they will get new knowledge and information about the use of the language they are learning, so that when they apply language learning directly to the objects around them, students will have the confidence to use the language. Usually shame and fear begins with lack of knowledge and motivation in learning. So by introducing authentic materials students can get a variety of benefits to overcome the feeling of insecurity, fear, and shame to learn. For example, they will have mastery

³³Rashid Hamed Al Azri, Majid Hilal Al-Rashdi. The Effect Of Using Authentic Materials In Teaching, *International Journal of Scientific & Technology Research*, Vol. 10 (10), 2014, P. 251.

³⁴Sri Agriyanti Mestari, The Use of Authentic Materials in Teaching Grammar for EFL Students (Teachers' Perspective), *LLT Journal*, Vol, 19 No. 2, 2016, P.128

of a new vocabulary, correct pronunciation of English, express correct expression, and have broad insight.

Tirth (n.d.) Peacock (1997) cited in Richards (2001), mentions several reasons for using authentic materials in the classroom³⁵. These are: (1) they prepare learners for real life, (2) they meet learners' needs, (3) they affect learners' motivation positively, (4) they encourage teachers to adopt effective teaching methods and (5) they present authentic information about culture. Authentic materials therefore, help learners realize the relationship between the language presented in the classroom and the language used in real world situations. When they learn English, they learn how to communicate. They must understand what the speaker or writer convey and convey their idea by speak up. They will use many things in a round of them. Using authentic materials by teachers in teaching english, it will make students applied language in real world.

D. Some Related Previous Studies

In educational field, there have been many researchers who conducted their research related to the use of authentic material used by english teacher. One group of the researchers were Akbari, Razavi, and Azam (2016) who conducted their research entitled *Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes*. The result of the research revealed that all of the teachers had positive attitudes toward

³⁵Rashid Hamed Al Azri, Majid Hilal Al-Rashdi. The Effect Of Using Authentic Materials In Teaching, *International Journal of Scientific & Technology Research*, Vol. 10 (10), 2014, P. 251.

providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reason for such an attitude was to improve students' skills and expose them to the real English language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes³⁶.

Other researchers were Prasad & Akhtar (2019) who conducted their study entitled *A Qualitative Study: Use of Authentic Materials in the English Language Classrooms of Secondary Schools*. The result of the research showed that there are 50% of teachers who understand authentic material. According to the teacher who uses materials that can be promoted, materials that can help and motivate students. This material increases the viscosity of students' conversations and explanations. This smart material makes the teaching and learning process interesting³⁷.

In addition, Saeful (2019) conducted his study entitled *EFL Teachers' Cognition in the Use of Youtube Vlog in English Language Teaching*. The result of the research showed that the teachers' knowledge was the most dominant mental construct to affect the decision of the teacher to use YouTube Vlog in teaching English. However, further research was still needed to devise how this domination can take place. In short, the beliefs,

³⁶Omit Akbari & Azam Razavi. Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes, *International Journal of Research Studies in Education*, Vol. 5 (2), 2016, P. 112

³⁷D. Vishwa Prasad & Md. Shakil Akhtar. Use of Authentic Materials in the English Language Classrooms of Secondary Schools: A Qualitative Study. *A Journal of Teaching English Language and Literature*, Vol.1, 2019, P.5

knowledge, and thinking of EFL teachers were the influential factors to affect EFL teachers' decisions to use YouTube Vlog in ELT³⁸.

This research has similarities and differences with the previous studies above. The similarities lie on the focus on the research. Akbari, Razavi, and Azam (2016) and Prasad & Akhtar (2019) focused their research on authentic materials. Then, Saeful (2019) focused his research in teacher's cognition. The three previous studies above are similar with this research focus. This research focus on authentic materials and teachers' cognition. Then, Akbari, Omid dan Razavi, Azam (2016) focused in English teachers' perspective. It is one of part the English teacher cognition in this research. The use material in teaching English its mean that of authentic material in teaching EFL in English Classroom. In addition, Prasad & Akhtar (2019) also English teachers as a participants of research.

The differences of three previous study it can be seen : first, Akbari, Omid dan Razavi, Azam (2016) and Prasad & Akhtar (2019) just focus their research on English teacher perspective. The research use quantitative method and SPSS as tools to measure of data analysis. They use survey questioner to data collecting technique. The study focuses on receptive skills only (listening and reading) without correlating it to teachers' cognition. While this research also discusses teacher cognition. This research is generally English skill teaching (listening, reading, speaking, and reading). Then, Saeful (2019) focused his research on teacher cognition with youtube vlog.

³⁸Jepri Ali Saiful. *EFL Teachers' Cognition in the Use of Youtube Vlog in English Language Teaching*, *Journal of Foreign Language Education and Technology*, Vol. 4(1), 2019, P. 52.

However, this research focused on teacher's cognition and related it to authentic materials.

Second, this research used Qualitative method that are different from the three kinds of previous studies above. Then, the three kinds of research above did their research in different population and sample of the research. Therefore, the researcher is sure that the result of this research was different from the three previous studies above.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied qualitative method. Mills and Gay stated that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (non-numerical) data to gain insights into a particular phenomenon of interest³⁹. It indicates that qualitative research is a research method to describe the data in form of words or picture with developing deep understanding and full description of data in form of long report and narrative as well as non-numerical data to get an accurate perspective in research focus.

Then, Creswell stated that qualitative research as an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem where the process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data⁴⁰. It indicates that qualitative research is a method to explore and understand information about a group of people or their problem through scientific interpretation in order to get meaning.

³⁹Geoffrey E. Mills & Lorraine R. Gay. *Educational Research: Competencies for Analysis and Application Eleventh Edition*, England, Pearson, 2016, P. 25.

⁴⁰John W. Creswell. *Research Design: Qualitative, Quantitative, and Mix Methods Approaches*, London, Sage, 2014, P. 32.

From the definition above, it is clear that qualitative is a method that explor and understand information from sources of the research through scientific interpretation in order to get an accurate perspective or meaning in research focus in form of narrative and non-numerical data. In this research, the researcher will apply qualitative method to describe the teachers' cognition in using authentic material in teaching English at SMPN 12 Kota Bengkulu.

B. Subject of the Research

The subject of the research will be the English teachers of SMPN 12 Kota Bengkulu. The number of English teachers in this school can be seen from the following table:

Table 1:
The Number of English Teachers of SMPN 12 Kota Bengkulu

No.	Name of Teachers	Status	Work Experience
1	Teacher 1	Civil Servant	20 Years as teacher
2	Teacher 2	Civil Servant	20 Years as teacher
3	Teacher 3	Civil Servant	31Years as teacher

Based on the table above, it shows that there are 3 English teachers in SMPN 12 Kota Bengkulu. They have long experience in learning English. The researcher selected all the English teachers as the subject of the research because they have longer experience in teaching English. According to

Nunan, quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice⁴¹. It means that English teachers with long teaching experience would have better ability in transfer knowledge of their subject matter, communication in teaching and learning process, knowledge about students' development, and the ability to use of teaching materials to meet students' needs and current curriculum use at school.

C. Data Collecting Technique

To get the data, the researcher needed some instruments. They helped the researcher to work easier, systematic, effective, and intensive. To research data in this research, the researcher used some methods and instruments, they were: observation, interview, and documentation. The detail description can be as the following explanation:

1. Observation

Observation was collected the data in systematic way to understand and interpret actions, interaction or the meaning of event. This method was used to collect information about the kinds of authentic material teachers' use in the classroom. This observation was conducted when the English teachers were doing the teaching and learning process in the class. The steps in doing observation was as follows:

⁴¹David Nunan. *Desining Tasks for the Communicative Classroom*, USA, Cambridge, 2011.
P.5

- a. The researcher met the English teachers to have permission for conducting research.
- b. The researcher prepared the *observation sheet*.
- c. The researcher joined in the classroom,
- d. The researcher sat in the classroom to observe the teachers teaching and focus to the teaching materials that they use. After that
- e. The researcher asked the English teachers to give responses to the observation sheet
- f. the researcher also wrote the activities in the classroom in form of notes to describe more detail to complete observation sheet.

Finally the researcher analyzed the result of observation that researcher do.

2. Interview

Second, face to face interview. It is known that interview is a dialog done by interviewer to get information from the interviewee. Interview is conducted aiming to find out things from respondents who are more in depth. Interviews are divided into two structured and unstructured⁴². A structured interview is a technique for collecting data carried out by the researcher if the researcher knows what information would be obtained so that the data collector has prepared answers to the written questions. While unstructured interviews are data collection techniques that prepare

⁴²Sugiyono. (2012). *Metode Penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta p. 194-197.

questions in the form of outlines of the problems to be asked. One way of using this technique is to get more detailed information about respondents. The researcher does not know exactly what data will be obtained, so the researcher must listen to the answers of the respondents in order to be able to get information and can conclude these answers.

In this research, researchers used unstructured interviews because researchers wanted to know in-depth information about respondents because researchers did not know exactly what data or information would be obtained from the teacher about the use of authentic materials used in teaching English. In addition, this interview gave the respondents the freedom to express their opinions on the object that I examined. They express their own opinions by not filling in the answer options that must be determined by the researcher. So the researchers concluded that the interviews conducted in this study used unstructured interventions.

This research was also conducted in *Bahasa Indonesia* to avoid misunderstanding of the intention given and to make the situation more relax. The people who were interviewed by the researcher were English teachers. The researcher interviewed the English teacher after class. In doing interview, the researcher asked questions that have been prepared. The researcher interviewed the English teachers to know about kinds of authentic materials used by the English teachers in teaching English at SMPN 12 Kota Bengkulu in Academic Years 2019/2020, how they use the authentic materials, and why they use authentic materials in

teaching English. The researcher prepared recorder for saving the data. The researcher recorded their answers.

In this case, the researcher talked and asked the informants in informal situation and friendly way. When conducting interview, the researcher prepared a list of question as guidance to know the use of authentic materials in teaching English by the teacher.

In collecting the data from interview, the researcher used steps as follow:

- a. The reseacher prepared questions that would be asked to selected teacher. The researcher also prepared recorder to record their answer.
- b. The researcher asked and talked in friendly way based on the question that had been prepared.
- c. The researcher recorded their answer.

This method conducted to get deep information about Englishteachers' cognition in the use of authentic materials in teaching English.

3. Documentation

The researcher made documentation for all documents that were related for supporting data to describe authenticity of the data in the research. In this research, documents refer to a wide range of written, physical, and visual materials. They can be in form of records, personal writing, curriculum, syllabus, lesson plan, or instructional materials used

by the English teachers that related to the kinds of authentic materials, how to use them, and why teachers used them in teaching English. In addition, the pictures were also as secondary data of documentation. All the documents and Photographs used to support the primary data from observation and interview. Finally, the researcher completed the research report.

D. Research Instrument

The researcher used some kinds of research instruments to collect the data in this research. The instrument can be: observation, face to face interview, and documentation.

1. Observation Sheet

The researcher designed an observation sheet to describe the teachers' teaching materials in the classroom and the kinds of authentic materials, how to use them, and why teachers used them in teaching English. The researcher asked the English teachers to give responses to the observation sheet.

2. Structure Interview

The researcher designed some question related to the kinds of authentic materials, how to use them, and why teachers used them in teaching English. The questions can be developed by the researcher if there was something important to ask in order to complete the data collecting in this research.

3. Documentation

Documentation was in form of filing all documents and pictures during the research. The documentation is important in this research to prove authenticity of the data in the research. After collecting and analyzing the data, the researcher made documentation all documents, such as: interview script, observatiuon sheet, photographs during the research, and other important documents in appendices.

E. Data Analysis

The sources of qualitative data can be derived from: observation sheet face to face interview, and documentation. Therefore, the researcher used interactive model by Miles and Huberman to analyze the data. The procedures can be seen as follows⁴³:

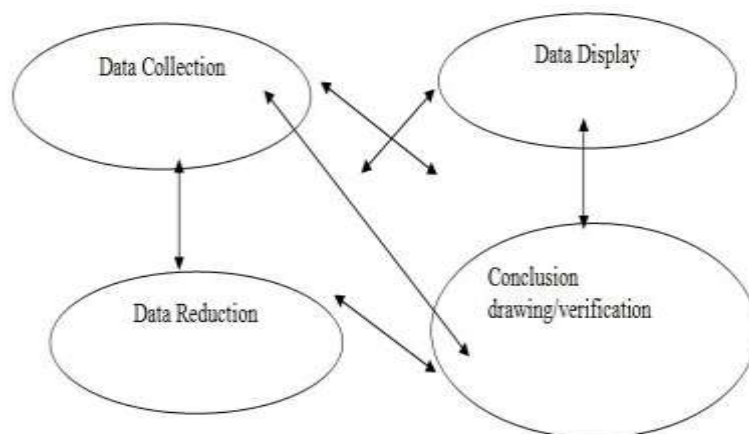


Figure 1:
Interactive Model of Data Analysis

⁴³Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

The figure above shows that the data analysis followed three steps of procedures, namely: *the first is data reduction* - Data reduction occurs continually through out the analysis. In the beginning step, it happens through editing, segmenting and summarizing the data. In the middle step, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. At the end of the step, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data; *the second is data Display* - data display organize, compress and assemble information. In this research, the way of displaying data through – graphs, charts, and diagrams in order to make the data clearer; *the third is drawing and verifying conclusion* - reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify for accurate result.

F. Trustworthiness of the Data

It is important to make sure the validity of data in qualitative research. For this research, the researcher will use *triangulation* to check the validity of the data. According to Creswell, triangulation of data, data was collected through multiple sources⁴⁴. It means that the researcher used multiple sources of data, multiple observers, and multiple methods for the verification process in order that there is a consistent similarity of the data that were collected.

⁴⁴John W. Creswell. Research . *Qualitative Research*, USA, Routledge, 2009, P.185.

In a real application, the researcher used methodology triangulation to check the validity of the data. The researcher used different method to get the some data. It means that, to get the validity of the data in this research, the research did not only conduct interview but also did observation and made documents. So, by using those methods, the researcher was able to compare the result of each method. From those three different methods, the data collected by the researcher must be the same.

Triangulation is multimode approach that conducted by the researcher in collecting the data in order to get better understanding of research phenomena in order to get higher level of the truth⁴⁵. It means that triangulation is a combination of some methods that are used to measure phenomenon in different point of views or perspectives in order to check the data truth or information got by researcher from varies perspectives to reduce bias happened in collecting and analyze the data.

The Norman K. Denkin concept is used by qualitative researchers in various fields. According to him, triangulation includes four things, namely: (1) triangulation of methods, (2) triangulation between researchers (if research is conducted with groups), (3) triangulation of data sources, and (4) theory triangulation. To enforce data validation, in this research researchers used two triangulations. Triangulation method and triangulation of data source:

⁴⁵Mudjia Rahardjo. *Triangulasi dalam Penelitian Kualitatif*. Retrieved on June 05, 2019 from <https://www.uin-malang.ac.id/r/101001/triangulasi-dalam-penelitian-kualitatif.html>.

1. Triangulation Method

Triangulation method was done by comparing information/data in different ways. In this study, researchers used interviews, observation, and documentation to obtain the correct information about the data that were obtained at SMPN 12 Kota Bengkulu. The researcher did the validity test with the same source but using different methods.

2. Triangulation of Data Sources

In this case, the researcher explored information by using several methods and data sources. In this study, to add interviews and observations, researchers also used participants' observation, writing documentation, and photographs. These different ways produced different data and then provided different insights about the phenomena being observed that relate to the research in the SMPN 12 Kota Bengkulu which then provided different insights regarding to the phenomenon under study. These various views resulted in knowledge to obtain reliable truth.

CHAPTER IV

RESULT AND DISCUSSION

After completing the data collection and data analysis, this part of research explains about the research findings and discussion about the finding. The finding of the research covers: authentic materials used by the English teachers in SMPN 12 Kota Bengkulu; teachers' procedures in using authentic materials in the classroom; and significances of using authentic materials in English classroom. The detail explanation about result and discussion; it can be illustrated as follows:

A. Result

1. Authentic Materials Used by the English Teachers in SMPN 12 Kota Bengkulu

The researcher observed 3 English teachers in collecting data. They were as main sources of data in this research. Each teacher was observed by the researcher each time they came into the classroom. They were observed based on their teaching schedule in the classroom. The researcher focused on the authentic materials that they use in teaching language skills. Therefore, the discussion in this stage focused on the use of authentic materials used by the English teacher in teaching English four skills, namely: speaking, reading, writing, and listening. The detail explanation is as follows:

a. Authentic Materials in Speaking Skill

Authentic materials in teaching speaking are very various kinds. However, in teaching speaking in the classroom, the English teachers

of SMPN 12 Kota Bengkulu used some kinds of authentic materials to encourage their students to be more interesting in learning English speaking. The authentic materials used by the English teachers can be seen as the following table:

Table 2:

Authentic Materials for Speaking Skill

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 1 (T1)	7	Cartoon	July 30, 2019
		7	Home Video	August 2, 2019
2	Teacher 2 (T2)	8	Vlog	July 30, 2019
		8	Movie Scences	August 3, 2019
3	Teacher 3 (T3)	9	Vlog	July 31, 2019

Based on table 1 above, it can be seen that there were three English teachers who used authentic materials in teaching English speaking skill. They were teacher 1 (T1) who taught English at the seventh grade; Teacher 2 (T2) who taught English at the eighth grade; and Teacher 3 (T3) who taught English at the ninth grade.

Teacher 1 (T1)

Teacher 1 (T1) taught speaking class on July 30, 2019. He taught speaking with the topic “Greetings”. To make students to be more interesting in learning speaking, the English teacher used cartoon as learning materials. The teacher explained some learning materials related to “Greeting”. However, for simulation for the practice, the English teacher used cartoon as authentic media in order that students could get real experience from audio visual materials. As the result, it was very easy for students to follow the real application of “Greeting” in a real life. In this case, the English teacher could provided authentic teaching materials that introduced students a real world language, especially in “Greeting”. For more information about the data, see appendix 5 about the result of observation meeting 1, appendix 12 about the result of interview meeting 1, and appendix 19 about documentation of authentic material in meeting 1.

Then, the Teacher 1 (T1) was also used authentic material in teaching speaking class on August 2, 2019. He taught speaking with the topic “Advice”. To help students to be easy in understanding the fixed expressions and the application in the topic of “Advice”, the English teacher used authentic materials in form of “Home Video”. Before using Home Video as media for reinforcing the students’ understanding and as media of simulation practice, the English teacher discussed some important expressions and context of “Giving Advice” based on real context. This authentic materials in form of audio visual

helped the students to give a real visualization of conversation that using “Giving Advice” in the context of real life of native speaker. In this case, the English teacher could provided authentic teaching materials that introduced students a real world language of “Advice” in the context of native speakers’ usage. For more detail explanation, see appendix 6 about the result of observation meeting 2, appendix 13 about the result of interview meeting 2, and appendix 20 about documentation of authentic material in meeting 2.

Teacher 2 (T2)

Teacher 2 (T2) taught speaking class on July 30, 2019. He taught speaking with the topic “ To Get Attention ”. To make student more understanding of aplication about getting attention expression, so he used authentic material in the form of cartoon. Students learnt how expressions and contex of situasion used by using cartoon to said of getting attention. They did discussion and learning process actively. For more detail explanation, see appendix 7 about the result of observation meeting 3, appendix 14 about the result of interview meeting 3, and appendix 21 about documentation of authentic material in meeting 3.

Then, the Teacher 2 (T2) also used authentic material in teaching speaking class on August 3, 2019. She taught speaking with the topic “invitation”. To help student know real example of using expression on invitation, teacher used a media “movie scenes”. So

learning process was more interesting in the classroom. They were enjoyable to listen. They could look real expressions used by native speakers on video. This authentic material was in form of audio visual. It helped students to give a real visualization of conversation that using “invited” in the context of real life of native speaker. Function of this movie was taught student how to invite someone in orally, they learn how to used expression based on real context, and learn how expression of native speaker using expression of invitation. For more detail explanation, see appendix 8 about the result of observation meeting 4, appendix 15 about the result of interview meeting 4, and appendix 22 about documentation of authentic material in meeting 4.

Teacher 3 (T3)

Teacher 3 (T3) taught speaking class on July 30, 2019. She taught speaking with the topic “Congratulation ”. She used authentic material in form of vlog that produced by native speaker. This vlogger helped student in increasing their speaking ability in using congratulation expressions correctly, know the context of expression, and listen how native pronounce these utterances. This vlog used by native speakers in daily activities. They used real language. so that this video gave new experience in learnt real language from native speaker. Situation of the class is interesting, happy, and active because because the English teacher gave a difference media. For more

information about the data, see appendix 6 about the result of observation meeting 5, appendix 16 about the result of interview meeting 5, and appendix 20 about documentation of authentic material in meeting 5.

Based on the detail explanation above, it is clear that English teacher at SMPN 12 Kota Bengkulu used some kinds of authentic materials in teaching speaking, namely: *cartoon, home video, vlog, movie scences, and anime.*

b. Authentic Materials in Reading Skill

The English teachers also used authentic materials in teaching reading. Authentic materials in teaching reading were very various kinds. However, in teaching reading in the classroom, the English teachers of SMPN 12 Kota Bengkulu used some kinds of authentic materials to encourage their students to be more interesting in learning reading skill, more anthusias, got more vocabularies, and found new experiwnces in reading real material as well as increase their knowledge. The authentic materials used by the English teachers can be seen as the following table:

Table 3:
Authentic Materials for Reading Skill

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>

1	Teacher 2 (T2)	8	Notice	Aug.07, 2019
3	Teacher 3 (T3)	9	Medichine label	Aug 08, 2019

Based on table 1 above, it is obvious that there were two English teachers who used authentic materials in teaching reading skill. They were teacher Teacher 2 (T2) who taught English at the eighth grade; and Teacher 3 (T3) who taught English at the ninth grade. The explanation about the use of authentic materials in reading comprehension is as follows:

Teacher 2 (T2)

Teacher 2 (T2) taught reading class on August 7, 2019. She taught reading with the topic “Notice”. It was the form of authentic material adopted by English teachers as learning resources in print. To increased student real experience, knowledge and their production of new vocabularies about the text. Teacher used authentic material in the form of notice. This notice is real example used by native speaker in various places that it was adopted by English teacher in the form of print. She took this picture from internet that got from native speaker link. For example: the English teacher took some examples of notice in the form of pictures in various places in real environment. These places can be from the zoo, hospital, road, library and park. These places were familiar in their daily activities. They can find these notices in their bahasa in

around of them. But through this media, they found new information, new knowledge and vocabularies in notice that used by native speaker in their places.

Through this media student was interest and focus in read the material. They became active students in reading class. It can be showed from their discussion activities with their friend and more interested in learning process in the classroom. For more information about the data, see appendix 7 about the result of observation meeting 6, appendix 17 about the result of interview meeting 6, and appendix 21 about documentation of authentic material in meeting 6.

Teacher 3 (T3)

Teacher 3 (TIII) taught reading class on August 8, 2019. She taught reading with the topic “Be Healthy”. To help students to be easier in understanding the fixed example and the application in the topic of “be healthy”, the English teacher used authentic materials in form of “Medichine label”. It was the form of authentic material adopted by English teachers as learning resources in print. English teacher brought some product of medichine label that were produced by native speaker. Teacher also download other examples of medichine label that the text of label it was produce by native speaker in internet. This material was adopted in printed material. It used exercise of student in this topic. Throught this media, teacher taugh reading skill interestingly. They learnt how understanding the structure of the text, the main point of the text, the

importance of reading a label, and overview the new vocabularies found in label and learn the context of using them. Teacher used this media based on the topic because it can find in their real environment. They learnt how to read this label and understanding about the poin that they got in the text. Situation of the class was enjoyable, interesting, and active. For more information about the data, see appendix 8 about the result of observation meeting 7, appendix 18 about the result of interview meeting 7, and appendix 22 about documentation of authentic material in meeting 7.

Based on the detail explanation above, it is obvious that English teacher at SMPN 12 Kota Bengkulu used some kinds of authentic materials in teaching reading skill, namely: *printed notice and medicine label*.

c. Authentic Materials in Writing Skill

Authentic materials in teaching writing are very various kinds. However, in teaching writing in the classroom, the English teachers of SMPN 12 Kota Bengkulu used authentic reading material as a reference to improve writing skills too. There is only 2 Englih teachers who explored authentic material in teaching writing in the classroom. They can be seen as the following table:

Table 4:
Authentic Materials for Writing Skill

<i>No.</i>	<i>English</i>	<i>Grade</i>	<i>Form of Authentic</i>	<i>Date of</i>
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	<i>Teacher</i>		<i>Materials</i>	<i>Implementation</i>
1	Teacher 2 (T2)	8	Notice	Aug.07, 2019
3	Teacher 3 (T3)	9	Medichine label	Aug 08, 2019

Based on table 3 above, in writing skill there were T2 and T3 also used reading authentic material to increase writing skill in the same time. Teachers increased their wrting ability throught this media. They did activities after reading skill.

Teacher 2 (T2)

Teacher 2 (T2) taught writing class on August 7, 2019. When she taught students reading skills, she also used the authentic material to be used in writing skills. She used a “notice” as material adopted by the teacher as teaching material in the form of print. She used this material to taught reading skill but in final activities she taught how to write of the text. They learnt about text recognition, language pattern, choosen of vocabularies, and recognize the structure of the notice sentence in writing skill. They made some of notice that they found in their inveroment based on the real example structured of notice that was learnt before. For more information about the data, see appendix 7 about the result of observation meeting 6, appendix 17 about the result of interview meeting 6, and appendix 21 about documentation of authentic material in meeting 6.

Teacher 3 (T3)

Teacher 3 (T3) taught writing class on August 8, 2019. When she taught students reading skills, she also used the authentic material to be used in writing skill. She used a “medicine label” as material adopted by the teacher as teaching material in the form of print. She used this material to teach reading skill but in final activities she taught how to write of the text to increase their ability in writing skill. They learnt about text recognition, language pattern, chosen of vocabularies, and recognize the structure of medicine label sentence in writing skill. situation in this class was condusif. Student focused on writing the text. For more information about the data, see appendix 8 about the result of observation meeting 7, appendix 18 about the result of interview meeting 7, and appendix 22 about documentation of authentic material in meeting 7.

Based on the detail explanation above, it can be concluded that English teacher at SMPN 12 Kota Bengkulu used some kinds of authentic materials in teaching writing skill. They used the same authentic materials in teaching reading. In other words, the English teachers correlated between reading and writing skills in order that the students can understand in deep the authentic teaching materials used in reading and writing skills. The authentic materials used in writing class were: *printed notice and medicine label*.

d. Authentic Materials in Listening Skill

There are many kinds of authentic materials used by English teachers in teaching listening. However, in teaching Listening in the

classroom, the English teachers of SMPN 12 Kota Bengkulu used some kinds of authentic materials to encourage their students listening ability. The natural sound help student to be familiar in listening correct pronunciation and get correctly information that they are listening in oral text from native speaker. The authentic materials used by the English teachers can be seen as the following table:

Table 5:
Authentic Materials for Listening Skill

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 1 (T1)	7	Cartoon	July 30, 2019
		7	Home Video	August 2, 2019
2	Teacher 2 (T2)	8	Cartoon	July 30, 2019
		8	Movie Scences	August 3, 2019
3	Teacher 3 (T3)	9	Vlog	July 31, 2019

Form the table 5 above, it can be seen that English teachers used authentic material in speaking to inreased listening ability too. These kinds of teaching materials were used by English teachers in speaking English were monologues and dialogues from native speakers in form of audio visual. They explored audio and visualization of media to increase students' listening ability too.

Teacher 1 (T1)

Teacher 1 (T1) taught listening class on July 30, 2019. She taught listening with the topic “Greetings”. However, for simulation for the practice, the English teacher used cartoon as authentic media in order that students could get real experience from dialogue that used in video that utterance by native speaker in characters of cartoon. They wrote of greeting expressions that they were listened from video. They learn pronunciation in how to say expressions of greeting correctly in daily based on audio. Learning situation became more interesting; and students focused on listening dialogues in video. For more information about the data, see appendix 5 about the result of observation meeting 1, appendix 12 about the result of interview meeting 1, and appendix 19 about documentation of authentic material in meeting 1.

Then, Teacher 1 (T1) was also used authentic material in teaching listening Class on August 2, 2019. She taught listening with the topic “Advice”. After teacher taught speaking class, he used this media to increase listening ability of students directly. To help students to be easy in understanding pronunciation and meaning fixed expressions and the application in the topic of “Advice”, the English teacher used authentic materials in form of “Home Video”. Before using Home Video as media for reinforcing the students’ understanding and as media of simulation practice, the English teacher discussed some important expressions and context of “Giving Advice” based on real context. This authentic materials in form of audio visual also helped the students to give a real

and natural sound of conversation that using “Giving Advice” in the context of real life of native speaker. Students learn enthusiasm and more interesting. For more detail explanation, see appendix 6 about the result of observation meeting 2, appendix 13 about the result of interview meeting 2, and appendix 20 about documentation of authentic material in meeting 2.

Teacher 2 (T2)

Teacher 2 (T2) taught speaking class on July 30, 2019. She taught speaking with the topic “to get attention ”. She used cartoon as a media in teaching listening too. This cartoon produced by native speaker. Teacher download video from scenes of cartoon movie. This video contain some getting attention expressions that used by characters in cartoon. Teacher used this media was not only to increase speaking ability but to increase students’ listening ability too. Through this video student listened oral speech of native speaker. How he enjoyed using English in cartoon. Learning process was interesting. Students listened what the cartoon said. Then teacher asked some students to tell information about video in front of the class. For more detail explanation, see appendix 7 about the result of observation meeting 3, appendix 14 about the result of interview meeting 3, and appendix 21 about documentation of authentic material in meeting 3.

Then, the Teacher 2 (T2) was also used authentic material in teaching listening on August 3, 2019. She taught listening with the topic “invitation”. Authentic media that she used in this class is same with the speaking class, some *movie scenes*. She taught speaking skill but in the same moments. She have taught listening skill indirectly. Students listen some dialogue from movie produced by native speaker. The dialogue talked about a man invite a woman to come in daughters’ event. They used some expressions to invite someone; and how they gave a some respond of invitation. English natural sound lead the student into better listening ability. They were excited watching and listening the movie. For more explanation, see appendix 8 about the result of observation meeting 4, appendix 15 about the result of interview meeting 4, and appendix 22 about documentation of authentic material in meeting 4.

Teacher 3 (T3)

Teacher 3 (T3) taught listening class on July 30, 2019. She taught listening with the topic “Congratulation”. She used authentic material of vlog. She taught this skill in the same moment when she taught speaking class. This video helped student to be familiar in listening English correct pronunciation. This video used congratulation expressions repeatedly. They learnt together how to utterance the expression of congratulation. Student more enjoy in learn English. For more information about the data, see appendix 6 about the result of observation

meeting 5, appendix 16 about the result of interview meeting 5, and appendix 20 about documentation of authentic material in meeting 5.

Based on the detail explanation above, it can be concluded that English teacher at SMPN 12 Kota Bengkulu used some kinds of authentic materials in teaching listening skill. They used the same authentic materials in teaching speaking. In other words, the English teachers correlated between speaking and listening skills in order that the students can understand in deep the authentic teaching materials used in speaking and listening skills. The authentic materials used in listening class were: *cartoon, home video, vlog, movie scences, and anime*.

2. Teachers' Procedures in Using Authentic Materials in the Classroom

Teaching English in the classroom by using authentic materials as teaching and learning media made the English teachers re-think the learning materials in order that the students can understand what the materials described based on the real context of native speaker. Therefore, it is important to conduct clear and effective teaching procedures by using authentic teaching materials in the classroom. In using authentic materials in teaching English skills, the following explanation would describe the procedures of using authentic materials at SMPN 12 Kota Bengkulu in teaching English Skills:

a. Procedures of Using Authentic Materials in Speaking Skill

As explained above, the English teachers used some authentic materials in teaching speaking skill. The authentic materials were as follows:

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 1 (T1)	7	Cartoon	July 30, 2019
		7	Home Video	August 2, 2019
2	Teacher 2 (T2)	8	Cartoon	July 30, 2019
		8	Movie Scences	August 3, 2019
3	Teacher 3 (T3)	9	Vlog	July 31, 2019

Teacher 1 (T1)

In the first meeting of speaking skill conducted on July 30, 2019, the English teacher taught students about “greeting”. After conducted some series of activities in opening stage, the teacher started to overview a short basic explanation about expressions and responses for greeting. The teaching material was as follow:

Greeting Expression

Greetings	Responses
-Good...(morning/ afternoon/evening/night)? Hello? hi? How are you? How are you doing? What’s up?	-Good...(morning/ afternoon/evening/night) Hello hi Fine/great/ i’m fine, thanks Not bad/never better/ so so I’ve ghow do you do

How do you do?	headche/flu
----------------	-------------

Leave- taking

Expressions	Responses
-See you)? See you later/again See you next (week, month/ years/time..... Good bye Bye Take care	-see you See you next... too Good bye Bye Okay, thanks

For more aunderstanding, the teacher gave examples of the use those expressions in real context. The examples based on the teacher's opinion. The example was as follows:

A : Hello, Good morning

B : Good morning

A : How are you?

B : I'm fine thank you, and you?

A : I am fine too, thank you

Then, the English teacher used some cartoon videos to give more understanding about the use of context of greeting expressions and responses.

Cartoon	Dialogue	Greeting expresion	Leave – takaing
1.	A : hi mister, hello..what is your name? B : hello,	✓	
2.	A : hi, i am dory B : hi dory,	✓	
3.	“ here you go, see you later mory” “Bye puppy.. “See you dino...		✓

Based on the table above, it can be seen some dialogues that used by cartoon in videos. They used some expressions based on topic of learning *greeting* and *leave taking*. First cartoon video was taking from dialogues of scenes cartoon movie. It contain expression of greeting. Such as “ hi and hello”. Second cartoon is finding dory scene movie. It showed some greeting expression too. Such as “ hi”. Third cartoon scenes contained some expressions of leave taking expression. They were “see you later , see you, and bye,,”

So, through this visualisation, students can learn how to use this expressions based on the real context.

From the movie, teacher asked students do some activities. Teacher asked students to make some grups, then teacher played some video three times. he asked student to pay attention and listened

videos carefully. Teacher asked students to write and did discussion about some information in dialogue of cartoon about greeting and leave taking. Finally he asked them to tell result of discussion in front of the class. Other groups gave some correction and addition about information their result of discussion. For more detail explanation, see appendix 5 about the result of observation meeting 1, appendix 19 about documentation of authentic material in meeting 1.

Second meeting on August 2, 2019 the teacher taught student about “advice”. After opening the lesson, the teacher started to overview a short basic explanation about and discussed some important expressions and context of “Giving Advice”. The teaching material was as follow:

Expression used to ask for and give an advice/ suggestion

Asking for advice	Giving an advice
Do you have any idea about how i can?	If i were you, i would...
What do you think i should?	If i were in your shoes, i would
What the best	You can..
Can you give me some advice about..	Maybe you should..
What/how do you suggest..?	I advice you to..
What do you recomend ?	I recommend that you...
what / how would you say...	I say...

Can you recoment..?	My recomendation s that you...
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To help students to be easy in understanding the fixed expressions and the application in the topic of “Advice”, the English teacher used authentic materials in form of “Home Video”. She used this video to give real context in the use of this expression. This video tells about a woman asking some advice to some kids.

woman : *”What the best way to greet someone if you do not speak the same language?”*

First kid : *”shake hands, smile”*

Woman : *”what do you think a smile does?”*

Second kid : *”you can give hope to them”*

Woman : *”so sweet.. what would you say to someone who says girls are not allowed to go to school?”*

Thrd kid : *”boys and girls need to be treated equally”*

Woman : *”how would you feel if someone told you could not go to school? Why do you think they need to go to school?”*

Forth kid : *to learnt*

Woman : *to get educated*

Woman : *I think we have covered it*

From the dialogue of the home video, it can be seen find some asking advice expressions. After that teacher asked some students to say some expressions that used by woman in dialogue. To get more understanding of the students about this video, the teacher tried to open of video in three times. He asked students to paid attention and listen the dialogues in movie scenes. Each time, he played it, he paused this video when a woman in dialogue said of expressions asking advice. He asked students to repeat together what the woman

used in advice expressions of dialogues. In the same moment, the teacher asked them to make a list of new vocabularies that students did not understand from videos. In finally activities, he asked his student to make one dialogue about giving and asking expression using some expressions on the topic. As the final activities, the students should perform their dialogues in front of the classroom in pair. For more detail explanation, see appendix 6 about the result of observation meeting 2, and appendix 20 about documentation of authentic material in meeting 2.

Teacher 2 (T2)

Teacher 2 (T2) in the first meeting on July 30, 2019, she taught student about “to get attention”. She opened the lesson by doing some series of opening activities. Then, the teacher introduced some expressions “to get attention”. Then, the teacher started to overview a short basic explanation about expressions and responses to get attention through cartoon. The teaching material was as follow:

To Get Attention.

Expressions	Responses
Excuse me	What can i do for you?
Pardon me, but..	Yes?
May i have..	Alright
Attention please	Sure
I'm sorry, but	Its ok
Hey!	We are ready

	Yes mam/sir
--	-------------

To make students more understanding about real of example in their daily activities; so studentsshould understand some expresions presented through video. She used authentic materials in scenes of cartoon movie to help students for more understanding.

In the first cartoon, there were some expressions used by characters such as: “excuse me, pardon me”. The character in cartoon was a rabbit that was in cinema. It wanted to go to the chair of cinema, but it must walk in front of many people. So it said ”excuse me, pardon me”.Second cartoon is spongebob character. It said “ excuse me”. This situation talked about the character of spengebob said “excuse me with someone who sit in his beside because he was belch.

So through this video, the English teacher did activities of learning process by explain how situation of useing getting expressions in daily life context. Teacher asked her students to practice used some expressions in their dialogues. They made some dialogues in daily life using getting attention with their grups. Finally students practiced of dialogue in front class. For more detail explanation, see appendix 7 about the result of observation meeting 3 and appendix 21 about documentation of authentic material in meeting 3.

The second meeting was conducted on August 3, 2019. She taught students about “invitation”. After opening the lesson, the teacher started to overview a short basic explanation about expressions and responses for greeting. The teaching material was as follows:

Making Invitation	Accepting Invitation	Refusing Invitation
Would you come to	This very kind of you	I'm very sorry
Would you like to..	That very kind of you	Think I can
I would be very happy if..	We'd like very much too	I'd like to but...
Could you come to...	It's delightful to	Thank you for asking me, but...
Why don't you come to..	That would be very nice	I'm not sure
I'd very much like if	I would	Sorry. I don't think
Shall we come to..	All right	Can't make it
You must come	Sure I'm coming	I'm sorry I can't make it

Example of conversation:

Kaila : hello dina, today is my birthday. I would be very happy if you come to my birthday party

Dina : I'd like to but I can't. My grandmother is sick. My family and I want to go to grandma's house.

After giving detailed explanations, the teacher gave one of examples talking about invitation expressions. Then, the English teacher used authentic media in the form of movie scenes used invitation

expression. This media used to give more understanding about the using context of greeting expressions and responses. Before did activities, teacher asked student to make a group. They must listen together.

There were some dialogues:

Mr : listen,umm.. I am going to mumbai in a couple of days

Ms : I know, for laura's conference.

Mr : yeah, i was thinking. Why do not you come?

Ms : well.

Mr : She is my daughter. I'd like you to meet her.

Ms : well of course, erm but i'm not sure i can make a trip right now.

After teacher played this movie, she asked student about expression used in dialogue about giving and responses invitation. Then teacher asked them to practice dialogue in front of class in pair. For more detail explanation, see appendix 8 about the result of observation meeting 4, and appendix 22 about documentation of authentic material in meeting 4.

Teacher 3 (T3)

Teacher 3 (T3) taught speaking class by using authentic materials on July 30, 2019. She taught speaking with the topic "Congratulation ". After conducted some activities in opening stage, the teacher started to overview a short basic explanation about

expressions and responses for congratulation . The teaching material was as the following details:

Expression of congratulation :

Congratulation

Congratulation on your succeds

Happy birthday

Happy new year

Happy anniversary

That's great

Pretty good

Well done

Please accept my warmes

Responding

It's very good of you to say so

How nice of you to say so

Thank you very much to saying so

I'm glad you think so

Oh, thanks

Example :

Viera : congratulation dadang. I hope you will be the winner of the speech contest

Dadang : thank you viera. Wish me luck

To help student know real experience in learning an expression of congratulation, so teacher gave one video from a native vlogger. This video talked about given congratulation for her friend about their success to be a doctor. There were some expressions based on the vlog:

People 1 : good luck to tell you congratulation

People 2 : you are doctor, yeeaaay. It is good too. Congratulation

People 3 : i heard somebody complete her doctor today.

Congratulation and celebrate.

People 3 : hey girls congratulation you getting your victim. This is so exciting. I'm so happy for you.

People 4 : congratulation, i'm so proud of you

People 5 : I'm so happy for you. you work so hard.

Based on video, there were some expressions of congratulation based on a textbox. But in real situation, actually many expressions that are used by native speakers to say congratulation. So teacher asked her student to tell some expressions of congratulation in their topic. Teacher also told there were many new vocabulary and ways to say congratulation based on real language used by native speakers. Teacher and student said and repeated some expressions on video together. Then student made a group. Then they practiced this expression using another topic of congratulation. Situation of the class was enthusiastic, active and

condusif. For more information about the data, see appendix 6 about the result of observation meeting 5, appendix 16 about the result of interview meeting 5, and appendix 20 about documentation of authentic material in meeting 5.

b. Procedures of Using Authentic Materials in Reading Skill

As explained above, the English teachers used some authentic materials in teaching reading skill. The authentic materials were as follows:

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 2 (T2)	8	Notice	Aug.07, 2019
3	Teacher 3 (T3)	9	Medichine label	Aug 08, 2019

Teacher 2 (T2)

Second meeting of reading class conducted on August 7, 2019. The teacher taught students about “ notice”. After doing some activities. The teacher started to show a picture in front of student. She asked students to guees a topic; read notice and where they can find this notice. After teacher explain all important things of notice around them. The teacher started to overview a short basic structure of notice throught a picture . The teaching material was as follows:

No + NOUN/ verb- ing

Example : Please do not feed of touch the horses

From this example, teacher asked students to correct of sentence based on structure. Students translated of sentences and learn a meaning of this notice. Teacher asked where this notice found, and after read this notice what you should do. Students tried to answer a question together and teacher give some corrections about their ideas.

To know about students' understanding, the English teacher gave some other authentic examples for students. Before that, they were divided into some groups. Each group has one difference notice from other groups. Students did the following activities: reading a notice, discussed what notice tell about, where the students found a notice; and function of the notice.

In final activities, students did presentation in front of the classroom in pair. Each group did correction for their friends' performance while the English teacher paid attention to them. After they learned about the topic, they made some notices in their own environment. Learning process was interesting because the students focused in doing discussion. They became active and antusias to know about the topic in the picture. For more information about the data, see appendix 7 about the result of observation meeting 6, and appendix 21 about documentation of authentic material in meeting 6.

Teacher 3 (T3)

The English Teacher (T3) did the second meeting of reading skill on August 8, 2019. The teacher taught students about “medicine label”. After opening the lesson, the teacher started to show a picture in front of students. She asked students to guess a topic, read medicine label, and where they can find this notice. After teacher explained all the important information related to medicine label around them. The teacher started from overviewing a short basic of important things of medicine label. The teaching material was as the following explanation:

1. *The name of product*
2. *Description about product*
3. *Content*
4. *Use and ingredient*
5. *Direction to use, service, and cook*
6. *Direction to store.*

From this criteria must understanding of student. Teacher give some example of medicine label. They read and found information in medicine label. For more information about the data, see appendix 8 about the result of observation meeting 7, appendix 18 about the result of interview meeting 7, and appendix 22 about documentation of authentic material in meeting 7.

c. Procedures of Using Authentic Materials in Writing Skill

As explained above, the English teachers used some authentic materials in teaching writing skill. The authentic materials were as follows:

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 2 (T2)	8	Notice	Aug.07, 2019
3	Teacher 3 (T3)	9	Medichine label	Aug 08, 2019

To increase students' writing skill, the English teacher taught students about the basic process how to getmain topic of a notice. Then, students wrote some texts after getting explanation. It becamestudents' background knowledge to know structure of paragraf and new vocabularies.

T2 did activities in writing skill in the same time with teaching reading skill. She taught notice in reading skill. in final activities, she askd students to write another notice and determine the structure of ide. For more information about the data, see appendix 7 about the result of observation meeting 6, and appendix 21 about documentation of authentic material in meeting 6.

While T3 asked her students to write some information that they got from medicine label in another medichine label found around them. For more information about the data, see appendix 8 about the result of observation meeting 7, appendix 18 about the result of

interview meeting 7, and appendix 22 about documentation of authentic material in meeting 7.

The student who often read authentic text, they will have experience in reading text written by English native speakers. The choosen vocabularies, language pattern, and text organizations will help the readers to be similar ways of writing that they frequently read.

d. Procedures of Using Authentic Materials in Listening Skill

As explained above, the English teachers used some authentic materials in teaching writing skill. The authentic materials were as follows:

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 1 (T1)	7	Cartoon	July 30, 2019
		7	Home Video	August 2, 2019
2	Teacher 2 (T2)	8	Cartoon	July 30, 2019
		8	Movie Scences	August 3, 2019
3	Teacher 3 (T3)	9	Vlog	July 31, 2019

To improve students' listening skill, the English teacher in SMPN 12 Kota Bengkulu also used media that used in speaking class. The teacher used the same media for different skills. The media had

the same purposes in two English skills. The detail procedures can be seen as the following explanation:

Teacher 1 (T1)

Teacher 1 (T1) taught listening class on July 30, 2019. She taught speaking with the topic “Greetings”. To make students to be more interesting in learning listening, the English teacher used cartoon as learning materials. It helped students to get a real visual and cultural background about a real context of using utterances in the context of listening learning.

Then, the Teacher 1 (T1) was also used authentic material in teaching listening class on August 2, 2019. He taught listening with the topic “Advice”. To help students to be easy in understanding the fixed expressions and the application in the topic of “Advice”, the English teacher used authentic materials in form of “Home Video”. This home video helped students to show the real context of using advice in a real life.

Teacher 2 (T2)

Teacher 2 (T2) taught listening class by using authentic materials on July 30, 2019. She taught listening with the topic “to get attention”. To give more understanding of application about getting attention expressions, she used authentic material in the form of cartoon. The cartoon helped teachers described the learning materials

in form of visual to illustrate the real context of using the main utterances in learning “To get attention”.

Then, the Teacher 2 (T1I) was also used authentic material in teaching listening class on August 3, 2019. She taught listening with the topic “invitation”. To make student to be familiar how native speaker pronounced and used this topic base on real context expression of invitation in daily that it used by native speaker, teacher used material in the form of “movie scenes”.

Teacher 3 (T3)

Teacher 3 (T3) taught listening class by using authentic materials on July 30, 2019. She taught listening with the topic “Congratulation ”. She used authentic material in a form of vlog that produced by native speaker. The vlog haleped the teacher to visualize the use of “Congratulation” fixed expressions to the students. As the result, the students did not only understand the utterances, they could also understand use of those utterances based on the context. In listening learning, the students to be easier in knowing the best responses for each expression in congretulating people.

Similar to other skills, the teacher also used this authentic materials in two skills, namely: speaking and listening in order to reinforce students’ speaking and listening skills and encourage them to be more motivated in learning English, especially speaking and listening skills. Students’ presentation in frint of the classroom was

one of actualization of authentic activity for students' real speaking skills.

Based on the detail explanation about the procedures of using authentic materials in teaching and learning language skills, it can be concluded that: the English teachers at SMPN 12 Kota Bengkulu used authentic materials in main teaching activities of teaching language skills to give clear visualization and help students to know about the real context of language, made students familiar in real language activities, and extent students' English vocabulary mastery with enjoyable and challenging learning atmosphere.

4. Significances of Using Authentic Materials in English Classroom

There are many significance of using authentic materials in teaching English in the classroom. Based on the data that had been collected, the use of authentic materials in teaching English were: improving students' learning motivation; giving authentic cultural information about English; creating creative learning and improving students' communication competence; and creating more creative teaching approach to teachers' teaching. The detail analysis can be illustrated as the following discussion:

a. Improving Students' Learning Motivation

One of the reasons teacher chose authentic material as a teaching medium is to improve students' motivation to learn English. All of English teachers believed that teachers can improve motivation to learn English by getting to know the students' environment according to what

they need. It means that these learning materials were given to them as a real application by using language in their daily activities or their environment. Example when they learn about congratulation expression, they need real application in real situation to help them understand to used congratulation expression by the context situation as a English user. So, they felt that learning English is important to make them understand with a situation that will found in the future or sometimes when they used English in real world. To more detail information see appendix 16 about Notice interview result.

Authentic materials give interest learning atmosphere. Like using audio and audiovisual from native speakers and print material. For example used some video in teaching English will make a students give attention more than used only textbook. Because a videos give them a new experiences , new knowledge about something or material learned application, created some audio and unique expression. So that children can explore English again. They did not boring to join the class until the end because they enjoyed materials. To more detail information see appendix 12 about cartoon (Greeting) interview result.

Authentic material used simple, easy to understand. appropriate of material and dinamic. When a teacher choosed the best and appreciated material, student will be easy understand of material. Teacher must consider of vocabularies produced in materials. The ability to appropriated material based in the real contex make a student easier to

understand So, student did not feel difficult to understand these materials and did not boring. When they understand of learning application in real world, they will pay attention with the learning process, did discussion with their friend, ask and did some respond with their teacher and excited to resolve their problem in discussion. Dynamic it means that teacher did not give amaterials monotonous. So they did not bored to join the class. To more detail information see appendix 14 about cartoon (to get attention) interview result.

Authentic print materials also give them motivated in learning English. Teacher who used interested English authentic print, used things in around of real world materials will make students have a high feel to know about something in their face.Example teacher taught about notice. She give a real example of notice in real places in around of them or native speaker, such as zoo, library, park and hospital. by introduced functions and benefits of the text in their real life. They can feel that understand of English is important to know about notice in English. To more detail information see appendix 16 about Notice interview result.

Teacher must invite children to learn while playing, because the nature of the children is to imitate, then provide teaching materials that are interesting, simple, easy to understand and provide new experiences for students.Teacher can ask a student to repeatly or repractice of example in videos together and practice with their group learning in the

English classroom. To more detail information see appendix 12 about Cartoon (Greeting) interview result.

Teacher must tell about a goal of student in learning english. Student must taught how to application of english learning in their real life. To support this goal teacher must make student to be familiar with real language. so student can easy to understand and learning process is not bored. To more detail information see appendix 17 about medicine label material interview result.

b. Giving Authentic Cultural Information about English

Another reason why teachers use authentic material is to provide cultural information about English to children and to relate more closely to students' needs. Student was imitating, so it was important for them to follow how English was spoken. In addition, when student learn English, one day they will plunge into the real world, so as early as possible the teacher must introduce English in accordance with the real environment that is around them.

When native speaker speaking in front of public, monitor, did dialogue with their partner spontaneously they used English by a polite manners, more expression, use a various way or expression to do a communication. Such as did a greeting, give and ask advice, choose the best words to give appreciated for peoples, and used clear, appreciate and polite words in using a notice and give information for listener or writer. So, based on this advantages in cultural contain in authentic

materials English teacher make this reason to using English material in teaching English for student. To more detail information see appendix 17 about Vlogger material interview result.

c. Creating Creative Learning and Improving Students' Communication Competence

The English teacher must be more creative in finding and using common materials produced by native speakers in their daily life, then used them as subject of learning. It can give more the most appropriate context in a real application for the use of certain learning materials. In addition, the English teacher must also manipulate the materials in order to be able to adopted as learning materials and can be understood by the students. Finding and manipulating common materials needed creativity in order to be related and useful for curriculum and learning activities in the classroom. To more detail information see appendix 12 about Cartoon interview result.

In addition, most of authentic materials for learning English in form of audio and audio visual that consisted of related to communication skill. These authentic materials encouraged students to do communication activities in pair or group. Therefore, authentic learning materials were very useful to support students' communication competence in English. To more detail information see appendix 12 about cartoon (Greeting) Materials interview result.

d. *Creating More Creative Teaching Approach to Teachers' Teaching*

Many kinds of authentic material make a teacher has many sources to found a materials in teaching English. Based on the result of interview in this research, English teachers give an example of material learned based on students' need. English teacher effort to increasing of students skill ability by suitable of material and skill of English they need. They used listening and printed material in teaching English at classroom. English teacher used authentic listening material to increased student English speaking and listening skill. Such as natives' vlogger, movies scenes, cartoon, and entertainment videos. The aim of authentic material to help student more understand application of material in real situation, used this material based on the context of situation, to increasing of vocabularies, learn how to pronounce, learn cultural in the used of English, increasing their knowledge about language, and learn how use expression in speaking English. To more detail information see appendix 12,13,14,17 about speaking and listening materials interview result.

While in reading and writing skill, English teacher used the kind of authentic material in the form of printed material. Such as notice and medicine label. The text of written by native speaker will help student collection new vocabularies, choose appropriate words, learned how to understand language of the text, get a point of text, structure and characteristic, and given background knowledge of the text. To more

detail information see appendix 15 dan 18 about reading and writing materials interview result.

So using of authentic materials give a teacher many resources to present their material by the interested ways and motivation for student based on their needs in learning English language.

Student who taught English used authentic material will created their initiative to make student understand of materi that teacher conveyed. Authentic material make a teacher face difficulties in choose their material to appropriate and suitableh with their topic based on silabus and student ability in understand of sentence in authentic material. But they has long experienced in teaching English at school. They know ability of their students. So, they efforted to looking easy materials in real life of native speaker and make a learning acitivities to be interest.

B. Discussion

In this research researcher found a problem in English teacher material and motivation student in learning English. The presentation of English language teaching material is till quite boring and did not selective in choosingthe appropriated teaching materials so this situation make student English learning process is bored, lack interest, lack student motivation in learning English, error understanding new information about development of the language culture, and not confident in communicated in English. While created interesting and motivation learning process is important to make a

students want to learning English so English language teaching will be success. A key factor in creating effective teaching and learning is how English teacher can present their material. Students as English learners , they will used English practice in real situation. When they did communicated they learn how to understand a message of communicated that partners or media conveyed.

To resolve this problem there are some theory that it gave solution to resolved this problem. Authentic materials help motivate leaners by making them feel that they are learning the 'real' language (Guariento & Morely, 2001). so based on these statement in teaching language to leaners, the teacher must provide a new motivation, effort to found effected strategy in teaching English, and insight to the leaner so that they are more interested in learning English and get a new experienced in learning real language by using authentic materials. There are sso many benefit of authentic material that s describe by many experts about authentic material.

So to get more information about teaching material used by English teacher researcher did this research to analysis authentic materials used by English teachers in teaching English at SMPN 12 Kota Bengkulu.

InThis study to answer the research questions the researchers succeeded in collecting data using 2 qualitative research methods, namely observation and interviews. Through this research the most important thing is that researchers find some answers from the research questions.

The first research question about *What Knds Of Authentic Materials Used By The English Teachers In Teaching English At SMPN 12 Kota Bengkulu In Academic Years 2019/2020?* Based on the results of observations, it can be found that the English teacher at SMPN 12 Kota Bengkulu uses authentic material which is the type of authentic viewing materials and printed authentic materials. He does not use the material all the time. Only on certain material. But as much as possible he really utilizes the media of native speakers of English to introduce real English to students.

Second, *How Do Teachers Use Of Authentic Material In Teaching English?* Based on the results of observations of english teachers using authentic material. They used authentic material as a real example to help student know the context of using these media in a real life. There are two types of authetic material used by english teachers. They are authentic listening /viewing materials and authetic print material.

They used authentic viewing materials as a souch to taugh epeaking and listening skill. they always gave this material as a example of situation in real life about some topic they learn. In speaking skill they imitate together what native speaker said, tell of an information from video, listen together of video, and do discusion. While in listening skill, they also used speaking authentic materials to increased student listening ability.they do these skill in the sametime.

To increase students' reading and writing skill English teacher used authentic print material. Such as notice and medichine label. Teacher always

ask student do discussion or make a some group. In reading skill, student do some activities. They read authentic material, and discussed with their group of student. They learn what topic tell about, where does student find, learn new vocabularies, and meaning of the text. Finally they do presentation in front of class. While in writing skill teacher ask student to understand of structure of the text and ask them to write others example of topic in their environment.

So based on my observation above teacher used authentic materials in interesting situation. They do differences way to make student antusism and intrested in learning English.

The third research question “*why do teachers use authentic material in teaching english?*”Based on the results of the interview, it can be concluded that the reason of teachers used authetic material, that is, because aunthentic materials is important things to taugh English as foreign language. in addition authentic material gives many benefit for student and teachers. Such as authentic materials that motivates students to learn English, give a real language and real experience in do communicated in English, they can improve pronouncation, they gets new vocabulary production and context adjustment when communicating in English and make interested English learning environment. While teachers have many creativity and new experience to make a materials in teacing English. Some difficulties in autentic materials make teacher to re-think in designed their material based on student ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the research, it can be concluded that: (1) the English teachers at SMPN 12 Kota Bengkulu used various kinds of authentic materials in teaching language skills, namely: *audio visual materials* – cartoon, home video, vlog, movie sciences, and anime to teach speaking and listening skills; and *printied materials* – notice and medicine lable to teach reading and writing skills; (2) the English teacher used authentic materials in the stage of main activities by showing students clear about the real context of language usage, asking students to drill, memorizing and introducing new vocabularies, introducing native culture, and roling play in pair or group; (3) the teacher used authentic materials in teaching and learning English skills were: (a) improving students' learning motivation; (b) giving authentic cultural information about English; (c) creating creative learning and improving students' communication competence; (d) and creating more creativity to teachers' approach to teach English.

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. They were:

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 have 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.

CHAPTER IV

RESULT AND DISCUSSION

After completing the data collection and data analysis, this part of research explains about the research findings and discussion about the finding. The finding of the research covers: authentic materials used by the English teachers in SMPN 12 Kota Bengkulu; teachers' procedures in using authentic materials in the classroom; and significances of using authentic materials in English classroom. The detail explanation about result and discussion; it can be illustrated as follows:

C. Result

3. Authentic Materials Used by the English Teachers in SMPN 12 Kota Bengkulu

The researcher observed 3 English teachers in collecting data. They were as main sources of data in this research. Each teacher was observed by the researcher each time they came into the classroom. They were observed based on their teaching schedule in the classroom. The researcher focused on the authentic materials that they use in teaching language skills. Therefore, the discussion in this stage focused on the use of authentic materials used by the English teacher in teaching English four skills, namely: speaking, reading, writing, and listening. The detail explanation is as follows:

e. Authentic Materials in Speaking Skill

Authentic materials in teaching speaking are very various kinds. However, in teaching speaking in the classroom, the English teachers

of SMPN 12 Kota Bengkulu used some kinds of authentic materials to encourage their students to be more interesting in learning English speaking. The authentic materials used by the English teachers can be seen as the following table:

Table 2:

Authentic Materials for Speaking Skill

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 1 (T1)	7	Cartoon	July 30, 2019
		7	Home Video	August 2, 2019
2	Teacher 2 (T2)	8	Vlog	July 30, 2019
		8	Movie Scences	August 3, 2019
3	Teacher 3 (T3)	9	Vlog	July 31, 2019

Based on table 1 above, it can be seen that there were three English teachers who used authentic materials in teaching English speaking skill. They were teacher 1 (T1) who taught English at the seventh grade; Teacher 2 (T2) who taught English at the eighth grade; and Teacher 3 (T3) who taught English at the ninth grade.

Teacher 1 (T1)

Teacher 1 (T1) taught speaking class on July 30, 2019. He taught speaking with the topic “Greetings”. To make students to be more interesting in learning speaking, the English teacher used cartoon as learning materials. The teacher explained some learning materials related to “Greeting”. However, for simulation for the practice, the English teacher used cartoon as authentic media in order that students could get real experience from audio visual materials. As the result, it was very easy for students to follow the real application of “Greeting” in a real life. In this case, the English teacher could provided authentic teaching materials that introduced students a real world language, especially in “Greeting”. For more information about the data, see appendix 5 about the result of observation meeting 1, appendix 12 about the result of interview meeting 1, and appendix 19 about documentation of authentic material in meeting 1.

Then, the Teacher 1 (T1) was also used authentic material in teaching speaking class on August 2, 2019. He taught speaking with the topic “Advice”. To help students to be easy in understanding the fixed expressions and the application in the topic of “Advice”, the English teacher used authentic materials in form of “Home Video”. Before using Home Video as media for reinforcing the students’ understanding and as media of simulation practice, the English teacher discussed some important expressions and context of “Giving Advice” based on real context. This authentic materials in form of audio visual

helped the students to give a real visualization of conversation that using “Giving Advice” in the context of real life of native speaker. In this case, the English teacher could provided authentic teaching materials that introduced students a real world language of “Advice” in the context of native speakers’ usage. For more detail explanation, see appendix 6 about the result of observation meeting 2, appendix 13 about the result of interview meeting 2, and appendix 20 about documentation of authentic material in meeting 2.

Teacher 2 (T2)

Teacher 2 (T2) taught speaking class on July 30, 2019. He taught speaking with the topic “ To Get Attention ”. To make student more understanding of aplication about getting attention expression, so he used authentic material in the form of cartoon. Students learnt how expressions and contex of situasion used by using cartoon to said of getting attention. They did discussion and learning process actively. For more detail explanation, see appendix 7 about the result of observation meeting 3, appendix 14 about the result of interview meeting 3, and appendix 21 about documentation of authentic material in meeting 3.

Then, the Teacher 2 (T2) also used authentic material in teaching speaking class on August 3, 2019. She taught speaking with the topic “invitation”. To help student know real example of using expression on invitation, teacher used a media “movie scenes”. So

learning process was more interesting in the classroom. They were enjoyable to listen. They could look real expressions used by native speakers on video. This authentic material was in form of audio visual. It helped students to give a real visualization of conversation that using “invited” in the context of real life of native speaker. Function of this movie was taught student how to invite someone in orally, they learn how to used expression based on real context, and learn how expression of native speaker using expression of invitation. For more detail explanation, see appendix 8 about the result of observation meeting 4, appendix 15 about the result of interview meeting 4, and appendix 22 about documentation of authentic material in meeting 4.

Teacher 3 (T3)

Teacher 3 (T3) taught speaking class on July 30, 2019. She taught speaking with the topic “Congratulation ”. She used authentic material in form of vlog that produced by native speaker. This vlogger helped student in increasing their speaking ability in using congratulation expressions correctly, know the context of expression, and listen how native pronounce these utterances. This vlog used by native speakers in daily activities. They used real language. so that this video gave new experience in learnt real language from native speaker. Situation of the class is interesting, happy, and active because because the English teacher gave a difference media. For more

information about the data, see appendix 6 about the result of observation meeting 5, appendix 16 about the result of interview meeting 5, and appendix 20 about documentation of authentic material in meeting 5.

Based on the detail explanation above, it is clear that English teacher at SMPN 12 Kota Bengkulu used some kinds of authentic materials in teaching speaking, namely: *cartoon, home video, vlog, movie scences, and anime*.

f. Authentic Materials in Reading Skill

The English teachers also used authentic materials in teaching reading. Authentic materials in teaching reading were very various kinds. However, in teaching reading in the classroom, the English teachers of SMPN 12 Kota Bengkulu used some kinds of authentic materials to encourage their students to be more interesting in learning reading skill, more anthusias, got more vocabularies, and found new experiwnces in reading real material as well as increase their knowledge. The authentic materials used by the English teachers can be seen as the following table:

Table 3:
Authentic Materials for Reading Skill

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>

1	Teacher 2 (T2)	8	Notice	Aug.07, 2019
3	Teacher 3 (T3)	9	Medichine label	Aug 08, 2019

Based on table 1 above, it is obvious that there were two English teachers who used authentic materials in teaching reading skill. They were teacher Teacher 2 (T2) who taught English at the eighth grade; and Teacher 3 (T3) who taught English at the ninth grade. The explanation about the use of authentic materials in reading comprehension is as follows:

Teacher 2 (T2)

Teacher 2 (T2) taught reading class on August 7, 2019. She taught reading with the topic “Notice”. It was the form of authentic material adopted by English teachers as learning resources in print. To increased student real experience, knowledge and their production of new vocabularies about the text. Teacher used authentic material in the form of notice. This notice is real example used by native speaker in various places that it was adopted by English teacher in the form of print. She took this picture from internet that got from native speaker link. For example: the English teacher took some examples of notice in the form of pictures in various places in real environment. These places can be from the zoo, hospital, road, library and park. These places were familiar in their daily activities. They can find these notices in their bahasa in

around of them. But through this media, they found new information, new knowledge and vocabularies in notice that used by native speaker in their places.

Through this media student was interest and focus in read the material. They became active students in reading class. It can be showed from their discussion activities with their friend and more interested in learning process in the classroom. For more information about the data, see appendix 7 about the result of observation meeting 6, appendix 17 about the result of interview meeting 6, and appendix 21 about documentation of authentic material in meeting 6.

Teacher 3 (T3)

Teacher 3 (TIII) taught reading class on August 8, 2019. She taught reading with the topic “Be Healthy”. To help students to be easier in understanding the fixed example and the application in the topic of “be healthy”, the English teacher used authentic materials in form of “Medichine label”. It was the form of authentic material adopted by English teachers as learning resources in print. English teacher brought some product of medichine label that were produced by native speaker. Teacher also download other examples of medichine label that the text of label it was produce by native speaker in internet. This material was adopted in printed material. It used exercise of student in this topic. Throught this media, teacher taugh reading skill interestingly. They learnt how understanding the structure of the text, the main point of the text, the

importance of reading a label, and overview the new vocabularies found in label and learn the context of using them. Teacher used this media based on the topic because it can find in their real environment. They learnt how to read this label and understanding about the poin that they got in the text. Situation of the class was enjoyable, interesting, and active. For more information about the data, see appendix 8 about the result of observation meeting 7, appendix 18 about the result of interview meeting 7, and appendix 22 about documentation of authentic material in meeting 7.

Based on the detail explanation above, it is obvious that English teacher at SMPN 12 Kota Bengkulu used some kinds of authentic materials in teaching reading skill, namely: *printed notice and medicine label*.

g. Authentic Materials in Writing Skill

Authentic materials in teaching writing are very various kinds. However, in teaching writing in the classroom, the English teachers of SMPN 12 Kota Bengkulu used authentic reading material as a reference to improve writing skills too. There is only 2 Englih teachers who explored authentic material in teaching writing in the classroom. They can be seen as the following table:

Table 4:
Authentic Materials for Writing Skill

<i>No.</i>	<i>English</i>	<i>Grade</i>	<i>Form of Authentic</i>	<i>Date of</i>
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	<i>Teacher</i>		<i>Materials</i>	<i>Implementation</i>
1	Teacher 2 (T2)	8	Notice	Aug.07, 2019
3	Teacher 3 (T3)	9	Medichine label	Aug 08, 2019

Based on table 3 above, in writing skill there were T2 and T3 also used reading authentic material to increase writing skill in the same time. Teachers increased their wrting ability throught this media. They did activities after reading skill.

Teacher 2 (T2)

Teacher 2 (T2) taught writing class on August 7, 2019. When she taught students reading skills, she also used the authentic material to be used in writing skills. She used a “notice” as material adopted by the teacher as teaching material in the form of print. She used this material to taught reading skill but in final activities she taught how to write of the text. They learnt about text recognition, language pattern, choosen of vocabularies, and recognize the structure of the notice sentence in writing skill. They made some of notice that they found in their inveroment based on the real example structured of notice that was learnt before. For more information about the data, see appendix 7 about the result of observation meeting 6, appendix 17 about the result of interview meeting 6, and appendix 21 about documentation of authentic material in meeting 6.

Teacher 3 (T3)

Teacher 3 (T3) taught writing class on August 8, 2019. When she taught students reading skills, she also used the authentic material to be used in writing skill. She used a “medicine label” as material adopted by the teacher as teaching material in the form of print. She used this material to teach reading skill but in final activities she taught how to write of the text to increase their ability in writing skill. They learnt about text recognition, language pattern, chosen of vocabularies, and recognize the structure of medicine label sentence in writing skill. situation in this class was condusif. Student focused on writing the text. For more information about the data, see appendix 8 about the result of observation meeting 7, appendix 18 about the result of interview meeting 7, and appendix 22 about documentation of authentic material in meeting 7.

Based on the detail explanation above, it can be concluded that English teacher at SMPN 12 Kota Bengkulu used some kinds of authentic materials in teaching writing skill. They used the same authentic materials in teaching reading. In other words, the English teachers correlated between reading and writing skills in order that the students can understand in deep the authentic teaching materials used in reading and writing skills. The authentic materials used in writing class were:*printed notice and medicine label.*

h. Authentic Materials in Listening Skill

There are many kinds of uthentic materials used by English teachers in teaching listening. However, in teaching Listening in the

classroom, the English teachers of SMPN 12 Kota Bengkulu used some kinds of authentic materials to encourage their students listening ability. The natural sound help student to be familiar in listening correct pronunciation and get correctly information that they are listening in oral text from native speaker. The authentic materials used by the English teachers can be seen as the following table:

Table 5:
Authentic Materials for Listening Skill

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 1 (T1)	7	Cartoon	July 30, 2019
		7	Home Video	August 2, 2019
2	Teacher 2 (T2)	8	Cartoon	July 30, 2019
		8	Movie Scences	August 3, 2019
3	Teacher 3 (T3)	9	Vlog	July 31, 2019

Form the table 5 above, it can be seen that English teachers used authentic material in speaking to inreased listening ability too. These kinds of teaching materials were used by English teachers in speaking English were monologues and dialogues from native speakers in form of audio visual. They explored audio and visualization of media to increase students' listening ability too.

Teacher 1 (T1)

Teacher 1 (T1) taught listening class on July 30, 2019. She taught listening with the topic “Greetings”. However, for simulation for the practice, the English teacher used cartoon as authentic media in order that students could get real experience from dialogue that used in video that utterance by native speaker in characters of cartoon. They wrote of greeting expressions that they were listened from video. They learn pronunciation in how to say expressions of greeting correctly in daily based on audio. Learning situation became more interesting; and students focused on listening dialogues in video. For more information about the data, see appendix 5 about the result of observation meeting 1, appendix 12 about the result of interview meeting 1, and appendix 19 about documentation of authentic material in meeting 1.

Then, Teacher 1 (T1) was also used authentic material in teaching listening Class on August 2, 2019. She taught listening with the topic “Advice”. After teacher taught speaking class, he used this media to increase listening ability of students directly. To help students to be easy in understanding pronunciation and meaning fixed expressions and the application in the topic of “Advice”, the English teacher used authentic materials in form of “Home Video”. Before using Home Video as media for reinforcing the students’ understanding and as media of simulation practice, the English teacher discussed some important expressions and context of “Giving Advice” based on real context. This authentic materials in form of audio visual also helped the students to give a real

and natural sound of conversation that using “Giving Advice” in the context of real life of native speaker. Students learn enthusiasm and more interesting. For more detail explanation, see appendix 6 about the result of observation meeting 2, appendix 13 about the result of interview meeting 2, and appendix 20 about documentation of authentic material in meeting 2.

Teacher 2 (T2)

Teacher 2 (T2) taught speaking class on July 30, 2019. She taught speaking with the topic “to get attention ”. She used cartoon as a media in teaching listening too. This cartoon produced by native speaker. Teacher download video from scenes of cartoon movie. This video contain some getting attention expressions that used by characters in cartoon. Teacher used this media was not only to increase speaking ability but to increase students’ listening ability too. Through this video student listened oral speech of native speaker. How he enjoyed using English in cartoon. Learning process was interesting. Students listened what the cartoon said. Then teacher asked some students to tell information about video in front of the class. For more detail explanation, see appendix 7 about the result of observation meeting 3, appendix 14 about the result of interview meeting 3, and appendix 21 about documentation of authentic material in meeting 3.

Then, the Teacher 2 (T2) was also used authentic material in teaching listening on August 3, 2019. She taught listening with the topic “invitation”. Authentic media that she used in this class is same with the speaking class, some *movie scenes*. She taught speaking skill but in the same moments. She have taught listening skill indirectly. Students listen some dialogue from movie produced by native speaker. The dialogue talked about a man invite a woman to come in daughters’ event. They used some expressions to invite someone; and how they gave a some respond of invitation. English natural sound lead the student into better listening ability. They were excited watching and listening the movie. For more explanation, see appendix 8 about the result of observation meeting 4, appendix 15 about the result of interview meeting 4, and appendix 22 about documentation of authentic material in meeting 4.

Teacher 3 (T3)

Teacher 3 (T3) taught listening class on July 30, 2019. She taught listening with the topic “Congratulation”. She used authentic material of vlog. She taught this skill in the same moment when she taught speaking class. This video helped student to be familiar in listening English correct pronunciation. This video used congratulation expressions repeatedly. They learnt together how to utterance the expression of congratulation. Student more enjoy in learn English. For more information about the data, see appendix 6 about the result of observation

meeting 5, appendix 16 about the result of interview meeting 5, and appendix 20 about documentation of authentic material in meeting 5.

Based on the detail explanation above, it can be concluded that English teacher at SMPN 12 Kota Bengkulu used some kinds of authentic materials in teaching listening skill. They used the same authentic materials in teaching speaking. In other words, the English teachers correlated between speaking and listening skills in order that the students can understand in deep the authentic teaching materials used in speaking and listening skills. The authentic materials used in listening class were: *cartoon, home video, vlog, movie scences, and anime*.

4. Teachers' Procedures in Using Authentic Materials in the Classroom

Teaching English in the classroom by using authentic materials as teaching and learning media made the English teachers re-think the learning materials in order that the students can understand what the materials described based on the real context of native speaker. Therefore, it is important to conduct clear and effective teaching procedures by using authentic teaching materials in the classroom. In using authentic materials in teaching English skills, the following explanation would describe the procedures of using authentic materials at SMPN 12 Kota Bengkulu in teaching English Skills:

e. Procedures of Using Authentic Materials in Speaking Skill

As explained above, the English teachers used some authentic materials in teaching speaking skill. The authentic materials were as follows:

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 1 (T1)	7	Cartoon	July 30, 2019
		7	Home Video	August 2, 2019
2	Teacher 2 (T2)	8	Cartoon	July 30, 2019
		8	Movie Scences	August 3, 2019
3	Teacher 3 (T3)	9	Vlog	July 31, 2019

Teacher 1 (T1)

In the first meeting of speaking skill conducted on July 30, 2019, the English teacher taught students about “greeting”. After conducted some series of activities in opening stage, the teacher started to overview a short basic explanation about expressions and responses for greeting. The teaching material was as follow:

Greeting Expression

Greetings	Responses
-Good...(morning/ afternoon/evening/night)? Hello? hi? How are you? How are you doing? What’s up?	-Good...(morning/ afternoon/evening/night) Hello hi Fine/great/ i’m fine, thanks Not bad/never better/ so so I’ve ghow do you do

How do you do?	headche/flu
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Leave- taking

Expressions	Responses
-See you)? See you later/again See you next (week, month/ years/time..... Good bye Bye Take care	-see you See you next... too Good bye Bye Okay, thanks

For more aunderstanding, the teacher gave examples of the use those expressions in real context. The examples based on the teacher's opinion. The example was as follows:

A : Hello, Good morning

B : Good morning

A : How are you?

B : I'm fine thank you, and you?

A : I am fine too, thank you

Then, the English teacher used some cartoon videos to give more understanding about the use of context of greeting expressions and responses.

Cartoon	Dialogue	Greeting expresion	Leave – takaing
5.	A : hi mister, hello..what is your name? B : hello,	✓	
6.	A : hi, i am dory B : hi dory,	✓	
7.	“ here you go, see you later mory” “Bye puppy.. “See you dino...		✓

Based on the table above, it can be seen some dialogues that used by cartoon in videos. They used some expressions based on topic of learning *greeting* and *leave taking*. First cartoon video was taking from dialogues of scenes cartoon movie. It contain expression of greeting. Such as “ hi and hello”. Second cartoon is finding dory scene movie. It showed some greeting expression too. Such as “ hi”. Third cartoon scenes contained some expressions of leave taking expression. They were “see you later , see you, and bye,,”

So, through this visualisation, students can learn how to use this expressions based on the real context.

From the movie, teacher asked students do some activities. Teacher asked students to make some grups, then teacher played some video three times. he asked student to pay attention and listened

videos carefully. Teacher asked students to write and did discussion about some information in dialogue of cartoon about greeting and leave taking. Finally he asked them to tell result of discussion in front of the class. Other grups gave some correction and addition about information their result of discusion. For more detail explanation, see appendix 5 about the result of observation meeting 1, appendix 19 about documentation of authentic material in meeting 1.

Second meeting on August 2, 2019 the teacher taught student about “advice”. After opening the lesson, the teacher started to overview a short basic eplanation about and discussed some important expressions and context of “Giving Advice”. The teaching material was as follow:

Expression used to as for and give an advice/ suggestion

Asking for advice	Giving an advice
Do you have any idea about how i can?	If i were you, i would...
What do you think i should?	If i were in your shoes, i would
What the best	You can..
Can you give me some advice about..	Maybe you should..
What/how do you suggest..?	I advice you to..
What do you recomend ?	I recommend that you...
what / how would you say...	I say...

Can you recoment..?	My recomendation s that you...
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To help students to be easy in understanding the fixed expressions and the application in the topic of “Advice”, the English teacher used authentic materials in form of “Home Video”. She used this video to give real context in the use of this expression. This video tells about a woman asking some advice to some kids.

woman : *”What the best way to greet someone if you do not speak the same language?”*

First kid : *”shake hands, smile”*

Woman : *”what do you think a smile does?”*

Second kid : *”you can give hope to them”*

Woman : *”so sweet.. what would you say to someone who says girls are not allowed to go to school?”*

Thrd kid : *”boys and girls need to be treated equally”*

Woman : *”how would you feel if someone told you could not go to school? Why do you think they need to go to school?”*

Forth kid : *to learnt*

Woman : *to get educated*

Woman : *I think we have covered it*

From the dialogue of the home video, it can be seen find some asking advice expressions. After that teacher asked some students to say some expressions that used by woman in dialogue. To get more understanding of the students about this video, the teacher tried to open of video in three times. He asked students to paid attention and listen the dialogues in movie scenes. Each time, he played it, he paused this video when a woman in dialogue said of expressions asking advice. He asked students to repeat together what the woman

used in advice expressions of dialogues. In the same moment, the teacher asked them to make a list of new vocabularies that students did not understand from videos. In finally activities, he asked his student to make one dialogue about giving and asking expression using some expressions on the topic. As the final activities, the students should perform their dialogues in front of the classroom in pair. For more detail explanation, see appendix 6 about the result of observation meeting 2, and appendix 20 about documentation of authentic material in meeting 2.

Teacher 2 (T2)

Teacher 2 (T2) in the first meeting on July 30, 2019, she taught student about “to get attention”. She opened the lesson by doing some series of opening activities. Then, the teacher introduced some expressions “to get attention”. Then, the teacher started to overview a short basic explanation about expressions and responses to get attention through cartoon. The teaching material was as follow:

To Get Attention.

Expressions	Responses
Excuse me	What can i do for you?
Pardon me, but..	Yes?
May i have..	Alright
Attention please	Sure
I'm sorry, but	Its ok
Hey!	We are ready

	Yes mam/sir
--	-------------

To make students more understanding about real of example in their daily activities; so studentsshould understand some expresions presented through video. She used authentic materials in scenes of cartoon movie to help students for more understanding.

In the first cartoon, there were some expressions used by characters such as: “excuse me, pardon me”. The character in cartoon was a rabbit that was in cinema. It wanted to go to the chair of cinema, but it must walk in front of many people. So it said ”excuse me, pardon me”.Second cartoon is spongebob character. It said “ excuse me”. This situation talked about the character of spengebob said “excuse me with someone who sit in his beside because he was belch.

So through this video, the English teacher did activities of learning process by explain how situation of useing getting expressions in daily life context. Teacher asked her students to practice used some expressions in their dialogues. They made some dialogues in daily life using getting attention with their grups. Finally students practiced of dialogue in front class. For more detail explanation, see appendix 7 about the result of observation meeting 3 and appendix 21 about documentation of authentic material in meeting 3.

The second meeting was conducted on August 3, 2019. She taught students about “invitation”. After opening the lesson, the teacher started to overview a short basic explanation about expressions and responses for greeting. The teaching material was as follows:

Making Invitation	Accepting Invitation	Refusing Invitation
Would you come to	This very kind of you	I'm very sorry
Would you like to..	That very kind of you	Think I can
I would be very happy if..	We'd like very much too	I'd like to but...
Could you come to...	It's delightful to	Thank you for asking me, but...
Why don't you come to..	That would be very nice	I'm not sure
I'd very much like if	I would	Sorry. I don't think
Shall we come to..	All right	Can't make it
You must come	Sure I'm coming	I'm sorry I can't make it

Example of conversation:

Kaila : hello dina, today is my birthday. I would be very happy if you come to my birthday party

Dina : I'd like to but I can't. My grandmother is sick. My family and I want to go to grandma's house.

After giving detailed explanations, the teacher gave one of examples talking about invitation expressions. Then, the English teacher used authentic media in the form of movie scenes used invitation

expression. This media used to give more understanding about the using context of greeting expressions and responses. Before did activities, teacher asked student to make a group. They must listen together.

There were some dialogues:

Mr : listen,umm.. I am going to mumbai in a couple of days

Ms : I know, for laura's conference.

Mr : yeah, i was thinking. Why do not you come?

Ms : well.

Mr : She is my daughter. I'd like you to meet her.

Ms : well of course, erm but i'm not sure i can make a trip right now.

After teacher played this movie, she asked student about expression used in dialogue about giving and responses invitation. Then teacher asked them to practice dialogue in front of class in pair. For more detail explanation, see appendix 8 about the result of observation meeting 4, and appendix 22 about documentation of authentic material in meeting 4.

Teacher 3 (T3)

Teacher 3 (T3) taught speaking class by using authentic materials on July 30, 2019. She taught speaking with the topic "Congratulation ". After conducted some activities in opening stage, the teacher started to overview a short basic explanation about

expressions and responses for congratulation . The teaching material was as the following details:

Expression of congratulation :

Congratulation
Congratulation on your succeds
Happy birthday
Happy new year
Happy anniversary
That's great
Pretty good
Well done
Please accept my warmes

Responding

It's very good of you to say so
How nice of you to say so
Thank you very much to saying so
I'm glad you think so
Oh, thanks

Example :

Viera : congratulation dadang. I hope you will be the winner of the speech contest
Dadang : thank you viera. Wish me luck

To helped student knew real experience in learnt an expression congratulation, so teacher give one video from native vlogger. this video talking about given congratz for her from her friend about their succes to be a docter. there were some expression based on the vlog:

People 1 : good luck to tell you congratulation
People 2 : you are doctor, yeeeaay. It is good too. Congratulation
People 3 : i heard somebody complete her doctor today.
Congratulation and celebrate.

*People 3 : hy girls congratulation you getting your victim. Thisis so
so exciting. I'm so happy for you.*

People 4 : congratulation, i'm so proud of you

People 5 : I'm so happy for you. you work so hard.

Based on video, there were some expressions of congratulation based on textbox. But in real situation, actually many expression that used by native speaker to say congratulation. So teacher asked her

student to tell some expression of congratulation in their topic. Teacher also told there were many new vocabulary and way to say congratz based on real language used by native speaker. Teacher and student said and repeat some expression on video together. Then student make a group. Then they practice this expression using another topic of congratulation. Situation of the class was antusias, active and condusif. For more information about the data, see appendix 6 about the result of observation meeting 5, appendix 16 about the result of interview meeting 5, and appendix 20 about documentation of authentic material in meeting 5.

f. Procedures of Using Authentic Materials in Reading Skill

As explained above, the English teachers used some authentic materials in teaching reading skill. The authentic materials were as follows:

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 2 (T2)	8	Notice	Aug.07, 2019
3	Teacher 3 (T3)	9	Medichine label	Aug 08, 2019

Teacher 2 (T2)

Second meeting of reading class conducted on August 7, 2019. The teacher taught students about “notice”. After doing some activities. The teacher started to show a picture in front of student. She

asked students to guess a topic; read notice and where they can find this notice. After teacher explain all important things of notice around them. The teacher started to overview a short basic structure of notice through a picture . The teaching material was as follows:

No + NOUN/ verb- ing

Example : Please do not feed or touch the horses

From this example, teacher asked students to correct of sentence based on structure. Students translated of sentences and learn a meaning of this notice. Teacher asked where this notice found, and after read this notice what you should do. Students tried to answer a question together and teacher give some corrections about their ideas.

To know about students' understanding, the English teacher gave some other authentic examples for students. Before that, they were divided into some groups. Each group has one difference notice from other groups. Students did the following activities: reading a notice, discussed what notice tell about, where the students found a notice; and function of the notice.

In final activities, students did presentation in front of the classroom in pair. Each group did correction for their friends' performance while the English teacher paid attention to them. After they learned about the topic, they made some notices in their own environment. Learning process was interesting because the students focused in doing discussion. They became active and antusias to

know about the topic in the picture. For more information about the data, see appendix 7 about the result of observation meeting 6, and appendix 21 about documentation of authentic material in meeting 6.

Teacher 3 (T3)

The English Teacher (T3) did the second meeting of reading skill on August 8, 2019. The teacher taught students about “medicine label”. After opening the lesson, the teacher started to show a picture in front of students. She asked students to guess a topic, read medicine label, and where they can find this notice. After teacher explained all the important information related to medicine label around them. The teacher started from overviewing a short basic of important things of medicine label. The teaching material was as the following explanation:

7. *The name of product*
8. *Description about product*
9. *Content*
10. *Use and ingredient*
11. *Direction to use, service, and cook*
12. *Direction to store.*

From this criteria must understanding of student. Teacher give some example of medicine label. They read and found information in medicine label. For more information about the data, see appendix 8 about the result of observation meeting 7, appendix 18 about the result

of interview meeting 7, and appendix 22 about documentation of authentic material in meeting 7.

g. Procedures of Using Authentic Materials in Writing Skill

As explained above, the English teachers used some authentic materials in teaching writing skill. The authentic materials were as follows:

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 2 (T2)	8	Notice	Aug.07, 2019
3	Teacher 3 (T3)	9	Medichine label	Aug 08, 2019

To increase students' writing skill, the English teacher taught students about the basic process how to getmain topic of a notice. Then, students wrote some texts after getting explanation. It becamestudents' background knowledge to know structure of paragraf and new vocabularies.

T2 did activities in writing skill in the same time with teaching reading skill. She taught notice in reading skill. in final activities, she askd students to write another notice and determine the structure of ide. For more information about the data, see appendix 7 about the result of observation meeting 6, and appendix 21 about documentation of authentic material in meeting 6.

While T3 asked her students to write some information that they got from medicine label in another medicine label found around them. For more information about the data, see appendix 8 about the result of observation meeting 7, appendix 18 about the result of interview meeting 7, and appendix 22 about documentation of authentic material in meeting 7.

The student who often read authentic text, they will have experience in reading text written by English native speakers. The choosen vocabularies, language pattern, and text organizations will help the readers to be similar ways of writing that they frequently read.

h. Procedures of Using Authentic Materials in Listening Skill

As explained above, the English teachers used some authentic materials in teaching writing skill. The authentic materials were as follows:

<i>No.</i>	<i>English Teacher</i>	<i>Grade</i>	<i>Form of Authentic Materials</i>	<i>Date of Implementation</i>
1	Teacher 1 (T1)	7	Cartoon	July 30, 2019
		7	Home Video	August 2, 2019
2	Teacher 2 (T2)	8	Cartoon	July 30, 2019
		8	Movie Scences	August 3, 2019
3	Teacher 3 (T3)	9	Vlog	July 31, 2019

To improve students' listening skill, the English teacher in SMPN 12 Kota Bengkulu also used media that used in speaking class. The teacher used the same media for different skills. The media had the same purposes in two English skills. The detail procedures can be seen as the following explanation:

Teacher 1 (T1)

Teacher 1 (T1) taught listening class on July 30, 2019. She taught speaking with the topic "Greetings". To make students to be more interesting in learning listening, the English teacher used cartoon as learning materials. It helped students to get a real visual and cultural background about a real context of using utterances in the context of listening learning.

Then, the Teacher 1 (T1) was also used authentic material in teaching listening class on August 2, 2019. He taught listening with the topic "Advice". To help students to be easy in understanding the fixed expressions and the application in the topic of "Advice", the English teacher used authentic materials in form of "Home Video". This home video helped students to show the real context of using advice in a real life.

Teacher 2 (T2)

Teacher 2 (T2) taught listening class by using authentic materials on July 30, 2019. She taught listening with the topic "to get

attention”. To give more understanding of application about getting attention expressions, she used authentic material in the form of cartoon. The cartoon helped teachers described the learning materials in form of visual to illustrate the real context of using the main utterances in learning “To get attention”.

Then, the Teacher 2 (T1I) was also used authentic material in teaching listening class on August 3, 2019. She taught listening with the topic “invitation”. To make student to be familiar how native speaker pronounced and used this topic base on real context expression of invitation in daily that it used by native speaker, teacher used material in the form of “movie scenes”.

Teacher 3 (T3)

Teacher 3 (T3) taught listening class by using authentic materials on July 30, 2019. She taught listening with the topic “Congratulation ”. She used authentic material in a form of vlog that produced by native speaker. The vlog helped the teacher to visualize the use of “Congratulation” fixed expressions to the students. As the result, the students did not only understand the utterances, they could also understand use of those utterances based on the context. In listening learning, the students to be easier in knowing the best responses for each expression in congratulating people.

Similar to other skills, the teacher also used this authentic materials in two skills, namely: speaking and listening in order to

reinforce students' speaking and listening skills and encourage them to be more motivated in learning English, especially speaking and listening skills. Students' presentation in front of the classroom was one of actualization of authentic activity for students' real speaking skills.

Based on the detail explanation about the procedures of using authentic materials in teaching and learning language skills, it can be concluded that: the English teachers at SMPN 12 Kota Bengkulu used authentic materials in main teaching activities of teaching language skills to give clear visualization and help students to know about the real context of language, made students familiar in real language activities, and extent students' English vocabulary mastery with enjoyable and challenging learning atmosphere.

8. Significances of Using Authentic Materials in English Classroom

There are many significance of using authentic materials in teaching English in the classroom. Based on the data that had been collected, the use of authentic materials in teaching English were: improving students' learning motivation; giving authentic cultural information about English; creating creative learning and improving students' communication competence; and creating more creative teaching approach to teachers' teaching. The detail analysis can be illustrated as the following discussion:

e. Improving Students' Learning Motivation

One of the reasons teacher chose authentic material as a teaching medium is to improve students' motivation to learn English. All of English teachers believed that teachers can improve motivation to learn English by getting to know the students' environment according to what they need. It means that these learning materials were given to them as a real application by using language in their daily activities or their environment. Example when they learn about congratulation expression, they need real application in real situation to help them understand to use congratulation expression by the context situation as an English user. So, they felt that learning English is important to make them understand with a situation that will be found in the future or sometimes when they used English in real world. To more detail information see appendix 16 about Notice interview result.

Authentic materials give interesting learning atmosphere. Like using audio and audiovisual from native speakers and print material. For example used some video in teaching English will make students give attention more than used only textbook. Because videos give them new experiences, new knowledge about something or material learned application, created some audio and unique expression. So that children can explore English again. They did not boring to join the class until the end because they enjoyed materials. To more detail information see appendix 12 about cartoon (Greeting) interview result.

Authentic material used simple, easy to understand, appropriate of material and dynamic. When a teacher chooses the best and appreciated material, students will be easy to understand of material. Teachers must consider of vocabularies produced in materials. The ability to appropriate material based in the real context make a student easier to understand. So, students did not feel difficult to understand these materials and did not boring. When they understand of learning application in real world, they will pay attention with the learning process, did discussion with their friend, ask and did some respond with their teacher and excited to resolve their problem in discussion. Dynamic it means that teacher did not give materials monotonous. So they did not bored to join the class. To more detail information see appendix 14 about cartoon (to get attention) interview result.

Authentic print materials also give them motivated in learning English. Teacher who used interesting English authentic print, used things in around of real world materials will make students have a high feel to know about something in their face. Example teacher taught about notice. She give a real example of notice in real places in around of them or native speaker, such as zoo, library, park and hospital. by introduced functions and benefits of the text in their real life. They can feel that understand of English is important to know about notice in English. To more detail information see appendix 16 about Notice interview result.

Teacher must invite children to learn while playing, because the nature of the children is to imitate, then provide teaching materials that are interesting, simple, easy to understand and provide new experiences for students. Teacher can ask a student to repeat or repractice of example in videos together and practice with their group learning in the English classroom. To more detail information see appendix 12 about Cartoon (Greeting) interview result.

Teacher must tell about a goal of student in learning english. Student must taught how to application of english learning in their real life. To support this goal teacher must make student to be familiar with real language. so student can easy to understand and learning process is not bored. To more detail information see appendix 17 about medicine label material interview result.

f. Giving Authentic Cultural Information about English

Another reason why teachers use authentic material is to provide cultural information about English to children and to relate more closely to students' needs. Student was imitating, so it was important for them to follow how English was spoken. In addition, when student learn English, one day they will plunge into the real world, so as early as possible the teacher must introduce English in accordance with the real environment that is around them.

When native speaker speaking in front of public, monitor, did dialogue with their partner spontaneously they used English by a polite

manners, more expression, use a various way or expression to do a communication. Such as did a greeting, give and ask advice, choose the best words to give appreciated for peoples, and used clear, appreciate and polite words in using a notice and give information for listener or writer. So, based on this advantages in cultural contain in authentic materials English teacher make this reason to using English material in teaching English for student. To more detail information see appendix 17 about Vlogger material interview result.

g. Creating Creative Learning and Improving Students' Communication Competence

The English teacher must be more creative in finding and using common materials produced by native speakers in their daily life, then used them as subject of learning. It can give more the most appropriate context in a real application for the use of certain learning materials. In addition, the English teache must also manipulate the materials in order to be able to adopted as learning materials and can be understood by the stuidents. Finding and manipulating common materials needed creativity in order to be related and useful for curriculum and learning activities in the classroom. To more detail information see appendix 12 about Cartoon interview result.

In addition, most of authentic materials for learning English in form of audio and audio visual that consisted of related to

communication skill. These authentic materials encouraged students to do communication activities in pair or group. Therefore, authentic learning materials were very useful to support students' communication competence in English. To more detail information see appendix 12 about cartoon (Greeting) Materials interview result.

h. Creating More Creative Teaching Approach to Teachers' Teaching

Many kinds of authentic material make a teacher has many sources to found a materials in teaching English. Based on the result of interview in this research, English teachers give an example of material learned based on students' need. English teacher effort to increasing of students skill ability by suitable of material and skill of English they need. They used listening and printed material in teaching English at classroom. English teacher used authentic listening material to increased student English speaking and listening skill. Such as natives' vlogger, movies scenes, cartoon, and entertainment videos. The aim of authentic material to help student more understand application of material in real situation, used this material based on the context of situation, to increasing of vocabularies, learn how to pronounce, learn cultural in the used of English, increasing their knowledge about language, and learn how use expression in speaking English. To more detail information see appendix 12,13,14,17 about speaking and listening materials interview result.

While in reading and writing skill, English teacher used the kind of authentic material in the form of printed material. Such as notice and medicine label. The text of written by native speaker will help student collection new vocabularies, choose appropriate words, learned how to understand language of the text, get a point of text, structure and characteristic, and given background knowledge of the text. To more detail information see appendix 15 dan 18 about reading and writing materials interview result.

So using of authentic materials give a teacher many resources to present their material by the interested ways and motivation for student based on their needs in learning English language.

Student who taught English used authentic material will create their initiative to make student understand of material that teacher conveyed. Authentic material make a teacher face difficulties in choose their material to appropriate and suitable with their topic based on syllabus and student ability in understand of sentence in authentic material. But they have long experienced in teaching English at school. They know ability of their students. So, they efforted to looking easy materials in real life of native speaker and make a learning activities to be interest.

D. Discussion

In this research researcher found a problem in English teacher material and motivation student in learning English. The presentation of English

language teaching material is still quite boring and did not selective in choosing the appropriated teaching materials so this situation make student English learning process is bored, lack interest, lack student motivation in learning English, error understanding new information about development of the language culture, and not confident in communicated in English. While created interesting and motivation learning process is important to make a students want to learning English so English language teaching will be success. A key factor in creating effective teaching and learning is how English teacher can present their material. Students as English learners , they will used English practice in real situation. When they did communicated they learn how to understand a message of communicated that partners or media conveyed.

To resolve this problem there are some theory that it gave solution to resolved this problem. Authentic materials help motivate learners by making them feel that they are learning the 'real' language (Guariento & Morely, 2001). so based on these statement in teaching language to learners, the teacher must provide a new motivation, effort to found effected strategy in teaching English, and insight to the leaner so that they are more interested in learning English and get a new experienced in learning real language by using authentic materials. There are sso many benefit of authentic material that s describe by many experts about authentic material.

So to get more information about teaching material used by English teacher researcher did this research to analysis authentic materials used by English teachers in teaching English at SMPN 12 Kota Bengkulu.

In This study to answer the research questions the researchers succeeded in collecting data using 2 qualitative research methods, namely observation and interviews. Through this research the most important thing is that researchers find some answers from the research questions.

The first research question about *What Knds Of Authentic Materials Used By The English Teachers In Teaching English At SMPN 12 Kota Bengkulu In Academic Years 2019/2020?* Based on the results of observations, it can be found that the English teacher at SMPN 12 Kota Bengkulu uses authentic material which is the type of authentic viewing materials and printed authentic materials. He does not use the material all the time. Only on certain material. But as much as possible he really utilizes the media of native speakers of English to introduce real English to students.

Second, *How Do Teachers Use Of Authentic Material In Teaching English?* Based on the results of observations of english teachers using authentic material. They used authentic material as a real example to help student know the context of using these media in a real life. There are two types of authentic material used by english teachers. They are authentic listening /viewing materials and authentic print material.

They used authentic viewing materials as a source to teach speaking and listening skill. they always gave this material as a example of situation in

real life about some topic they learn. In speaking skill they imitate together what native speaker said, tell of an information from video, listen together of video, and do discussion. While in listening skill, they also used speaking authentic materials to increased student listening ability. they do these skill in the sametime.

To increase students' reading and writing skill English teacher used authentic print material. Such as notice and medicine label. Teacher always ask student do discussion or make a some group. In reading skill, student do some activities. They read authentic material, and discussed with their group of student. They learn what topic tell about, where does student find, learn new vocabularies, and meaning of the text. Finally they do presentation in front of class. While in writing skill teacher ask student to understand of structure of the text and ask them to write others example of topic in their environment.

So based on my observation above teacher used authentic materials in interesting situation. They do differences way to make student antusism and intrested in learning English.

The third research question "*why do teachers use authentic material in teaching english?*" Based on the results of the interview, it can be concluded that the reason of teachers used authetic material, that is, because aunthentic materials is important things to taugh English as foreign language. in addition authentic material gives many benefit for student and teachers. Such as authentic materials that motivates students to learn English, give a real

language and real experience in do communicated in English, they can improve pronouncation, they gets new vocabulary production and context adjustment when communicating in English and make interested English learning environment. While teachers have many creativity and new experience to make a materials in teacing English. Some difficulties in autentic materials make teacher to re-think in designed their material based on student ability.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

After completing the research, it can be concluded that: (1) the English teachers at SMPN 12 Kota Bengkulu used various kinds of authentic materials in teaching language skills, namely: *audio visual materials* – cartoon, home video, vlog, movie sciences, and anime to teach speaking and listening skills; and *printied materials* – notice and medicine lable to teach reading and writing skills; (2) the English teacher used authentic materials in the stage of main activities by showing students clear about the real context of language usage, asking students to drill, memorizing and introducing new vocabularies, introducing native culture, and roling play in pair or group; (3) the teacher used authentic materials in teaching and learning English skills were: (a) improving students' learning motivation; (b) giving authentic cultural information about English; (c) creating creative learning and improving students' communication competence; (d) and creating more creativity to teachers' approach to teach English.

D. 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. They were:

4. 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.

5. English Students

In learning English nowadays, students do not have to depend on what English materials their teachers have provided in classroom. Besides 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.

6. 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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