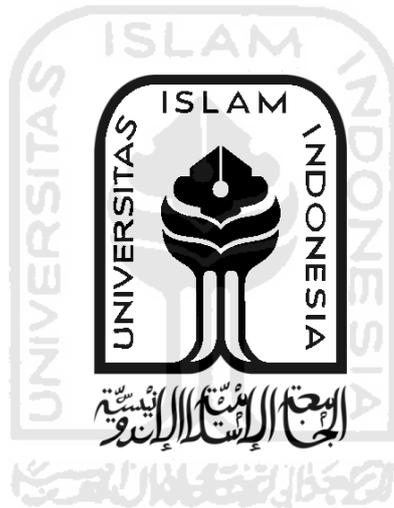


**THE USE OF AUTHENTIC MATERIALS
TO TEACH ENGLISH FOR LOW PROFICIENCY LEARNERS
IN SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*
Degree in English Language Education**



By

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FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA
2016**

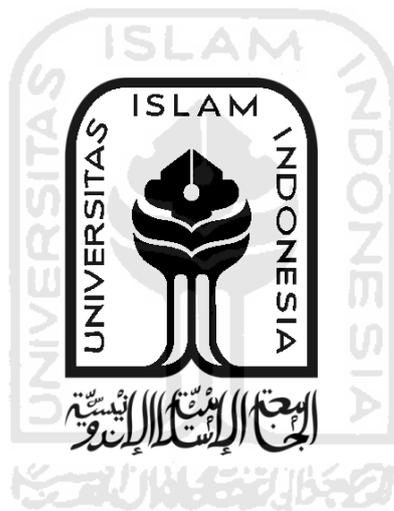
APPROVAL SHEET

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IN SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA**

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By:

Supervisor

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Intan Pradita, S.S., M.Hum.

RATIFICATION SHEET

**THE USE OF AUTHENTIC MATERIALS
TO TEACH ENGLISH FOR LOW PROFICIENCY LEARNERS
IN SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA**

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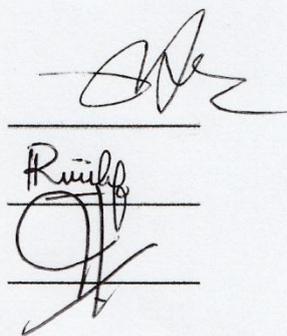
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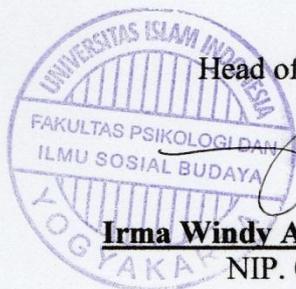
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THESIS PROJECT STATEMENT

I hereby declare that this thesis entitled: *The use of authentic materials to teach English for low proficiency learners in SMA Internasional Budi Mulia Dua Yogyakarta* is definitely my own work prepared and written with the accepted academic standard and respect to originality.

Yogyakarta, October 2016



The writer,

Endah Sri Elyawati
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MOTTO

“Indeed, Allah is with the patient”
– Al-Baqarah, [2:153]

“Expect less, let everything bloom”

“꿈 희망 전진 전진. 애쓰지 좀 말어 저도 괜찮아”
– BTS: Young Forever



DEDICATIONS

Dedicated to my parents, my brother, and me



ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin. All good praises belong to Allah SWT, the Almighty who guides and gives the writer strength to finishes this thesis.

To my eternal cheerleader, my parents and my brother who always loves and encourages me to complete this responsibility, I am beyond thankful for that.

A very special gratitude goes to my supervisor Intan Pradita, S.S., M.Hum., who motivates me to keep running. Without her supports and extraordinary advices this thesis could not have been possible. A special appreciation to all lectures in English Language Education Department, Irma Windy Astuti, S.S., M.Hum., Rizki Farani, S.Pd., M.Pd., Ista Maharsi, S.S., M.Hum., Astri Hapsari, S.S., MTESOL., Nizamuddin Sadiq, S.Pd., M.Hum., Puji Rahayu, S.Pd., MLST., Adam Anshori, S.S., M.A., Raditya Adipramono, S.S., M.Pd.BI. for the meaningful lessons that lead me to this stage of progression. I also want to thank all English teachers in SMA Internasional Budi Mulia Dua Yogyakarta for the willingness to share experiences and help the writer in collecting the data.

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Yogyakarta, September 2016

Endah Sri Elyawati

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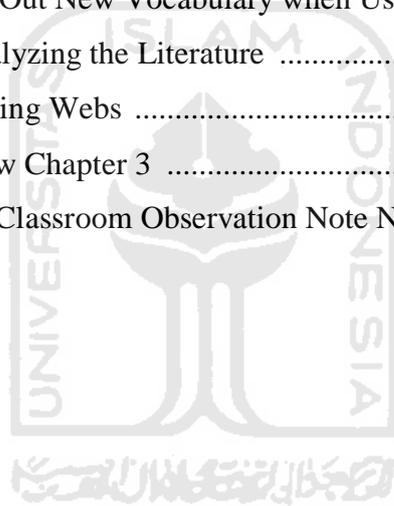
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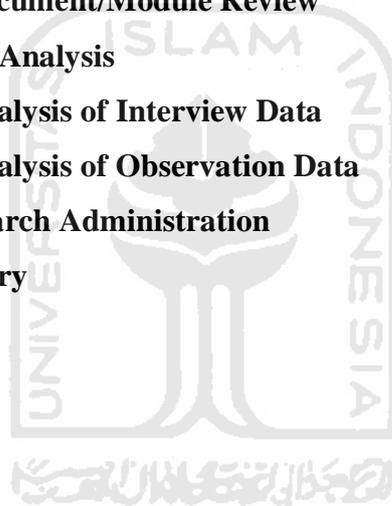
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**THE USE OF AUTHENTIC MATERIALS
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IN SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA**

By

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ABSTRACT

The demand on language learning material design tends to follow the principles that language presented should expose students to language use in real world communication which lead the ideas to use authentic materials in English teaching occurs. The study aims to investigate how the use of authentic materials to teach English for low proficiency learners in SMA Internasional Budi Mulia Dua Yogyakarta. This study is a qualitative research in which primary data were gathered through semi-structured interview with two teachers who assigned to teach in low English proficiency class and classroom observations. Besides, document review was also carried out as secondary data. The results of the study revealed that teachers use various kinds of authentic materials such as songs, movies, novel, short stories, Webs as supplementary materials. It also revealed that teachers indicated relevance, topic interest, cultural appropriateness, linguistic, cognitive demand, exploitability, also length and quality of the text should be considered in selecting appropriate authentic materials. Teachers also conducted the activities that reflected meaningful activities that fit to students' proficiency related on what people do in real life situation. Furthermore, teacher found the opportunities and challenges on the use of authentic materials for low level learners included the aspects of linguistic, motivation, culture, and resource.

Keywords: Authentic materials, low proficiency learners, EFL, high school students

CHAPTER I

INTRODUCTION

The chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, and significances of the research.

A. Background of the Study

The demand on designing material in English teaching tends to follow the principles as purposed by Tomlinson (2005). The principles are the materials should attract students' curiosity through unusual topics. Besides, the students' interest also should be attracted by providing materials that full of colours and illustrations. The engaging stories in the materials also help to engage students' attention. In addition, the materials are should expose students to language use in real world communication. By looking to the demands, the teacher is being asked to be more creative and take an effort to provide different types of learning materials that give the students chances to enhance their language skills, elicit their interest, motivate them, and provide rich language features rather than only depend on the use of textbook that presenting less representation of language use in daily life (Gilmore, 2007). Thus, the idea of using authentic materials occurs as a result of the emphasis on using language for real communication in purpose to bridge the gap between classroom walls and real world. This is come along with the definition of authentic materials which refers to texts that are used in daily communication and were not specifically produced for pedagogical purposes (Tomlinson, 2005)

Regarding to some features, the idea of using authentic materials in language teaching is supported by researchers through their findings on the effectiveness of authentic materials for both linguistic and non-linguistic aspect. Previous practices state authentic materials provides real discourses which wider range of authentic inputs expose students to a complex language features that will not commonly appear in textbook (Gilmore, 2007; Richard, 2006). Also, Richards (2001) and Gilmore (2007) claim the elements from language use, communication features, and entertainment aspects are closely interesting for language learners that will affect on learners' motivation. Other than that, authentic materials provide cultural information based practices and beliefs which reflects social phenomena that expose students to different culture (Mishan, 2005).

On the one hand, in the trend of World Wide Web access where everything is shared through the internet, lead the use of authentic materials increasingly popular in English language teaching. Web has transformed communication around the world and naturally it plays a major role in authentic English language learning (Hafiz, 2013). Internet can take a role both as a resource to access bunch number of authentic materials or as medium. Consequently, it leads teacher's opportunity to find and use authentic materials in their classroom.

On the other hand, the use of authentic material has several challenges to be concerned especially when it is being used for learners in low proficiency level. The complexity of language features in authentic materials which typically different from the language presented in the textbook might be too difficult to be

comprehended. The difficulty, furthermore, is causing some affective factors as frustration, uninterested, and demotivation. Moreover, authentic materials might be seen as entertainment rather than accepted as valuable learning sources which causes learners be out of focus because distracted by color and visual animation appear in authentic materials. The other problem with the use of authentic materials such as selecting the appropriate texts that suit to learners' ability and local culture. Further, the implementation of authentic texts in the classroom is also challenging because teacher need to design and create activities to promote real life communication, meanwhile the use of authentic materials in the classroom might be time consuming.

By looking to the challenges and the reasons on the use of authentic materials, there are some opportunities when the teachers want to bring authentic materials into the classroom. The use of authentic materials promotes teachers to be more creative. It means that teachers consider the way they bring authentic materials in the classroom, provide meaningful task and activities, and think about the appropriateness of their students. The authentic materials might contain complexity in language features, but it does not mean that materials cannot be used for learners in low proficiency level. Teachers could select the authentic materials that suited with the level of the students, pay attention to the language difficulties, and consider students' need (Mishan, 2005). Besides, to help students interact with language used outside the classroom, the number of scholars suggest the teacher not only bring authentic materials but also conduct meaningful classroom activities while using authentic materials that tuned proficiency level of

the learners (Mishan, 2005; Nunan, 2004; Gilmore, 2007).

Furthermore, in terms of using authentic materials, Foppoli (2006) as cited in Al-Azri & Al-Rashdi (2014) states that authentic materials can be used to support and enhance students' learning when they assigned the task in the coursebook. Nunan (1999) as cited in Al-Azri & Al-Rashdi (2014) suggests teacher to use both authentic and non-authetic materials, not only depend on authentic materials because learners need to get exposed to both types.

According to the current researcher's experiences while doing field study program in SMA Budi Mulia Dua Yogyakarta, she found that the authentic materials are frequently used as supported materials for the module. Those materials are in various types of forms such as videos, popular songs, movies, short stories, newspapers, pictures from google, internet, and others. The module and authentic materials are brought by teacher for every student's level of proficiency. Further, sometimes the teacher brought supplementary materials that they think it was necessary for their students in particular level. The teachers tended to use authentic materials to expose students to relevant language used with topic in the module, also to attract students' interest and motivation. Likewise, the use of authentic materials for students in low proficiency class attracted students' attention to the learning topic. Students' interest was also engaged when the teacher provided authentic materials such as videos, movies, and songs. However, the complexity of language features in such an authentic text made student confused and caused boredom. The students were also mostly work individually. They took a long time to finish their works because the text was too

difficult to be understood. It is an issue when teacher expected to cover a certain amount of material in module, but then the authentic materials slow the learning process down.

Considering the previous studies and researcher experience, it can be concluded that the use of authentic materials in English language teaching have challenges but it also have a certain reasons and opportunities to be used for low-proficiency learners regarding to the integration between authentic materials and the activities. Thus, the present study focuses on finding out how the use of authentic materials to teach English for the low proficiency learners at SMA Internasional Budi Mulia Dua Yogyakarta.

B. Identification of the Problems

Teaching materials play a crucial part in English language teaching. Authentic materials can be one of the ways to expose students to the language use contextually instead of using the artificial materials like textbook that designed to teaching process. According to Gilmore (2007) when the teaching activities strict on following the material that provided on the textbook only, students would get bored. Besides, students get a little exposure on how to use language in which they wish to communicate. In this regard, authentic materials can be a bridge to connecting the gap between what language used in the classroom and what language used in a real situation.

Considering to language learning setting, according to Ozverir & Herrington (2011) students in English as second language (ESL) environment have a chance to reach authentic use outside the classroom and not limited its

practices with native speaker. However, it is different with students in English as a foreign language (EFL) environment. The students have a less chance to practice use language outside classroom, at the same time they still have difficulty to understand what is being said in English. So, to make students enable to communicate in English as what language used in real life situation, the use of authentic materials is offered.

Nevertheless, although the authentic materials provides a rich source of language features and expose English use in the real world, the use of authentic materials in EFL context is under attention by various scholars due to the effectiveness. The use of authentic materials according to Mishan (2005) does not only give students the authentic materials but also how students react to the given text refers to communicative function such as analyzing, reporting, comparing, etc. Therefore, the use of authentic materials will expose students to the activities that reflect communicative purposes in real life by producing language, collaborating, and reflecting. However, due to students' language proficiency, although Belaid (2015) recognizes that EFL teachers hold positive attitudes towards using authentic materials but they prefer to use authentic materials in intermediate to upward level. The use of authentic materials in low proficiency level will lead on how teacher adjust the activities, and sometimes the authentic materials lose its authenticity because teacher ended up using pedagogical task (Mishan, 2005).

Besides, as current researcher noted while doing field study program, low proficiency learners feel difficult and they spend more time to finish their work.

(Polio, 2014) contends that the use of authentic materials for beginner takes up too much time. Furthermore, teachers should take more effort to select the appropriate materials and conduct the relevant activities to suit with students' proficiency meanwhile the meaningful activities should be paid attention (Kirana, 2014). All in all, it is necessary to conduct the research that focusing on how teacher use authentic materials for learners in low proficiency level of senior high school in EFL context. Besides, as far as the knowledge of current researcher is concerned, there is no local study carried out on the use of authentic materials specifically for low level learners. Thus, this study might be prospective study.

C. Limitation of Problem

This study conducted in SMA Internasional Budi Mulia Dua Yogyakarta. This study examines the use of Authentic Materials to teach English for learners in low proficiency level grade X and grade XI.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the problem of this research can be formulated as follow: How is the use of Authentic Materials to teach English for the low proficiency learners in SMA Internasional Budi Mulia Dua Yogyakarta?

E. Objective of the Study

The aim of this study is to know how the use of authentic materials to teach English for the low proficiency learners at SMA Internasional Budi Mulia Dua Yogyakarta.

F. Significance of the Study

Present study might have a significance to stakeholders include teacher, researcher, and school. The results of this study are expected to give contribution in field of language learning materials. The researcher expected that this study can be valuable on giving some insights on the use of authentic materials to teach English for learners in low proficiency level.

First of all, the researcher expected that the finding of this research will be useful for English teacher especially English teachers in SMA Internasional Budi Mulia Dua Yogyakarta to inform the teachers how the use authentic materials for learners in low proficiency level. The study provides the explanation on the types of authentic materials, the consideration when selecting the authentic materials, the activities or classroom practice in using authentic materials, as well as challenges and opportunities that might inspire teachers to use more authentic materials in their classroom.

Furthermore, for the school, this study expected will give an inspiration to conduct teacher training on the use of authentic materials. The school can provide the good equipment and resources to access and obtain authentic materials.

Moreover, the study might also be noteworthy for other researcher in EFL context in terms of providing comprehensive literature review on the use of authentic materials for learners in low proficiency level of senior high school. The findings of this study can be explored in further studies either on the use of authentic materials for other proficiency level or specific types of authentic materials for specific language skills.

CHAPTER II

LITERATURE REVIEW

This chapter presents the related literature, related studies and conceptual framework to understand the research comprehensively.

A. Literature Review

1. Notion of Authenticity in Language Learning Material Design

The notion of authenticity in language learning material occurs along with the introduction to use authentic materials in teaching English. The term of authenticity in language learning material design by Mishan (2005:10-11) has been generated as the implication of three areas. The first is the result of second Language Acquisition (SLA) research covered the support to use rich linguistic, cultural faithful, and emotion input by supplying authentic text. The second is the trend of Communicative Language Teaching (CLT) on 'real' language use with the types of text must possess a communicative objective. Hence, the currency sources of texts from the viral of electronic resource as the growing of information and communication technology (ICT) in education is the third implicating the notion of authenticity.

From the three related areas of Mishan (2005) draws the criteria of authenticity in the context of language learning materials design. Those are:

- a) Provenance and authorship of text;
- b) Original communicative and socio-cultural purposes of the text;
- c) Original context of the text;

- d) Teacher's way in conduct learning activity engendered by text;
- e) Learners' perception and attitudes to the text and the activity. Does s/he understand it as was meant to be understood?

Moreover, Gilmore (2007) briefly lines up the concept of authenticity by looking to the text itself, the participant, the social or cultural situation, communicative purpose, or combination of these. This is further brings up the notion of authenticity in language learning materials not only relates to the authentic text as an input, but also students interaction with it through activities.

2. Authentic Materials as an Authentic Input

The next following issue has become slightly discussions by number of scholars regarding to the definition of authentic materials. Typified notable definition might belongs to Morrow (1977) as quoted by Mishan (2005:11) that an authentic text is the *real* language written or spoken by native to real audience in order to transfer a message in a real communication. Likewise, Gilmore (2007) argues that the authenticity of text could be seen through the sources, identifying the authenticity of the text by native, and the context of the production in its native community. Kirana (2014) contends the same way that authentic materials are the texts which are used by native speaker in order to communicate each other in real situations or communicative setting. With regards to this, authentic materials contain the languages that produced for daily activities based on the culture, lifestyle, and any other aspects from native speaker (Mudra, 2014).

Furthermore, defining authentic materials in the development of World Wide Web access according to Raja (2015) is not limited only on the simply terms of *authentic* and *native speaker*. That is because the internet user not only a native speaker. As a consequent, it is no certainty whether the materials available on the internet are written and uploaded by native speaker or not, meanwhile the audiences are also not only native speakers. Regarding to this, Gilmore (2007) claims the limitation of authentic materials definition as a text produced by real speaker/writer for real audience, like the non-native speakers communicate using English, still classified as authentic materials because it still encompasses the huge amount of language features. The authentic materials contain natural language that commonly occur and used native speaker contexts with Standard English as the norm (Kilickaya, 2004). However, all of these inputs can be expected one might better than the others and it will expose different input to stimulate students acquire language (Gilmore, 2007). Gilmore's stands here strengthened by Tomlinson (2012) (as cited in Thomas, 2014) who argues that the text does not have to be produced by a native speaker and it might be a version of simplify to facilitate communication.

In order to determine the authenticity of teaching materials, some scholars define authentic materials not only from its authority and provenience but also its purposes. Tomlinson (2005) offers a definition that authentic texts relate to a text either written or spoken which is not designed for pedagogic purposes. In line with Tomlinson, authentic materials are produced not intentionally for

teaching purposes but it used in real communication (Nunan, 2004; Bahrani & Tam, 2012; Polio, 2014; Thomas, 2014). Moreover, Richard (2001: 252) refers authentic materials to any resources include texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes. These definitions possibly prevailed from the role of language as a tool of communication (Richard, 2006). All of these sources are frequently found as a part of daily communication. Therefore, those authentic materials offer students opportunity to expose them to text produced in real daily communication out of classroom. Further, Raja (2015) briefly mentions the matter on authenticity of the text is not only what kind of texts as the input but also how to push students to learn language and expose how to use it contextually.

Over the statements above, the definition of authentic materials might be not completely same from one to another scholar. However, it can be seen that they mention the same key ideas in defining authentic materials. The researcher defines authentic materials as kind of texts produced and used by people for communicating orally and written in daily life. The key to understand the authenticity of the text in language learning material design is following Mishan (2005) who draws the types of the text including how the text provides a rich language features, cultural and social context, not intentionally produced for teaching purposes, the way teacher select the authentic materials by considering the appropriate criteria, and expose students to the language use for communicative purpose through meaningful classroom activities.

3. Types of Authentic Materials

Authentic materials include texts both written or spoken that is used as part of daily communication. Numerous studies suggest a lot of kind of authentic materials. Richards (2001) refers to the use of texts, photographs, video selections, and other resources as an authentic material that was not specifically prepared for teaching. Tomlinson (2005) also mentions a newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic materials. In addition, Polio (2014) also gives some examples include magazine, newspaper, movie reviews, nutrition labels, and so on, which most of them can be found on the internet.

Over the scholars' statements above, other scholars divided the type of authentic materials into some categories. Al-Azri & Al-Rashdi (2014) classifies the authentic materials into: (1) Authentic listening materials, such as radio news, cartoons, songs; (2) Authentic visual materials, such as street signs, magazines and newspaper pictures, post card, etc.; (3) Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc. Moreover, Calderhead et al (1997) cited in Adam, Stan & Moanga (2011) divided authentic materials into: (1) Paper-based materials: books, newspaper and magazines, flyers, posters, leaflets; (2) Audio-visual materials: TV, radio, tapes; (3) The internet: news, the latest articles, web pages; (4) Others: songs, nursery rhymes, etc.

Lastly, the researcher considered to Mudra (2014) who draws four types of authentic materials as listed:

- 1) Audio Visual Authentic Materials; such as English movie
- 2) Audio Authentic Materials; such as English song, children song,
- 3) Printed Authentic Materials; such as books, newspaper, novel, short stories, magazines
- 4) Internet-Mediated; such as e-book, online newspaper, online journals, online magazines, web.

Furthermore, researcher uses four types of authentic materials according to Mudra because according to his study these types are preferable authentic materials used in EFL context. Hence, it is clearly categorized and the sources related to the cultural product that can be used as teaching resources (Mishan, 2005). The sources includes; Literature, Newspaper, Advertisement, Television, Song, Movie, and ICT. These sources are claimed as the most common sources that can be used for teaching language and it is updated on daily life (Akbari & Razavi, 2016; Belaid & Murray, 2015; Mishan, 2005). The following are the explanation of each sources of authentic materials that commonly used in language learning includes the principles on how to use it as suggested by Mishan (2005).

a. Films / Movies

The use of movie in the classroom argued as the most challenging for language learning (Mishan, 2005). She claims teacher can use movie to teach language whether it is the whole movie or the shortest version such as part of scene. The movie contains rich language features provided in moving pictures that stimulate students to the pattern of language,

behaviour, lifestyle, and non-verbal communication. They are not listening but also pay attention to what happened as represent a real language. Therefore, movie offer richer sources of input for students (Gilmore, 2007). Further, Mishan (2005) argue that audio-visual medium is clearest medium for illustrating the meaning of new vocabulary items. It is mean that student can acquire new vocabularies by listening out from them and interpret the meaning from the movement object and the situation.

In using movie, Mishan (2005) states learners of all proficiency levels can follow a film in target language depend on the comprehension of dialogue. In particular, she offers the principles for the use of movie as medium. The affective impact of film should be prioritized, not only the enjoyment but also consider the learning value. It also requires teachers to exploit comparison between book and movie adaptation if any. Hence, teachers can help students to explore the elements of the movie linguistic and non-verbal elements in doing so the target culture. This will provide the opportunity for the students to observe how target languages are spoken combined with body language and context as appear in a potential real-life situation.

b. Songs

The example of audio authentic materials that frequently used is song. Songs are known as both traditional and pop culture that provides a good form of listening. Song takes a part of the daily life by played in various setting from weddings, restaurant, supermarket, school graduation, etc

(Mishan, 2005). The power of songs arises from the interdependency of lyric and melody. Wilson (2008) claims that songs and music bring emotions through the melody and story of the lyric to the classroom. Mishan (2005) claims when people listen to the song, they are often curious to know its lyrics. From the lyric, they understand more about the story of the songs. Consequently, by listening to the music, students can feel the song, and visualize it. Song can stimulate students' enjoyment and contain stories which can motivate them. Indeed, songs bring contextual theme, emotional effect, accents, voices, cultures, demonstrate natural pronunciation, and provide a very valuable component of spoken and non-standard language use that is often missing from a textbook.

The principles when using a song in the classroom as suggested by Mishan (2005) are use song as cultural artifacts, linking music, rhythm, and language. Use the relationship between melody and lyric. Use song that interested for students which they are familiar with it. Next, enlist students' participation through activity and interaction by ask students' feeling after listening the song, and sing along with the other.

c. Literature

Using literature in the language classroom can be one of the choices. According to Mishan (2005), literature can be in form of Novel (the whole or sections), short story, and poem that provides specific into universal culture. Literature is contains the cultural identities which the linguistic used represent it. The story is also motivates and bring the enjoyment.

Krashen (1989) quoted in Mishan (2005) reading for pleasure has a powerful effect on language acquisition. Besides, literature is also offer text that can be suitable for all proficiency levels if the selection is carefully done, and the difficulties might different in how teacher conduct the task.

When teacher want to bring literature in their classroom especially for lower level learners, Mishan suggests some principles: (1) the selected novel and short stories can be done by looking to the simplicity of texts, (2) adjusting the very simple tasks, (3) introducing literature to present it through other media by combine contemporary literature and everyday genres like newspaper, television, etc., (4) use literature to stimulate awareness of language, (5) use non-verbal responses.

d. Newspaper

Newspaper also can be used for language learning. Beside it gives real situations to what happened around the world, reactions to the headline, and photos of the actual event, it also challenges lower level learners to develop the understanding and dealing with difficult text. The difficulties arise from the complexity of the discourse type, and the ambiguity in grammatical words. Of course, the Non-native speaker will failed to catch the meaning unless carefully analyzed both linguistically and cultural context. The principles to use newspaper as suggested by Mishan (2005) are exploit the universality of the genre, keep newspaper up-to-date, respect the headline, use between online and printed newspaper to compare and

contrast the media, and use various reading strategies such as scanning, skimming.

e. Advertisements

The use of advertisement to teach English is based on both linguistic simplicity and semantic complexity which mean that advertisement has its own set of characteristic language forms (Mishan, 2005). For instance, in advertisement, usually, it provides the complexity of phrases and slogans. Learners might familiar with the slogans of some particular product. Thus, the language purpose in advertisement is to sell, attract consumer, stimulate emotion to create positive attitude toward the products. Advertisement also contains cultural content as a reflective of the society. It is an attractive source both of information and cultural context. The following are principles when teacher want to use advertisement for their learners: exploit the inbuilt appeal of advertisement, exploit linguistic density, analyze cultural behaviour, and analyze the society and trends change.

f. Internet / Web

The development of ICT brings teachers to explore a great number of authentic material sources. Besides, the opportunities of using ICT offer new ways to teach and learning language through the internet. Live in 20th century cannot be separated from the use of internet, and how people surf all day long visiting the number of webs. Thus, Mishan (2005) discuss the use of web in teaching language.

Further, Mishan (2005:242) divide the use of web into two types. First, is as a resource where teachers and learners browsing a materials. Hence, she is briefly mentions what kind of materials that websites provides. It is include (1) the material that not intend written for the internet, e.g. song lyric, e-books, poetry, etc., (2) the material not written for internet but adapted for it, e.g. newspaper, online journals, (3) the material specifically designed for the internet, e.g. government site, tourist information, and so on. A web which is used usually for looking the content and information is a website. People are often access the websites and browsing to find these materials. In line with this, Mishan (2005) argues that the most common way of searching is typing the keyword into the search engine such as google.

Secondly, the use of web especially for language teaching, language practice via interactive exercise and activities is the use of web as a medium. Teacher can use website when they want to ask students to access school website or language learning website, collect the information and extract it. Besides, teacher can also use an interactive web like web application. In the development of web 2.0, the web user not only access and received the information but they can control the web by input the data, interact with another user, and so on. Therefore, the use of web as a medium to teach students learning connected to the learner autonomy (Mishan, 2005). In addition, Mishan suggests the teacher to aware with the principles of learning autonomously. Teacher should be ready as guide and

facilitator who give clear instruction to the students. The activity can be conducted from browsing to the materials, checking online dictionaries, visiting some websites, transferring information to another genre, completing the worksheet and activities in the page of website especially ELT sites. As web has transformed communication around the world, naturally it is play a major role in authentic English language learning (Hafiz, 2013). For instance, Wilson (2008) adds students can find many learning materials when they log on to a number of English language learning websites which the questions and answer has its explanation. While this activity brought to the classroom, learners will feel that they are not only acquiring knowledge, but also the skill on how to operate technologies. Besides, English is the medium language used in computer and the internet. In sum, the use of web as a resource and a medium can be a useful both in language skill and how to operate technology (Mishan, 2005)

g. E-Mail

Besides website, teacher can use e-mail in language learning. Similar to the use of website, using e-mail also consider to the autonomously. Teacher can make a forum to conduct the discussion through email and the students will become the participant. Moreover, students can learn how to send an email. The students can also learn how to greet on the email form, and other features.

4. Authentic Materials Selection

Although the sources of authentic materials are widely huge, teacher should select the authentic materials carefully. Authentic materials are the texts that not specifically produce for pedagogical purposes. Therefore the massive numbers of materials might have linguistically demanding meanwhile it can be used for various levels (Guo, 2012).

To find the appropriate authentic texts, some scholars suggest criteria and consideration when teacher want to select the materials. On his critical review on the use of authentic materials, Day (2004) believes the concept of appropriateness of the materials can be done by looking to the students' language ability, variety of English, and activities or task that need to be conducted. Additionally, Gilmore (2007) suggests to focuses on students and teachers need when selecting authentic materials rather than only determined lexical and grammatical items to be taught. Further, Homaei (2014) and Baghban (2011) asserts the most important factor in selecting authentic materials is by indicated the students' language level, learners' age, level, interest needs, goals, and expectation must always met the materials. In particular, Berardo (2006) also points out that students' interest, need, and materials suitable to students' ability are the consideration when teachers want to select the authentic materials, besides how attractive the authentic materials to grab students' interest is also should be considered.

Thomas (2014) suggests some ways to select relevant authentic materials. He states that internet is a great source of authentic materials that relevant to

teaching. Teachers can select the up-to-date materials according to the language skills and topics to be presented. Teachers can select the printed materials or paper-based materials that widely used in daily life. Books, magazine, newspaper, advertisements, and others are the materials that can be used for various teaching purposes. Thomas (ibid.) also suggests teacher to find locally relevant authentic materials and various types of sources to engage students' interest and curiosity.

In sum, with the great number of sources, teacher can select the appropriate authentic materials based on the criteria of authentic materials selection purposes by scholars. The scholars' suggestions above have similar ideas in which the teacher should consider to students' ability, relevant to topic, cultural consideration, quality of the texts, and students' interest. In this regard, to make clearest criteria, the researcher draws a conclusion uses a set of helpful guide principles by McGrath (2013) as in the following table.

Table 2.1 Principles of Authentic Materials Selection by McGrath (2013)

No	Principles	Explanation
1	Relevance	The authentic materials should relevance to syllabus, learners' needs (what student want to learn, what are the expectation), relevant to language in real life context.
2	Topic Interest	The topic is interesting for learner, the topic is familiar, and unusual topic
3	Cultural Appropriateness	The content of the text appropriate to the students' cultural backgrounds, the content raise students cross cultural understanding, teacher should also be careful with regard to cultural appropriateness, as some topics might be inappropriate for certain cultures.
4	Linguistic Consideration	Suitable to learners' present linguistic

		competence, the difficulties of text, the complexity of language features, the vocabulary is relevant.
5	Cognitive Demands	complexity of the whole idea of the text suit to background knowledge of learners
6	Logistical Consideration	Length of text should be appropriate, ICT-based or not
7	Quality	The quality of text, audible, readable, credible
8	Exploitability	The text can be exploited for teaching purposes, the text help students to develop their language skills, adaptable to designing task.

5. Classroom Task or Activities Using Authentic Materials

According to Mishan (2005) the notion of authenticity in language learning materials design draws the concept of how the learners interact with authentic input through a meaningful task or activities. Nunan (2004) defines anything the learners do in the classroom qualified as task, which contain general components such as input, activities, goal, teacher role, and classroom setting. Task may or may not involve the language production. Further, Nunan (ibid.) divides tasks into two different types of real-world tasks which are related to authentic tasks and pedagogical task which are only focused on language skills during classroom activity and instruction but still consider the communicative learning. Tomlinson (2008) says the activities will help learners to notice the features of the text. It means that what students do with the input will help them to aware with the language structure, vocabulary, pronunciation, and the cultural context.

Besides, the authentic materials might be complex but teacher can modify the difficulty level of task by adapt it according to their students' proficiency level. In implementing authentic material, furthermore, Kirana (2014) and Thomas (2014) state the activity of using authentic materials in the classroom can be started by asking students to work as individual, pair, group work, or with a whole class. Further, teacher can integrate the skills to achieve different communicative purposes. The rationale is because in real life, where people are in communicative situations they usually tend to use more than one skill.

Furthermore, Polio (2014) suggests one of the simple activities that can be fit with low English proficiency learners is looking for vocabularies after they listen or read the text. Mishan (2005) also suggests the way to use some cultural products as discussed before in point types of authentic materials for low-level learners. According to her, some examples of using authentic materials in meaningful activities for low level learners include:

- Teacher can ask low-level learners to work in whole class/group and read aloud a literature
- Help students to explore element of the movie both linguistic and non-verbal element
- Let students express their feeling after listen a song and ask the students to sing along.
- Gap-fill format of missing lyric by fill the blank of the words/expressions that are difficult or even misheard

- Interpret the meaning of newspaper headlines
- Ask students to search information through search engine as the ‘search and sift’ task that fit to all proficiency level.

However, Nunan (2004) argues although the authentic materials are brought from real world to the classroom, its tasks naturally become pedagogical task. This is in line with Wallace (1992) as cited in Joy (2011) who asserts the fact that the authentic materials will be exploited for the teaching purposes, implies to lose its authenticity. Mishan (2005) also claims that less of creativity in designing communicative activities consequently makes it ended up being a pedagogical task. Otherwise, Berardo (2006) states although the classroom environment cannot be as natural as real-world, He still finds authentic materials beneficial for language learning when the activity conducted in meaningful way. Therefore, many scholars suggest teacher to conduct classroom activities to lead students use authentic materials in order to meet-real world language objectives.

To provide learners with optimal learning opportunities, Mishan (2005) suggests the authenticity is not only from the input but also how teacher conduct the meaningful task and activity. This is what Mishan (ibid.) argues to make the learning so authentic, as in real life, and not isolated in particular skills. The purposes of authentic text, furthermore, imply its suitability with a task that is *realistic* and *real life* activity. Consequently, Mishan (2005) presents set of guidelines for designing authentic activities using authentic materials as displayed in Table 2.2

Table 2.2 Characteristic of an Authentic Task by Mishan (2005)

No	Characteristic of an Authentic Task or Activities	Explanation
1	Reflect the original communicative purposes of the text	The activities are in line / reflect the communicative purposes of the text
2	Appropriate to the text and Elicit response/engagement with texts	Providing appropriate texts and activities that consider to students' engagement both linguistic and visual
3	Approximate real-life task	Activities are reflection on the way people reacts or deal with a given texts. Whether it is affective or cognitive response, such as analyzing linguistic and non-verbal behaviour from the text, replicate, extract information, and so on
4	Activate learners' existing knowledge of the target language and culture	Providing opportunity for students to reflect their existing knowledge as well as native culture. For example, ask students about how much they know about the text before giving actual activity.
5	Involve purposeful communication and interaction between learners.	Support for real communication, directly or using technology

In order to understand the characteristic of authentic task, Mishan gives details and introduces seven different communicative purposes of authentic text that are briefly explained as illustrated in Table 2.3.

Table 2.3 Communicative Purpose of Texts by Mishan (2005)

Communicative Purposes	Communicative purpose of text is to	Details
Informative	Transmit information	Authentic materials designed to transmit information (such as newspaper, calendar, announcement, menus, schedules, history book)
Persuasive	Persuade, order, threaten,	Affect others behaviour (e.g

	permit , advise, purchase, opinion, action, etc	advertisement)
Soliciting	Interact or transact (business or personal)	the genre of advertisement classified as this communicative purposes where its function is to elicit information or action
Instructional	Give instruction for implementing a process	The authentic text designed to give an instruction in ICT intended to assist the implementation of a process and instruction. (e.g to download and operate software or using web application)
Provocative	cause a physical activity as external manifestations of inner emotion	Provoke emotive/ Intellectual / kinesthetic reaction (causing external manifestation of inner emotion in the term of emotive/intellectual/kinesthetic reaction) to television advertisement or a features article in a newspaper
Interactive	Interact of transact (business or personal)	authentic materials let students to exploit with much dialogue oral or electronic for example interact with friends through email
Engaging	Engage imagination/ emotions (including humor)	Implicate emotions, desires, and imaginations are triggered (e.g song, short stories, novels) but not externally displayed.

Furthermore, Mishan (2005:91) also proposes some task types with the the use of authentic materials. Table 2.4 gives a brief description and examples of task when using authentic materials proposed by Mishan (2005).

Table 2.4 Task Typologies Consolidated by Mishan (2005)

Designation	Description	Examples
Reaction	Reaction (Including kinesthetic) to written, audio or audio-visual input of non-emotive nature e.g. acting on written, audio or visual interaction in order to create something, accomplish a task or participate in activity	<ul style="list-style-type: none"> - Make/after plans on the basis of weather forecast - Stages a 'phone-in' on a controversial topic
Response	Response (manifested orally or represented in writing/graphically) to audio, written, visual, or audio-visual input or emotive nature	<ul style="list-style-type: none"> - Listen to instrumental section of a song and write a prose piece, poem, or draw a picture to illustrate what it evokes
Inferencing	Inferring/ extrapolating/interpreting information/concepts (including cultural) from audio, written, visual, or audio-visual input.	<ul style="list-style-type: none"> - Watch a series of film trailers and infer the genre, setting, basic, story, intended audience etc. of each
Transference	Transference, translation or paraphrase from one medium, genre or culture to another (includes awareness of significance of these transferences)	<ul style="list-style-type: none"> - Deconstruct a newspaper/magazine article reporting findings of a survey to infer and write the original survey questions
Extraction	Extracting factual information (including factual cultural indicators) from audio, written, visual, or audio-visual input.	<ul style="list-style-type: none"> - Extract factual information (e.. price, ingredients, unique features of product, from advertisements (e.g. foods, electrical good, cars)
Analysis	Awareness-raising of linguistic forms and functions and of emotive/figurative/subjective use of languages.	<ul style="list-style-type: none"> - Analyze how newspaper headlines achieve impact - Analyze conversational strategies on basis of dialogues from interviews, films, soap.
Extension	Extension / prediction of development/outcome of event, situation presented via audio, written, visual, or audio-visual input.	<ul style="list-style-type: none"> - Identify with character in novel/story or film and develop characterization.

To understand that the communicative purpose of text does not limit authentic response to a single task and activity, hence, Mishan (2005) draws the cross-referenced between task typology and communicative purpose as the following:

Table 2.5 Cross-referenced Task Typologies by Communicative Purpose by Mishan (2005)

Communicative Purpose	Authentic Task Typologies
Informative	Extraction, reaction, transference, analysis, inferencing
Persuasive	Reaction, Response, Analysis, Inferencing,
Interactive	Extraction, Reaction, Response, Inferencing, Transference
Instructional	Reaction
Provocative	Reaction, Response, Inferencing, Analysis,
Soliciting	Response, Reaction
Engaging	Analysis, Response, Inferencing, Extension, Transference.

All in all, Mishan's (2005) guidelines on the authenticity of task are should reflect the original communicative purpose of text, reflect the response and engagemet by appropriate task, besides the task is expected to reflect the activity that people does when they are given a text in real life. By acknowledging the communicative purposes of the authentic text, real-life task and activities can ideally be guaranteed.

6. The Opportunities and Challenges

a. The Opportunities

1) Linguistic

The opportunities of using authentic materials in teaching English as Richard (2006) argues the authentic materials provide exposure to real

language rather than language use in created materials that have been particularly followed grammatical rules or discourse type. It is mean that discourse appeared in authentic material can reflect both formal and informal speech. Adam, Stan & Moanga (2011) adds that authentic materials are expose students to a complex language features that will not commonly appear in textbooks. Al-Azri & Al-Rashdi (2014) and Mudra (2014) argues that authentic materials help to connect what students learn in the classroom with the language used by community in real situation. The use of authentic materials helps students to know the use of target language in what situations, and with whom (Gilmore, 2007). He also adds that the authentic materials particularly offer a rich input for students and have the potential to develop students' communicative competence. Bahrani & Tam (2012) discovers the effectiveness of exposure to news, cartoon, and films as great source of language input to improve low-level learners' proficiency. For example, Mishan (2005) purposes on the use of visual materials is to help students acquire new vocabularies by listening how to pronounce it and interpret the meaning from movement object. As what Larsen-Freman (2003) cited in Ozverir & Herrington (2011) states that construct authentic in learning help learners inert grammar knowledge as something people *do*, not only the rule of language they *know*.

2) Motivation

The use of authentic materials has a positive effect on learner motivation because it is intrinsically more interesting and motivating than created materials. It has been mentioned by number of scholars. Guo (2012) states the positive feelings can appear from the use of authentic in the classroom which causes students' interest and learning motivation increased. Further, Guariento & Morley (2001) and Floris (2008) in Guo (2012) claims because authentic material is motivating, engaging and relevant to students' live, so it is necessary for including authentic materials in course design. Moreover, Richard (2001) says there is a hug supply of interesting sources for language learning that available in daily life. The authentic materials elements from language use, communication features, and entertainment aspect closely interesting for language learners. For instance, the spontaneous daily life discourse in authentic materials is offer much more interest and create a comfortable English learning environment that will affect learners' motivation increase (Gilmore, 2007).

To achieve the motivations, one of ways that teacher can do is by prepare the learners for the actual use of language by using authentic materials to encourage learners to read (Berardo, 2006). Another example is employing web-based activity to expose interactive and engaging activity (Abdelhafez & Abdallah, 2015). Learners' motivation levels on learning may rise if they have an interaction with authentic

materials and participate actively in learning without any difficulty (Oguz & Bahar, 2008 cited in Baghban, 2011). Thus, Mishan (2005) says to promote students motivation on language acquisition, teacher need to consider how students react to the authentic text they interact with it in the class.

3) Culture

Authentic Materials could be used as the medium for the development of cultural awareness. They provide authentic cultural information about the target culture. Authentic materials can be selected to illustrate many aspects of the target culture based practices and beliefs and both linguistic and non-linguistic behaviors (Richard, 2001). Kilickaya (2004) believes the cultural content is a key to the effective teaching and learning. This can be approached by providing appropriate materials and the effective teaching strategies. Stephens (2001) cited in Barekat & Nobakhti (2014) argues that authentic materials in a form of movies and series simultaneously expose students with the culture and language issue because students have a chance to see behaviors that not seen in texts. Additionally, Songs can reflect the particular social condition which means the melody and the lyric portray happy things, love, friendship, sadness, hero, critical things to political issue, and other social phenomena (Mishan, 2005). Instead, students' cross-cultural awareness can be increased through authentic materials (Shirai, 2013), also it will increase students' interest by imposing other cultures

and help them respect other peoples cultures by discuss it together (Kilickaya, 2004). However, even though the students can be exposed to different culture, McKay (2000) quoted in Kilickaya (2004) says learning about a culture does not mean accepting that culture but to create learners interest towards contents and language.

4) Resource

Today's opportunity when teachers want to use authentic materials in their classroom is the massive number of source helps them to find material easily. Besides, materials can be accessed with free. The teachers can choose materials that suitable for the students, activities, and the local cultures (Guo, 2012). Moreover, Raja (2015) states the best resources of authentic materials are computer software and the internet. Abdelhafez & Abdallah (2015) states Internet provides unlimited resource for specific topics. The internet makes the teacher's work easier, for instance, without need to haunt out authentic text in libraries or bookstore teacher still can hunt out authentic material by typing the keyword into the search engine such as google (Mishan, 2005). One of the examples is downloading a medium such as pop music and song lyric which is accessible to international audiences.

b. The Challenges

1) Linguistic

According to a number of researchers, one of the challenges faced if authentic materials are brought to the classroom is linguistic demands.

This is caused by the difficult language features, such as vocabulary and dictions beyond the learners' abilities or even unneeded vocabularies item that contained in authentic materials (Richard, 2001:253), and it is hard to be comprehended by students especially with low level of proficiency (Kirana, 2014). The problem arise when students cannot catch up the meaning of difficult vocabularies, they do not understand the whole meaning of text, and find out the phrase that not familiar. For instance, Berardo (2006) mentions the students who asking the translation of the word from song lyric, they cannot understand a single word even they had looked up the meaning in dictionary. Gilmore (2007) discusses the authentic discourse is typically different from language presented in textbooks indeed learners cannot notice things that are not made available to them in the input. Regarding to this, Berardo (2006) claims too many difficult structures, wrong and irrelevant type of text for learners' need as the biggest problem. Therefore, (Oguz and Bahar, 2008) cited in (Baghban, 2011) says teacher should carefully in choosing materials by considering to students' need, ability, and objective of the lessons. In additional, supported by appropriate activities may encourage low-level learners to make the learning activity become more effective (Kirana, 2014; Berardo, 2006).

2) Motivation

The difficulties of language features that faced by students can affect to their motivation in learning. Guariento and Morley (2001) says the use of authentic materials at low level can lead them to feel frustrated, confused, and unmotivated even with quite simple task unless the teacher carefully selected the content of the texts. This means that the difficulties of text should be considered to make it appropriate to the level of students' proficiency. When the students face too many difficulties and unfamiliar vocabularies, it can cause lower-level students lack of motivation in learning (Mudra, 2014). However, instead of looking only on the text difficulty, the way teacher design the task or activities can also can causes students lost their motivation to following the activity. Kirana (2014) suggest lower-level students should be supported by appropriate task in using authentic materials. The text might contain complex language features, but varying the task associated with levels of learners is the effective way rather than adapting the text (Gilmore, 2007). Besides, rather than think the authentic materials as valuable learning sources, students enjoy it as an entertainment (Kirana, 2014). The students enjoy the texts but not aware with the language input provided in the text.

3) Culture

The next challenge when using authentic materials include the cultural issues. Thomas (2014) says the challenges include the

unfamiliar of culture content. Authentic materials contain cultural setting which sometimes misunderstood by the learners. Besides, the culture as part of the text content can be too culturally biased from native and vocabulary may be irrelevant to the language learners' need (Martinez, 2002 as cited in Bahrani & Tam, 2012). The culture and language in the authentic texts can be inappropriate to students. Hence, it also arise misunderstanding by the student from different cultural background (Kirana, 2014). Therefore, teacher should carefully choose the materials considering to locally relevant culture (Kirana, 2014; Thomas, 2014)

4) Resource

For teacher, using authentic materials is a burden. Mishan (2005) argues that finding interesting and accessible materials for beginners is one of the most difficult aspects of using authentic materials. Richard (2001) states teacher need to spend amount of time to prepare the materials. That is because teacher needs to find suitable sources for materials, develop activities, and exercises while working with authentic materials. Because authentic materials are not intentionally designed for teaching purposes, teacher should select the authentic materials carefully. That is why teacher need much effort on this. Therefore, as Purcell-Gates (2003) in (Raja, 2015) opines the teacher also find themselves struggling with the materials, for instance, the teacher hesitant to use authentic materials because preparation time to

find suitable material (Belaid & Murray, 2015). Besides, the use of authentic materials may be time consuming and make the learning process slow down especially to get prepared for the instructions in low-level classes (Kilickaya, 2004; Polio, 2014). Furthermore, Erben, Bam, & Castaneda (2009) mentions the potential problem when teacher use internet-mediated authentic materials are the broken web links, the server is down, as well as of lack experience to use high technology that can easily get students up set or frustrated.

7. Low English Proficiency Learners

According to common reference levels: global scale proposed by Common European Framework of Reference for Languages (CEFR), the English learners who are the basic user or lower proficiency learners can communicate in English within a limited range of context, can understand sentences, and use familiar everyday expressions and very basic phrases. The learners can introduce themselves, talk about their family and personal details, and interact in simple way with other person slowly and clearly. The learners can describe in simple terms to exchange information and routine matters. Furthermore, in simple way the learners also can describe experiences and events, briefly give reasons and explanation for opinions, and describe plan, habits, as well as personal experiences.

Some scholars note that low proficiency learners show lack learning attitude and motivation. In class, low proficiency learners need more personal attention, take longer time to finish a task or activity, and delay homework

assignment (Chang, Chiu, & Lee, 2000; McLaughlin & Vacha, 1992; Slavin, 1989) as cited in Hsu & Sheu (2008). Further, the study conducted by Huang and Tsai (2003) as cited in Hsu & Sheu (2008) shows that low proficiency learners have lack abilities to learn English well, shows difficulty in learning English, and they are not able to speak any English to communicate with others. The study also pointed out that low proficiency learners had almost unsuccessful and no motivation to keep them moving on learning due to their passive and frustrated in learning process.

Regarding to learning strategy, O'Malley et al., (1985) states that lower proficiency learners tend to use strategies with fewer complexes and simple language tasks, for example vocabulary learning and pronunciation, rather than difficult tasks which language skills are being intergrated. Further, Griffiths' (2003) study revealed that low proficiency learners tend to dealing with anxiety about learning new language. The possible strategy in learning English for low proficiency learners are by giving them a name, using lots of simple language, gestures, and repetition to demonstrate how to apply it (Chamot et al. (1990).

Related to authentic learning materials, learners at lower proficiency level need to deal with any challenge on the use of authentic materials due to very limited proficiency in the language (Mishan, 2005). Besides the complexitiy of language features, the difficulty of text in authentic materials and task will cause learners' boredom and frustration. Mishan (ibid.) suggest teacher to deal with not only by selecting the appropriate text but also conducting the activities that suit to low proficiency learners. Thus will help low proficiency learners

increase both linguistic and non-linguistic aspect such as get rich language input and boost learning motivation (Mishan, 2005; Nunan, 2004; Gilmore, 2007)

In the context of SMA Internasional Budi Mulia Dua, the school has its own standard to describe students who are indicated as low English proficiency learners. The school has the standard test as the measurement. The result of English score is being used to put students into the particular level, besides other factors like students' performances both cognitive and affective also being consideration. Therefore, the researcher follow the general description of low proficiency leaners from number of scholars related to leaners' linguistic proficiency, learning strategy, learning performance, and low proficiency learners' attituded toward authentic materials.

B. Review on Relevant Studies

A quantitative study entitled "Using authentic materials in the foreign language classrooms: teacher attitudes and perceptions in Libyan universities", Belaid & Murray (2015) recognizes deeply and understand the Libyan EFL teachers' perception, attitudes and reaction toward using Authentic Materials. The study revealed most EFL teachers hold positive attitudes to using authentic materials although they prefer to use authentic materials in intermediate level. The researcher recommends further research to explore teachers' explanation through interview to get detailed practices.

A research conducted by Akbari & Razavi (2016) entitled "Using authentic materials in the foreign language classroom: teachers' perception in EFL classes",

aimed to investigate Iranian EFL teachers' attitudes and beliefs regarding to the use of authentic materials in Iran for reading and listening skills. The Questionnaires were distributed to 57 English teachers. The results show that although most teachers have positive attitudes toward authentic materials which Internet and TV became the most used sources for obtaining authentic materials, they prefer to use authentic materials for intermediate level, and less advice using authentic materials for low level. Additionally, the researcher recommends further research on investigating how teachers plan the instruction when they use authentic materials.

Another study about using authentic materials is conducted by Homaei (2014). He investigated Iranian EFL teachers and Learners attitude toward listening authentic materials at pre-intermediate level. Using quantitative method through questionnaire, the results show that students at Pre-Intermediate level as well as teachers prefer to use authentic materials. Moreover, teachers revealed the most preferable source is short story.

Previous studies has relevancy to the current research because it investigates teachers' perception on using authentic materials in EFL context. To make it different, this research will conduct the analysis on the use of authentic materials by teachers in SMA Internasional Budi Mulia Dua to teach English for the low-level learners. The analysis on this qualitative research related to the type of authentic materials, procedure in selecting, the teachers' way to bring authentic materials, and the opportunities and the challenges when using authentic materials for low-level learners.

C. Conceptual Framework

An authentic material is the texts that produced in order to communicate in community setting rather than to teaching purposes. In English Language Teaching (ELT) the ideas of using authentic materials occurs along with the notion to bring authenticity in the classroom which included the suitable text as the input and the meaningful task and activity to promote effective teaching and learning. The authentic materials can be in a form of audio-visual, audio, printed, and internet-mediated materials. To select the text that appropriate to students at low level of proficiency, the teacher should carefully choose the text through some considerations in line with conduct meaningful activity and task to promote the use of language as its real use in daily communication. So, the communicative objectives will be achieved. Meanwhile, bringing authentic materials in the classroom has opportunities and challenges in both linguistic and non-linguistic aspects. To simplify the above description, the figure 2.1 bellow illustrates the conceptual framework of this study:

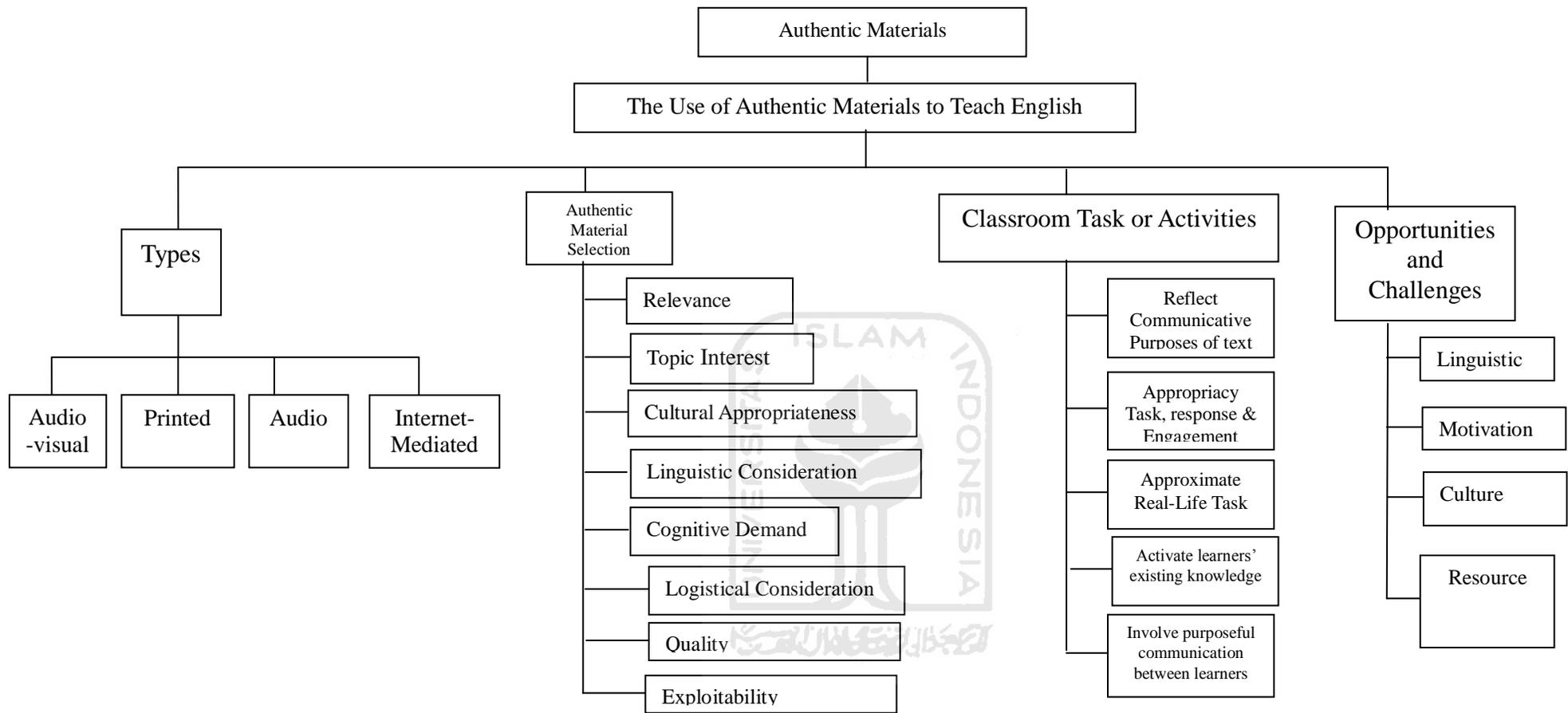


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH DESIGN

This chapter presents methods that the researcher uses. The research design, data preparation, data collecting technique, data analysis, and trustworthiness of the research are included in this chapter.

A. Research Design

Burn and Grove (2003) defines the design of the research as a blueprint of researcher concern with maximum control over factors that may interfere with the validity of the findings for conducting the research. Since the present study is concern to identifying and analyzing the social phenomenon on how the use of authentic materials, qualitative approach will be employed to capture it. According to Burns and Grove (2003), qualitative approach is a systematic approach used to describe life experiences and situations to give them meaning, and picture of situation as it naturally happened. Thus, qualitative approach is to explore the problem and develop understanding the meaning of small number of individuals in social world problem (Creswell, 2012). As a conclusion, this approach used to explore the phenomenon of small number of individuals in order to understand the practice and behaviour in real social situation.

This study focuses on the analysis of the use of authentic materials to teach English for learners in low proficiency level in SMA Internasional Budi Mulia Dua Yogyakarta. The researcher explores the behavior, perspectives, experiences, and feeling from the teachers who tend to use authentic materials in low proficiency class. According to the method used in this research, Creswell (2012)

explains that the researcher note the accounts of phenomenon not in form of number but in words. The steps in doing qualitative approach include: data preparation, data analysis, and data trustworthiness. Finally, the researcher is able to obtain the details phenomena and enable to understand through the descriptions and explanations as the outcome of the study.

B. Data Preparation

In data preparation, the researcher address several points include the research setting, the participants of research, types of data, and source of data.

1. Research Setting and Participants

The research setting is the place or environment where the phenomenon is being studied. The researcher conducted the research in SMA Internasional Budi Mulia Dua Yogyakarta. As an International and private school, SMA Budi Mulia Dua divided their curriculum into two. The first curriculum is used for Global Assessment Certificate (GAC) program, specifically used by high achiever who prepares to enter overseas university with English as medium in every subject. The second is national curriculum for Asia Class (NAC). Therefore, English in SMA Internasional Budi Mulia Dua Yogyakarta is compulsory for the students.

In order to divide students into different class and different English proficiency level, the new students must complete an entry test. SMA Internasional Budi Mulia Dua has its own standard test as an entry test which taken from Global Assessment Certificate. Students' English proficiency is also being tested. For Asia Class, English levels are divided into four levels. Those

are advance, high, medium, and low English proficiency. The leveling system in English subject is to fit it with students' English proficiency. However, Budi Mulia Dua has its own standard to put their students into the level. The decision is made according to intake score which is the highest and lowest score at the test, so there is no strict score range for every level. Beside, quota for every class is being considered. For example, in low proficiency class, the number of students should be limited no more than 10 students. The students' academic report and their affective in one semester are also being considered.

The participants of this research are the teachers who teach English assigned in the low English proficiency class grade X and XI. Because in SMA Budi Mulia Dua the number of classes is limited, the researcher decided to choose both of classes since this study attempts to know how the teacher use authentic materials for low proficiency learners. Therefore, these teachers provide information from their actual experience related to this study. Meanwhile, according to the researcher experience while doing field study program (PPL), the teachers who teach in these classes are frequently use authentic materials in their classroom as the supplementary materials for the module. Thus, the requirements are fit to the participants of the research.

2. Types of Data

Data is the evidence collected by researcher to answer research question. Since this is a qualitative research, the type of data is in the form of words, sentences, both in written and spoken, and not in numbers (Creswell, 2012). The data of this research are taken from observation report, interview

transcripts, and documents as types of data as categorized by Creswell (2012).

3. Sources of Data

The sources of data for qualitative research can come from many sources including documentation, interviews, observation, audiovisual record, and physical artifacts (Creswell, 2012). Data of this research was gathered from the participants and sources. The purposeful sampling was used to select the participants who give rich information about the central phenomenon. The participant of this research is two English teachers who assigned to teach in low proficiency class. The primary data was gathered from the participants through interview and classroom observation. Besides, document review which video observation and module review are also involved in this study as the secondary data sources. The researcher finishes the data collection when the data saturation is achieved.

4. Research Instruments

The primary instrument of the research is the researcher (Moleong, 2014). She is involving in all process of the research data collection, analyzing, and interpreting the data. The secondary instrument is interview questions and data sheet analysis. The instruments are constructed according to Mishan's theory (2005) on conducting the authenticity in language learning materials, McGrath's (2013) principles to analyze the ways teacher selecting authentic materials, and synthesized theory from various scholars (Richard, 2001; Gilmore, 2007; Kirana, 2014; Mishan, 2005), and other researchers that relevant to the topic to analyze the opportunities and challenges when using

authentic materials for low-level learners. Table 3.1 demonstrates the list of interview questions as one of research instrument.

Table 3.1 Interview Questions

Component	Interview Questions
Type of Authentic Materials	<ol style="list-style-type: none"> 1. Do you use authentic materials to teach English? Why? 2. Do you mind to tell me what types of authentic materials that you use in to teach English in low proficiency class? 3. Which kind of authentic materials do you often use in low proficiency class?
Authentic Material Selection	<ol style="list-style-type: none"> 1. How often do you use authentic materials in the low proficiency class? 2. What are your considerations when selecting authentic materials
Classroom Task or Activities	<ol style="list-style-type: none"> 1. How do you create instructions/ what are the instructions that you use to your students by using Authentic Material? 2. How does the use of Authentic Materials to teach English in the low proficiency class? 3. What kind of activities when you are using authentic materials? 4. How often you vary the activities for each session when using authentic materials?
Opportunities and Challenges	<ol style="list-style-type: none"> 1. What are the advantages/opportunities of using authentic materials in the class? 2. What are the difficulties/challenges in using authentic materials for low proficiency learners? 3. How did you think the use of authentic materials would facilitate your students' language learning? 4. What do you think about the use of technology, especially internet to help you find and select the authentic materials? 5. What do you think about the use of authentic materials in your class that has different culture from Indonesia?

Furthermore, to analyze the use of authentic materials to teach English for low proficiency learners including the type of the materials, the classroom task or activities, along with the opportunities and challenges when using authentic materials, the data sheet analysis are being used as an instrument as illustrated

in Table 3.2 below.

Table 3.2 Data Sheet Analysis of using authentic materials

NO	THEME	Component Analysis								
		1	Type of Authentic Materials	Audio Visual		Audio		Printed		Internet Mediated
2	Authentic Materials Selection	Relevance	Topic Interest	Cultural Appropriateness	Linguistic Consideration	Cognitive Demands	Logistical Consideration	Quality	Exploitability	
3	Classroom Task or Activities	Reflect Communicative Purposes of text		Appropriacy Task, response & Engagement		Appropriate Real-Life Task		Activate Learners' Existing Knowledge		Involvement Purposeful Communication between learners
4	Opportunities And Challenges	Linguistic		Motivation		Culture		Resource		

C. Data Collecting Technique

Data collecting technique is one of the key elements of the research to determine validity of the research. In qualitative research, data collection approach includes in-depth interview, document analysis, observation, and audiovisual materials analysis (Creswell, 2012). Data of this research came from interviews, observations, and document review, which was gathered through several techniques of data collection.. In this research, the researcher use interview and observation as primary data collecting while video and module review used as document review to check and confirm data from interview and

observation.

1. In-depth Interview

Interview is one of the most important sources in qualitative research to get deep insights about how people experience, feel and interpret the social world (Creswell, 2012). In this study, the semi-structured interview was used. Interestingly, semi-structured interview give the researcher the opportunity to probe and explore for more detailed information by asking the respondent to give more clarification to the answer. The interview involved two teachers. These participants were chosen as the teacher who is assigned to teach low English proficiency class from grade X and grade XI, and they use authentic materials in their class. Thus, they were pointed out as the object who can give the rich information regarding to the use of authentic materials for low proficiency learner. All interviews are recorded by a recorder and extensive note.

2. Observation

Data is also gathered by direct observation in the classroom since Creswell (2012) states that observation is the proces of gathering first hand information by directly observ people, actual behaviour, and places in research setting . In this research, because of different academic timeline between SMA Internasional Budi Mulia Dua and other schools, observation was done only in five meetings from 15-28th April 2015 since there was no time left for effective academic process. The writer only attended a meeting when teachers going to use authentic materials in their lesson. While observing, the researcher take

field notes related to the use of authentic materials to teach English for low learners in low proficiency level, then further it is used in analysis data phase.

3. Document Review

In this research, the researcher check and confirm data from interview and observation by review the modul from grade X and XI to enrich the data research from different angles (Creswell, 2012). Besides, the researcher also recheck observation field note, video documentation, and module. The document review is not a primary data collection meanwhile it is being used to check and confirm previous primary data from interview and observation.

D. Data Analysis

Data analysis means to organize, provide structure and elicit meaning (Creswell, 2012). Technique of data analysis is doing by processing the result of interview transcript, observation note, and document review. In simply, the component of data analysis can be draw in the following circle process

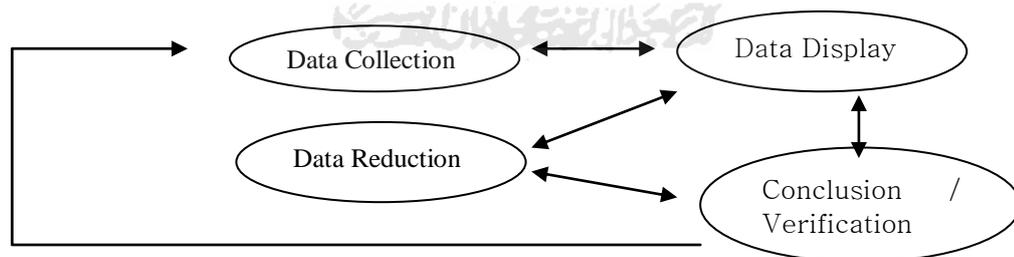


Figure 3.1 Component of Data Analysis by Miles & Huberman (1994)

In this research, the data analysis steps are explained details as follows:

- 1) Collecting the data from interview, observation, and check document review to know the use of authentic materials for low level learners.

Organize the data which the data from the interview was changed into verbatim form, observation result was changed into field notes.

- 2) The data reduction in this research was done through the process of selecting, focusing, simplifying, and transforming the data. To reduce the data, the researcher focused on research questions, which are about the use of authentic materials to teach English for low level learner. The data were categorized into themes and put the coding. The data which was not related to it, it was set apart.

Table 3.3 Categorization Theme

No.	CODE	Theme
1	TYPE	Type of Authentic Materials
3	SLCTN	Authentic Materials Selection
4	ACT	Classroom Task or Activities
5	OPP.CHL	Opportunities and Challenge

Table 3.4 Coding sample

Data Sources	Coding	Meaning
Interview	I/2/TYPE /3-4	'I' mean the data gathered from the Interview. '2' is teacher 2, 'TYPE' is the theme for type of authentic materials, 3-4 means it is from interview transcript line 3 until 4.
Observation	O/TYPE/1	'O' means data gathered from the observation, the theme TYPE is for type of authentic materials, from observation number 1

- 3) The data were display in form of table, notes, and narrative text.
- 4) Interpreting the data, classified into the theme and analyse the data by using data sheet analysis on analysing the use of authentic materials.
- 5) Applying the trustworthiness of the data by considering the four criterion

of trustworthiness to verify the data. It can be as temporary conclusion until data collection is credible, valid, and consistent.

- 6) Describing and interpreting the data to answer the research question, and
- 7) Conclude the result of the research

E. Trustworthiness

In order to make sure the findings and interpretations are accurate, Creswell (2012) suggest the researcher to validate the findings. Validate the findings means that the researcher determines the accuracy or credibility of the findings through several strategies such as triangulation (Creswell, 2012).

To achieve the accuracy of the findings, researcher follows the criteria to check the data purposed by Moleong (2014), as follows:

1. Credibility

The credibility of the data is also gained through triangulation process. The types of triangulation can be seen from different individuals, types of data, theories, and methods of data collection. This is to make sure that the study will be accurate because the information draws on multiple sources of information, individuals, or processes. In this research, the researcher uses all fours kinds of triangulation: various sources in form of interview the teacher and classroom observation as the primary sources, also document review and as secondary sources. The types of data are observational field notes and report, interview transcript, and module review. Additionally, in utilizing the theories, the researcher gathers and checks some written sources from various literatures that related to the topic to build research instruments. The

instruments are constructed according to Mishan's theory (2005) about conducting the authenticity in language learning materials to analyze the types of authentic material and activities conducted when using those materials, McGrath's (2013) principles to analyze the ways teacher selecting authentic materials, and synthesized theories from various scholars (Richard, 2001; Gilmore, 2007; Kirana, 2014; Mishan, 2005) and other scholars that related to the topic. Lastly, the method used is varied from observation, interview and document review until the data are saturated.

2. Dependability

In qualitative research, dependability check is conducted to audit the whole research process. In this study, researcher conducts the research systematically from the beginning until the conclusion of the finding supervised by supervisor. The researcher is also check the data to gain certainty and stability of the data. Further, to makes sure that the data are coherence with the research questions, the researcher ensured that the process of data collection and data analysis are matching with the result of data collection. In this research, the result of triangulated data findings were consulted and discussed with the thesis supervisor as an expert.

3. Conformability

In order to make the research being objective, Sugiyono (2013) suggest that the research should be gained similar agreement by some people. To achieve the conformability, the researcher provides all data and asks peer reviews to give comment, opinion, and suggestion regarding to the data

analysis. This study is peer reviewed by Lukita Purnamasari, S.Pd. and Ahmad Faozan. Then, the result is also reviewed by the lecture and thesis supervisor as an expert, and English teachers in SMA Internasional Budi Mulia Dua Yogyakarta.

4. Transferability

Researcher also uses thick and rich description, detailed and systematic report of the steps to find the result of the research. In addition, this research use purposive sampling with specific characteristic of the subject is clear, which in this research are the teachers who use authentic material to teach English in low proficiency class. Therefore, the reader can understand the topic clearly. Further, the reader can apply the finding of the research into another or similar situation, phenomenon, or characteristic of the subject. In this case, the research finding can be apply for English teacher related to the use of authentic materials or other teaching subject which required on the use of authentic materials. Besides, the finding can also be used for extend research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings of the data collected and its analysis. Data of this research is presented the findings while analysis of the research data is elaborated in discussions.

A. Findings

In this part, research data which collected from interview and classroom observation as primary data collections is recapitulated after recheck and review the documents. The research finding contains the result of the data analysis, which is in the form of table and brief explanation of the finding table.

As stated earlier, this study is to analyze how the use of authentic materials to teach English for learners in low proficiency level in SMA Internasional Budi Mulia Dua Yogyakarta. Therefore, the findings of the study are divided into the following parts: Type of authentic materials, authentic materials selection, classroom task or activities, as well as the opportunities and challenges.

1. Types of Authentic Materials

Based on the results, the respondents (teacher 1 and teacher 2) tended to choose different types of materials. However, the teachers are frequently use audio-visual materials which are songs and movie, and shot stories as source of printed materials. The table below is the summary of the type of authentic materials used by teachers to teach low proficiency 1 learners in SMA Internasional Budi Mulia Dua Yoyakarta.

Table 4.1 Types of Authentic Materials Used by Teachers in SMA Internaional Budi Mulia Dua

No.	Types of AMs	Kind of Sources (Example)
1	Audio-Visual	Short Movie: Hasel and Gretel Movie (Pursuit of Happyness)
2	Audio	Songs: Let Her Go
3	Printed Materials	Literature: Story book (Short stories: Detective and fable) Novel History text of Majapahit
4	Internet-Mediated	Web: Socrative.com, Google, Google Translate, Youtube, Websites

2. Authentic Materials Selection

The results show that there are some considerations when teachers want to select authentic materials. The following table presents the details of how teacher in SMA Budi Mulia Dua select the authentic materials.

Table 4.2 Authentic Materials Selection Consideration by Teachers in SMA Internasional Budi Mulia Dua

No	Consideration	Details
1	Relevance	Depends on the topic/materials
		Related to the competency standard
		Suit to students' level
		Appropriate to senior high school students
		Relevance to real life
2	Topic interest	Interesting text/ unusual topic
3	Cultural Appropriateness	Positive content
		No inappropriate word/
4	Linguistic Consideration	Difficulty of text
		Suit to students' ability
5	Cognitive Demands	Suit to students' difficulty level
		Not same for high level students
6	Logistical Consideration	Length of text
7	Quality	Reliable (from credible resource)
		Up to date
8	Exploitability	help to gain vocabulary

3. Classroom Task or Activities Using Authentic Materials

As seen in Table 4.3 which shows the classroom task or activities conducted by teachers in SMA Internasional Budi Mulia Dua when they use authentic materials to teach low proficiency learners, it shows that frequently activities conducted in purpose to let students acquire new vocabularies. Moreover, based on the results, the teachers mostly use authentic materials as supported materials to engage and attract students while the activity reflected on daily activities as its text communicative purposes.

Table 4.3 Classroom Task or Activities Using Authentic Materials in SMA Internasional Budi Mulia Dua

NO	Type of Authentic Materials	Detail Activity
1	Movie	<ul style="list-style-type: none">- work in group (pair)- watch a movie- note difficult word- answer question (analyze the character, the conflict, the setting, moral value)- sharing and discussion
2	Short Movie (on youtube)	<ul style="list-style-type: none">- watch and listen the movie- analyze the movie according to narrative text pattern: orientation, character, conflict, moral value- discuss about the movie
3	Song	<ul style="list-style-type: none">- Listen a full song first- Listen each part of lyrics/sentence- work individually fill in the blank- sing along together- Discussed the meaning of song
4	Novel	<ul style="list-style-type: none">- Read the whole novel- Find difficult word- translate difficult word- retell the story

5	Short Story	<ul style="list-style-type: none"> - Scanning / read the story - find meaning of difficult words (categorized it into verb, noun, adjective, adverb) and translate it - Analyze the character, the setting, and the story - retell story
6	History text, and google translate	<ul style="list-style-type: none"> - Read history text - Find difficult vocabularies using google translate - read aloud one by one per paragraph -interpret and discuss the meaning of each paragraph
7	Web	<ul style="list-style-type: none"> - Open socrative.com - Teacher give an instruction to sign up and login, put the name and password, and confirm the email - play vocabulary race game - check the meaning from google translate - discuss new vocabularies <ul style="list-style-type: none"> - teacher show an example of congratulation card from google image - asked students what they know about congratulation expressions, when to use it, and so on - students share their best achievement in life one by one -give instruction to make congratulation card to congratulate their friend achievement by using web app - student make congratulation card and googling to any websites to see the example - check correct vocabulary on google translate - read one by one their congratulation and send it to email

4. Opportunities and Challenges

The results indicate that there are challenges and opportunities of using authentic materials to teach English for low proficiency learners in SMA Internasional Budi Mulia Dua Yogyakarta. The challenges and opportunities related to the linguistic, motivation, culture, resources which the detail is presented in the following Table 4.4 and Table 4.5.

Table 4.4 Opportunities of Using Authentic Materials

	Aspects	Details
Opportunities	Linguistic	Can gain and expose new vocabulary
		Unconsciously aware to language structure (grammar)
		Learn Pronunciation
		Interpret the meaning from movement object
		learn slang words / informal language as commonly appear in real life context
	Motivation	Attract students interest
		Learning motivation
		Innovative, avoid boredom
		Student excited, enthusiast, and curious
		Student enjoy, actively engaged in classroom activities
		Familiarity of text engage students
	Culture	unusual text attract students' interest
		Learn good culture from foreigners / moral value
	Resources	Easy to find source and application by browsing on the internet
		Search information from internet
Help teacher to reduce their work load		

Table 4.5 Challenges of Using Authentic Materials

	Aspects	Details
Challenges	Linguistic	The difficulties of text required more time to understand it
		Cannot understand the meaning and pronunciation
		Students ask the words meaning
		Cannot catch up the spoken
		Difficult to understand the vocabulary and the whole meaning of texts
		Need to put subtitle
		Unclear instruction
		students miss the lyric
	Motivation	Students get boredom by repeated texts and text difficulties
		Students not interested in reading

		Students complain and think it is difficult
		Enjoy as an entertainment not learning sources
		lost interest without subtitle
	Culture	Inappropriate culture, Searching for suitable text
		Imitate inappropriate word
	Resources	Difficult to archived the materials
		Difficult on searching for suitable texts
		Open unrelated website
		Time Consuming
		Internet connection is lost, Black out, Speaker is trouble

5. Purpose of Using Authentic Materials

English teachers in SMA Internasional Budi Mulia Dua have designed their module for each grade. The authentic materials were used as a supplementary material to support the module in order to attract students' interest and also to gain vocabularies.

B. Discussions

The following is the discussions where researcher's interpretation and analysis on the research data are elaborated in theme sequence. Those are type of authentic materials, authentic materials selection, classroom task or activities, as well as opportunities and challenges on using authentic materials to teach English for low achiever learners.

1. Types of Authentic Materials

The types of authentic materials include audio-visual, audio, printed, and internet-mediated (Mudra, 2014). Based on the result of data analysis, it is clear that the English teachers in SMA Internasional Budi Mulia Dua Yogyakarta tended to use all the types of authentic materials. It is found that

the teachers used movies, songs, literature, and web which available massively huge in daily life as the sources of authentic materials along with the module. It means that the teachers consider to the cultural products that commonly use as a source to teach English (Mishan, 2005).

a. Audio-Visual

In order to attract students' interest and motivate them to actively engage in learning English, English teachers in SMA Internasional Budi Mulia Dua Yogyakarta commonly used a movie to teach English for low proficiency learners. Teachers notices on how well students' interest could be attracted while they can acquire vocabulary and learn to interpret the meaning of English word from visual movement object by using such a visual material (I/2/TYPE/7-9 & I/1/OPP.CHL/188-190). It is because movie offers richer sources of input both verbal and non-verbal communication (Gilmore, 2007).

“[...] Because actually we use tv **or movies** or sometimes **we use song to encourage students.** To, **to be more active in learning vocabulary [...]**” (I/2/TYPE/7-9)

“Not given to guess, **I mean visually there is ar ... uh** (while) **listening they don't understand the words. While they see the movement, so they can (guess) oh it is probably the meaning is this.** Because the person is doing this. like that [...].” (I/1/OPP.CHL/188-190)

The finding of interview and observation indicates that both teachers use movie in the classroom. As explained by Mishan (2005) that teacher can use whether the whole movie or the shortest version in using movie, teachers in SMA Internasional Budi Mulia Dua Yogyakarta consider to the

length of the movie because of time constrain. Like what T1 said in the interview (I/I/TYPE/13) that teacher tried to give short movie with no more than 10 minutes duration. Likewise, T2 also stated on the interview (I/2/TYPE/15-16) that teacher avoided to use serial movies because she expects to finish (watch) the movie when the class is over.

“[...] But the **movie is short. Only 5 to 10 minutes** like that. For the movie I usually like that [...]” (I/1/TYPE/13)

“But movies, I think movie is also great, but it is not uhh serial movies. I mean, we have many episodes, but I took the shortest, the shortest one. So, I can start that movie at that time and movie can finish at that time” (I/2/TYPE/15-16)

For the kind of movies, according to the observation (O/TYPE/1) and document review (Image 4.1) T1 brought short movie such as Hansel and Gretel that was played through *youtube*. The movie is in form of cartoon.

Table 4.6 Excerpt of Observation Note (O/TYPE/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/ 07/.55 – 08.55 WIB	Type of authentic materials	- Short Story (man who wants to be a detective) - <u>Youtube: Short Movie (Cartoon – Hasel and Greetel)</u>
		Classroom Activity	- Then, teacher played the short movie on youtube without subtitle - teacher asked students to watch the movie without subtitle



Image 4.1 Students Watch a Short Movie (Hasel and Gretel)

T1 preferred on using movie such a cartoon for low proficiency class regarding to the appropriateness to the students when selecting the materials (I/1/SLCTN/196). In particular, a movie entitled ‘*pursuit of happiness*’ was brought by T2 in the classroom (O/TYPE/4).

b. Audio Materials

Another favorite source of authentic materials that was used by teachers is song and its lyric as T2 has said sometimes (use) song, sometimes (use) movie (I/2/TYPE/11). The results of interview and observation show that teachers used song to develop students’ listening ability besides it is used to provide interesting learning activity (I/2/TYPE/70-74 & I/1/TYPE/68-69).

“[...] **to stimulate their uh excitement, I will use song or video.** So because if we interested on something, uh we have to (laugh) **we have to add the most interesting activity learning first,** and they will, **they will feel uhh comfortable and excitement and then the material will be understood** well.” (I/2/TYPE/70-74)

“[...] Also I told you before **I told the kids nowadays like what is it with something visual something auditory so it is more interesting fo them.** Rather than keep listening to teacher talk (I/1/TYPE/68-69)

Further, T1 asserted that for listening, she usually uses song that was downloaded from the internet (I/1/TYPE/3-4). T1 pointed out the students' preferable on something visual and auditory as well as the familiarity with song as the reason to bring it to deliver the lesson (I/1/ACT/15). For instance, based on observation, teacher use song which student familiar with it which is 'let her go' from passenger (O/TYPE/5).

Table 4.7 Excerpt of Observation Note (O/ACT/5)

Topic	Time	Component	Note
Expressing love and sorrow	28/04/16	Classroom Activity	<ul style="list-style-type: none"> - <u>Teacher asked students to listen a song, but before teacher asked whether the students ever heard and know the story</u> - teacher played the song, and asked students to fill in the blank that provided in module

The teachers believed that familiarity with song will make students feel comfortable, happy, and attract their interest in learn English (I/1/ACT/15) meanwhile T2 also pointed out that song help students to actively acquire vocabulary (I/2/TYPE/7-9).

“Because for a song ya kids nowadays are familiar with song. So, hopefully they happy first lah. To make them happy first. Comfortable first. Oh yeah I remember. (With song a song title, I played the music. After that they (students) guessed the title. The song title was translated. Like that. So to attract ah their happiness (excited) first, like that. Because for the low (proficiency learners) the basic is to make them comfortable first. (I/1/ACT15)

“Yeah. Of course yes. Because actually we use tv or movies or sometimes we use song to encourage students. To be more active in learning vocabulary. So in many occasion I give them uhh some song text and I asked them to fill in the blank based on the song that I play, [...]” (I/2/TYPE/7-9)

This is in line with Mishan (2005) who claims that song take part in daily life so the students are usually exposed to the kind of song in various setting, as well as it stimulate students’ enjoyment and provide a valuable component of spoken language.

c. Printed Materials

The interview and observation findings show that teachers also use kind of cultural products in form of printed materials. The source of printed authentic materials that commonly used by teachers in SMA Internasional Budi Mulia Dua is literature such as novel, short stories from story book, and history text downloaded from the internet.

The kind of novel that teacher used was simplified novel (I/1/TYPE/17, 166-167) as well as short stories about detective which was taken from story book. Thus, in line with the principle as purposed by Mishan (2005) who states that selected novel and short stories can be done by looking to the simplicity of texts.

“Uhhh this, there is fable. There is fable. Then ya short stories. Then ya there is short story, about human. Detective. Taken from book. Book. Story book. Story book. Like the most simplified one” (I/1/TYPE/153-155).

T2, furthermore, stated in the interview (I/2/TYPE/32) that she use the kind of fable or fairy tale short stories as she believed it is properly brought to create students’ interest.

“In narrative, **Fable, fairytale**, something like I search on the internet, uh listening section about **short stories**, and they will uhh I think they will be interested.” (I/2/TYPE/32)

The researcher also observed teachers use short stories in the classroom. It can be seen through data observation (O/TYPE/1) and (O/TYPE/3) where teacher used short story with topic ‘a man who want to be a detective’ and history text about ‘Majapahit’. Not only to attract students’ interest, the kind of novel, short story and history texts were used to develop students’ vocabularies. The teachers usually asked students to read and find difficult words and write down the meaning (O/ACT/1)

Table 4.8 Excerpt of Observation Note (O/ACT/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/ 07/.55 – 08.55 WIB	Type of authentic materials	<ul style="list-style-type: none"> - <u>Short Story (man who wants to be a detective)</u> - Youtube: Short Movie (Cartoon – Hasel and Greetel)
		Classroom Activity	<ul style="list-style-type: none"> - <u>Teacher distributed short story</u> - <u>Teacher asked students to find difficult vocabularies while they are read the story</u> - <u>Students identified the language features like verb, noun, adverb, adjective, and put the vocabulary into correct category</u> - Teacher helped students to translate the word and categorized it by give a clue

Concerning to this, teacher can use such a literature to promote new vocabularies. This activity, according to Polio (2014) as a sample of appropriate activities when using authentic materials for low-level learners since it is focused on easiest language features.

d. Internet-Mediated

Mishan (2005) explains that development of ICT gives teacher a chance to use web both of as resources and as a medium to teach English by asking their students to access websites or use an interactive web like web application. Data from interview indicates that teacher in SMA Internasional Budi Mulia Dua Yogyakarta tended to use internet as learning sources. T1 has said although it is not often, she ever used internet (web application) such as *blendspace* and *socrative* to teach English in low proficiency class (I/1/TYPE/25, 28).

“Frequently sih the printed one. Because they already have a modul kan like that. **Uhh but (I) have ever, although not often I used what is it (I) used internet. Blandspace and one more I used what is it .. I am a little bit forget. Socrative po vo**” (I/1/TYPE/25, 28).

Further, it can be seen on the observation where T1 used webs in the classroom (O/TYPE/1, O/TYPE/3). It can be seen from the classroom activity when the current researcher noted while doing classroom observation (O/ACT/3).

Table 4.9 Excerpt of Observation Note (O/ACT/3)

Topic	Time	Component	Note
Narrative, Congratulation	18 April 2016/ 13.15 – 14.45 WIB	Type of authentic materials	- <u>Google translate</u> - History text (Majapahit) - <u>Web Application (Socrative.com)</u> - <u>Google, Website</u>
		Classroom Activity	- <u>The students asked to open a web ‘socrative.com’</u> - <u>Teacher asked students to create an account. Teacher gave instructions how to login, put the name and password, and</u>

			<p><u>confirm their email.</u> -Teacher asked students to play race game (vocabularies) <u>-Students could check the meaning from google translate</u></p>
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According to the activities as noted on the observation (O/ACT/3) T1 asked students to use web, access to various number of websites, looking for the content by typing the keyword on *google*, check vocabularies on *google translate*, compete with their friends to play a game through web application meanwhile the teacher take a role as a guide and give an instruction.

The evidence from Image 4.2 also shows that teacher use internet in this case is a search engine ‘*google*’ to find an example of congratulation card. The teacher use internet both as resource and medium, then it is displayed on the projector.



Image 4.2 Use *google* as one of authentic materials source

The teacher also believed that using such a web application such as *socrative* attracts students’ interest and teach them on using technology. That is the reason why teacher use internet in the classroom ((I/1/OPP.CHL/232).

“Looking for the appropriate one (authentic materials). Ya very helpful sih. Ya because there are many. There are many applications like I said before such as socrative, blendspace, it needs internet (connection). And .. it is interesting, actually new, new for kids. Ya the features how to use the technology” (I/1/OPP.CHL/232)

These evidences refer to Mishan (2005) that using web as medium to teach will lead students' autonomy in language learning also it is useful to acquiring another skill such as how to operate technology.

2. Authentic Material Selection

The interview results depict that teachers in SMA Internasional Budi Mulia Dua Yogyakarta select the materials according to some considerations when they want to bring authentic materials into the classroom for low proficiency learners. The first thing that researcher point out is the teachers selected the materials regarding to its relevancy to the topic of the lesson presented in the module. T1 clearly stated in the interview:

“Hu uh, It depends on my topic. If the topic related to the photograph, I will use it as many as possible. Uhh if the materials related to the advertisement, I will use, I will use it also. And if the materials related to the vocabulary, I will use songs, or movies, or something like [...] vocabulary. And then about short stories, if the materials related to the narrative, And then recount, terus apa namanya, you know that kind of short texts,”
(I/2/SLCTN/23-27)

The data above is supported by document review which in the module as shows in image 4.3 there is some topics such as about reading short stories in unit 3, or listen to a song in unit 4. To support the module especially with these two topics, teacher brought short story and song to the classroom as can be seen in observation note (O/ACT/1 & O/ACT/5).

Table 4.10 Excerpt of Observation Note (O/ACT/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/ 07:55 – 08:55 WIB	Type of authentic materials	<ul style="list-style-type: none"> - <u>Short Story (man who wants to be a detective)</u> - Youtube: Short Movie (Cartoon – Hasel and Greetel)
		Classroom Activity	<ul style="list-style-type: none"> - <u>Teacher distributed short story</u> - <u>Teacher asked students to find difficult vocabularies while they are read the story</u> - <u>Students identified the language features like verb, noun, adverb, adjective, and put the vocabulary into correct category</u> - Teacher helped students to translate the word and categorized it by give a clue

Syllabus

Unit 1 What a FUNNY story! In this unit, you will learn how to **understand English funny story**. Since the materials are related to something happened in the past, so the grammar focus of this unit is about **Past Continuous Tense**.

Unit 2 What a nuisance! Here, you will learn about how to **express anger, embarrassment, and annoyance**. The grammar focus will be **Present Continuous Tense**.

Unit 3 I love reading short stories Do you like reading short stories? Here you will not only read short stories but also you will **make a short story report**. Moreover **Relative Clause** will be discussed in this unit.

Unit 4 You're falling head over heels. Do you like listening to music? You will listen to love song in this unit to identify expression of love and sorrow.

Unit 5 It would be better to.. Here, you will learn how to think critically and give **suggestion**. You will learn **passive voice** as well. What is passive voice? Hmm.. we will learn it together in this unit.

Unit 6 My Research Poster. Do you know the content of research poster? In this unit, you will learn how to make **a good research poster** in group.

Image 4.3 Topic Covered in the Module

When selected authentic materials, T1 continuously gave statements in the interview (I/1/SLCTN/53):

“Uhh... the first is this what ... what is it? **The validity. Suppose that, if (I) use this material, is it valid or not? Is it quite relevant with the competency standard or not** [...] (I/1/SLCTN/53)

It indicates the suitability of authentic materials with competency standard is also the criteria for consideration. It simply means that T1 consider to the syllabus. However, as teacher said that the primary material used in SMA Internasional Budi Mulia Dua is the module (I/1/TYPE/25, 28) and authentic materials as a supplementary material to assist the module (I/2/TYPE/147,152), teacher only considers the relation to the topic because the teachers did not always use authentic materials in every meeting. The teacher will take a look the module and going to use authentic materials if they think it is necessary to add supplementary materials (I/1/SLCTN/63).

“If it is always... **it depends on the material sih**, if (the material is) about listening ya bring listening text. **If the material (is about) reading ya , ya depends on the material. But if there is already available on that (module) ya it is not necessary anymore.** So, It depends on the material on that day. What its needs? Like that” (I/1/SLCTN/63)

Moreover, depending on the relevance, teachers mentioned that the text should contain the language features that are used in daily life, so students can apply the language in real life context, hence, they considered to the students' need as senior high school students to give text that not too easy to them (I/2/SLCTN/14, I/2/SLCTN/75).

“[...] It is **related to the our daily activity or not**. It is, it will be meaningless if we teach the students of words but it, it cannot be used in our daily life” (I/2/SLCTN/14)

“I think children song it will would be *greated. Children song, children **song is not appropriate for my students. You know that my students is senior high school not kindergarten or elementary school.** Yeah” (I/2/SLCTN/75)

The idea when looking for suitable authentic materials, furthermore, is the cultural appropriateness. T2 said it is important to take account what content is contained in the text so the presented material is appropriate to students’ locally culture. For example, T2 aware to sensitive content such as inappropriate words and negative scenes that often appeared in western movie (I/2/SLCTN/327-328).

“The contents? Yeah. The **content uh should be educating. Not, not there is no sexy, sexy, sexy, or bitchy people (laugh).** It **is must be educating. That is the most difficult one. You know that western movie, most of them have this part, so you must be careful.**” (I/2/SLCTN/327-328)

As the student is senior high school student, T2 worried inappropriate words will affect their students who try to imitate it (I/2/SLCTN/98-106, 115-117). Thus, T2 prefer to choose the materials that give positive content, teach students about moral value and friendship, as stated in the interview:

“And then the first is **they can learn the moral value. Moral value about life, friendship, love, and the ... parenting.** Yeah. Not love in uh. Not love, I mean **not love in case of relationship, but love in a parents, or with the friendship, or bestfriend, and love with the others.**” (I/2/SLCTN/107-111)

It can be seen from the observation (O/TYPE/4) when teacher brought a movie entitled ‘pursuit of happiness’ that it is such a kind of inspirational movie to motivate the students to be more hard working to create opportunity, think about creativity, and be nice to others.

Besides, the teachers also consider to the topic interest whether it is familiar to the students or something new that will attract students' curiosity. The teachers simply said that the quality of the text, for instance the credible resources or webs. An 'up-to-date' text also will increase students' interest as teacher mentioned in the interview:

"But I think the students will be more interested if the movie is recently, recently come. I mean the new comer. Yeah. The new comer. They will be more excited. Rather than the old story, the old movies" (I/2/SLCTN/140-141)

"Short stories? I think about short stories, should be interesting. Yeah. If Cinderella, snow white is, many, is too mainstream. So we have to look for different, another interesting one" (I/2/SLCTN/329-332)

"[...] Like that. This is usually search on the credible one. Like ESL [...]" (I/1/SLCTN/53)

The data above is supported by observation note where the researcher found the students look interested when the teacher played the movie that they did not watch it yet. The movie is unusual for them, therefore they seems interest.

Table 4.11 Excerpt of Observation Note (O/OPP.CHL/4)

Topic	Time	Component	Note
Narrative	25/01/16 / 10.30 – 12.00 WIB	Challenges and Opportunities	- Although the movie is released long time ago (2006), <u>most of students did not watch it yet, so they look interested</u>

In order to make language accessible to low proficiency learners, teachers considered to the difficulty of text. All teachers mention the criteria such as the material has been chosen according to students' ability and students' difficulty (I/1/SLCTN/13, 156-158). The vocabulary of the text also should be understandable for low students and relevant to the topic (I/2/SLCTN/128). Continuously, T2 stated that:

“Hu uhm. Yeah. Yeah **ability first**, and then we can... so if we give them, so for example **if my students in the lower grade, and I give them the difficult, the most difficult materials, and its, actually it is suitable for the highest level students, it will be meaningless. Because the, it, it is not, it it doesn't suit with their ability and I think it will be meaningless. [...]**” (I/2/SLCTN/79-81)

Therefore, teachers tried to find simplified text meanwhile students can still develop their vocabularies without any difficulties.

“*Ya ya kan* it has **been adjusted. So I am looking for the real, they will gain the vocabulary but not difficult. So va that's it. Ya there are no any difficulties**” (I/1/SLCTN/171)

Therefore, teacher selects the text that is not too difficult, as well as not too easy. In particular, the length of the text also been considered by teacher. Not only to make low proficiency learners has deal with the materials but also to deal with the time constrained (I/2/SLCTN/15-16).

In brief, the teachers' considerations when they select the authentic materials are in line with McGrath (2013) who suggest a set of helpful guide principles: relevance, topic interest, cultural appropriateness, linguistic consideration, cognitive demands, logistical consideration, quality and exploitability. Hence, it is reasonable to conclude that to select and use such

authentic materials for low-level learner teachers will determine to such kind of materials that meet the criteria of consideration.

Interestingly, although the teachers mentioned they select the authentic materials according to the criteria as what McGrath (2013) suggests, teachers confirmed that they will consult with other English teachers. They will discuss with other teachers who assigned to teach in other proficiency class to make sure the chosen materials are relevant to the students and the topic.

“I will not consider by myself, but I will consult it with English team first. For all the students. Hu’uh. For all levels. So every teachers has right to say it is proper or not.”(I/2/SLCTN/129, 131)

“It has been adjusted sih. So we have done ... for the video kan usually I search by myself. The video is the cartoon. The easy. It has has been considered. For the song actually also has been discussed like that. Something that can be used for all level. But not chosen so freely” (I/1/SLCTN/196)

This is what makes English teachers in SMA Internasional Budi Mulia Dua Yogyakarta different. Although the teachers assigned different class, they work collaboratively in designing the module and selecting materials for the students. Teachers may change the material on the module with another supplementary material according to their students’ level. But they do not only work by themselves. They can ask other teachers opinion and suggestion and evaluate their teaching practice with each other.

3. Classroom Task or Activities Using Authentic Materials

According to interviews and classroom observations, English teachers in SMA Internasional Budi Mulia Dua Yogyakarta designed or created tasks and activities when they use authentic materials in low English proficiency class.

Since the authentic material is the supplement material to support the module, the activity sometimes integrate with the instruction provided in the module.

Regarded to their students who are low level learners, the teacher mostly conducted activities that force their students to acquire vocabularies. Besides it can be seen according to the interviews when teachers mentioned the reason of using authentic materials is to encourage students learn vocabulary (I/1/TYPE/17/166-167, I/2/TYPE/7-9), it also can be seen through activities when teacher use song, movie, literature, and webs. The teachers often asked the students to noted difficult words, translate it, or discussed the meaning.

Based on document review, it also can be seen from the instructions provided in the module as can be seen in image 4.4 where students should list difficult and new vocabularies, analyze the part of speech, and translate it into Bahasa Indonesia.

Pronunciation Practice

Pronounce these words after your teacher.

1. dug /dʌg/	6. dance /dɑ:ns/
2. salt /sɔ:lt/	7. death /deθ/
3. pour /pɔ: /	8. stupid /stju:pɪd/
4. chase /tʃeɪs/	9. village /vɪlɪdʒ/
5. throw /θrəʊ/	10. quarrel /kwɔ:rəl/

NO	ENGLISH WORDS	BAHASA INDONESIA	PART OF SPEECH
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Image 4.4 Worksheet to Find New Vocabularies

This result is probably due to what Polio (2014) suggest that working with vocabularies is fit to lower learners because the students are not forced to understand in detailed the whole texts.

a) Reflect Communicative Purposes, Appropriate Task, Response & Engagement

Although not all activities conducted in the classroom indicates as a totally real-life task due to students' proficiency, teacher not only brought the authentic materials but also tried out to adjust the meaningful activities that fit to students' proficiency level. It can be seen from the analysis following criteria on conducting authentic learning from the text as an input and how students interact with the text through meaningful activities purposed by Mishan (2005).

Teacher conducted the activity that tried to elicit students' response and engagement with texts and reflect its original communicative purposes. The cultural products that teachers brought are song, movie, literature, and web to the classroom as can be seen from previous discussions. This is indicates that teacher used mostly cultural products that its purpose to entertain or to engage the audiences such as song, movie and literatures. The indication also can be seen based on the teachers' reason when they use that cultural products as discussed in previous discussion (see: types of authentic materials) where teacher use that authentic materials mostly as supplementary materials to attract students' attention and interest. For instance, when teachers used a song, they asked the students to listen to a song and after that sing along to make students feel happy (I/1/ACT/3-6, 215-218), use interesting and simplified

stories to attract students interest and encourage students to read and understand what they read (I/1/ACT/15). Teacher stated in the interview:

“[...] With song a song title, I played the music. After that they (students) guessed the title. The song title was translated. Like that. **So to attract ah their happiness (excited) first, like that.** Because for the low (proficiency learners) the basic is to make them comfortable first. **For the reading text yaaa [...] I also gave aaah novel. It is simplified. The simplified is very simplified. I asked them to read and then retell the story. One by one. In the beginning, they use English. But due to their difficulties, so okay use Bahasa Indonesia. The important one is they understand** (the text they read) [...]” (I/1/ACT/15)

Moreover, teacher also used a medium such as internet in the classroom and gave students an instruction to do something. The purpose of ICT is commonly reflect to its communicative purposes to let audience operate the software or computer, while the content on the webs can be such an informative text that transfers information and the audience can access it (Mishan, 2005). In line with this, teacher gave the students an instruction to make a congratulation card and played a vocabulary racing game using a web application as can be seen in Image 4.5 below.



Image 4.5 Teacher as a Guide and Facilitator on Using ICT

Teacher act as a facilitator while students followed the instructions that teacher gave and what provided on the webs, for example, the tools and

features that has its function. Students also retrieved information from various websites while teacher asked them to use internet to make a congratulation card through application, give instruction, let students to access the features as teacher stated in the interview (I/1/ACT/26) and observations (O/ACT/3).

“[...] but they have ever been asked to make an expression **... an expression what is it congratulation card through internet. So I aksed them to make an expression of congratulation. Then made a card, designed it.** It’s ever done. [...]” (I/1/ACT/26)

Table 4.12 Excerpt of Observation Note (O/ACT/3)

Topic	Time	Component	Note
Narrative, Congratulation	18 April 2016/ 13.15 – 14.45 WIB	Type of authentic materials	<ul style="list-style-type: none"> - <u>Google translate</u> - History text (Majapahit) - <u>Web Application (Socrative.com)</u> - <u>Google, Website</u>
		Classroom Activity	<ul style="list-style-type: none"> - <u>The students asked to open a web ‘socrative.com’</u> - <u>Teacher asked students to create an account. Teacher gave instructions how to login, put the name and password, and confirm their email.</u> -Teacher asked students to play race game (vocabularies) -<u>Students could check the meaning from google translate</u>

b) Approximate Real-Life Task

Regarding to real-life task, Mishan (2005) states that the activity like listening a song, watch a movie, read a literature, operate the technology, access information from web are what commonly people do in daily activities. Teachers in SMA Internasional Budi Mulia Dua Yogyakarta used these kinds of cultural products as sources to teach English.

According to interview, teacher use song and asked their students to listen a song, pay attention to the incomplete lyric as provided in the module as shows in Image 4.4, fill in the blank, and then sing together.

“[...] Then we what is it uhh played (a song) to the kids. Ugh blank spaces spaces like that so **there is a text then they fill in the blank like that for listening. Song sih ya listening repeated again then sing together, like that. Usually in the end of class, c'mon sing together. Ya to make happy. To avoid boredom.**” (I/1/ACT/3-6, 215-218)

“So in many occasion **I give them uhh some song text and I asked them to fill in the blank based on the song that I play,** on my uhh tape recorder, and **my students must full must fill in the English text carefully** [...]” (I/2/ACT/7-9)

Meanwhile, according to observation (O/ACT/5) researcher noted that teacher not only asked students to listen to a song, fill in the blank, and sing along, but also discussed the meaning of song. That also can be seen through Image 4.6.

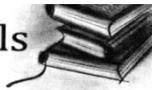
Table 4.13 Excerpt of Observation Note (O/ACT/5)

Topic	Time	Component	Note
Expressing love and sorrow	28/04/16 / 10.30 – 12.00 WIB	Type of authentic materials	Songs (Let Her Go)
		Classroom Activity	<ul style="list-style-type: none"> - Teacher asked students to listen a song, but before teacher asked whether the students ever heard and know the story - <u>teacher played the song, and asked students to fill in the blank that provided in module</u> - they checked the answer together followed by <u>sing together</u> - teacher and students <u>discussed the meaning of the song, mentions several expressions of love, use of love expressions that not only about interpersonal love</u>

4

You're falling head over heels

Expressing love and sorrow



LISTENING
Part A
Listen to the song and fill the blanks.

Well, you only need the (1) _____ when it's burning low,
Only miss the sun when it (2) _____ to snow,
Only know you love her when you let her go.
Only know you've been high when you're feeling low
Only hate the road when you're (3) _____ home
Only know you love her when you let her go.
And you let her go.

(4) _____ at the bottom of your glass
Hoping one day you'll make a dream last
But dreams come slow, and they go so fast
You see her when you close your eyes
Maybe one day you'll understand why
Everything you touch (5) _____ dies
But you only need the light when it's burning low
Only miss the sun when it starts to snow
Only know (6) _____ her when you let her go
Only know you've been high when you're feeling low
Only (7) _____ the road when you're missing home
Only know you love her when you let her go
(8) _____ at the (9) _____ in the dark
Same old empty feeling in your heart
'Cause love comes slow, and it goes so fast
Well you see her when you fall asleep
But never to touch and never to keep
Cause you loved her too much, and you (10) _____ deep

Well you only need the light when it's burning low
Only miss the sun when it starts to snow
Only know you love her when you let her go
Only know you've been high when you're feeling low
Only hate the road when you're missing home
Only know you love her when you let her go
And you let her go
(11) _____ you only need the light when it's burning low
Only miss the sun when it starts to snow
Only know you love her when you let her go
Only know you've (12) _____ when you're feeling low
Only hate the road when you're missing home
Only know you love her when you let her go
Cause you only need the light when it's burning low
Only miss the sun when it starts to snow
Only know you love her when you let her go
Only know you've been high when you're feeling low
Only hate the road when you're missing home
Only know you love her when you let her go
And you let her go



The song expresses love. The word love has many different meanings in English, from something that gives a little pleasure ("I loved that meal") to something one would sacrifice for (ideals, family). It can describe an intense feeling of affection, an emotion or an emotional state. In ordinary use, it usually refers to interpersonal love. Probably due to its psychological relevance, love is one of the most common themes in art and music.

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Image 4.6 Activity of Using Song

According to data above, it can be seen that teacher mostly use a song and asked their students to listen and fill in the blank as the common activity. Listen to a song is a real-life task since a song is used to engage student. Teacher also asked students to sing along and take a look its lyric as a response of listening to the song which is it is common in daily life where people sing along such as they doing a karaoke or going to a concert. This activity, furthermore, let students to practice the pronunciation. Teacher also discussed the meaning of song which in real life, people often analyzes the song whether it is a happy or sad song and then discussed the meaning of song. Although, fill

in the blank and translate the words and sentence sounds more like pedagogical task, Mishan (2005) argue fill in the blank can be a real task because sometimes the listener cannot catch the lyric, so they checked they missed lyric.

To use a movie, teacher asked their students not only to watch a movie, but also to pay attention to linguistic and the non-linguistic aspects such as the character, setting, conflict, the ending, also moral value and then discussed it after they watch the movie. The detail activities can be seen on in the interview (I/2/ACT/202-204 & I/1/ACT/101-105) and the observation note (O/ACT/1 & O/ACT/4)

“Hu uh, watch first, and then find the difficult words. [...] Yeah. Write. Write. Something like if I have watch the movie, I will give to, to make them pay attention on what the video or the short movie, I will give some uhmm some questions related to the movies something like who are the main characters, what happen to the main character, and what are the, what are the, what where is the setting, something like that.” (I/2/ACT/202-204)

“I gave them a piece of paper, so they answer the question, according to the video. So the video and listening understanding sih, like that. There is usually about a character, the conflict, in narrative there is resol .. what is it .. orientation, resolution, [...] Uhh the conflicts, then how about the resolution, who are the characters, ehh who is the character .. then how about the character, like that. Moral value. Ya like that. Ya to make them understand. Not only watch (laugh)” (I/1/ACT/101 – 105)

The data from the interview supported by observation note (O/ACT/1) which the teacher and students discussed about the movie, and analyze the features of narrative text according to short movie.

Table 4.14 Excerpt of Observation Note (O/ACT/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/07:55 – 08:55 WIB	Type of authentic materials	- Short Story (man who wants to be a detective) - <u>Youtube: Short Movie (Cartoon – Hazel and Gretel)</u>
		Classroom Activity	- <u>Teacher and Students discussed about the movie. What is the movie talked about, who is the character, the conflict, and the ending</u> - Teacher asked students feeling after ready story and watched the movie - In the end, <u>teacher explain the purpose of narrative text and features of narrative text like its pattern based on the module (orientation, character, conflict, language features) and students identified all of it by analyzing the movie.</u> (Hazel and Gretel)

Besides, data from document review also confirms that the activity conducted when using movie such as to analyze the story, character and moral value is following the instruction provided in the module. However, teacher brought different material which is authentic materials that fit to their students. The instruction and activity in the module can be seen in Image 4.7.

Activity 3 Listen to the recording entitled "The Greatest Treasure," and answer these following questions based on the recording given.

1	What is the story about?	
2	How does the story begin?	
3	What happen to the main character?	
4	How does the story end?	
5	What is the moral value that you perceived?	

FUN ENGLISH Grade X|9

Image 4.7 Activity on Using Movie

According to data above, teacher tried to push their students to do a meaningful activity, not only to watch a movie as an entertainment but also to understand what they watch. This activity is such a kind of how people in real life react after they watch a movie. It is common when people in real life discussed and express their thought about the movie with their friends, or even make a movie review or synopsis. This sheds more light to what Mishan (2005: 220) states that seeing a movie and talking about it is the most natural reaction in using movie. This kind of interpreting the texts and analyze the movie is the activity help students to explore element of the movie both

linguistic and non-verbal element is the meaningful activities for low-level learners.

According to interview and observation, in using a literature such as short story, novel, and history text, mostly teacher asked students to noted difficult vocabularies and then translate it by looking to the dictionary in order to help students understand the story. The data can be seen from interview (I/1/ACT/9-10 & I/2/ACT/178-179)

“Find the difficult words. So the important is they find the unfamiliar (difficult) words. After that they read. Because if they read first (directly) sometimes they don’t understand what is the meaning. So alright, find the difficult words. You (students) read (scanning) once time then **find the difficult words uh find the meaning on dictionary**” (I/1/ACT/9-10)

“Read the short stories, and find the meaning of the difficult their words, and then **retell the stories in front of the class,** based on your language, consult your dictionary if it is needed. Or if, if it is necessary” (I/2/ACT/178-179)

The data from the interview is also supported by observation (O/ACT/1) where teacher asked students to find difficult vocabularies and identify the language features like verb, noun, adverb, part of speech and so on.

Table 4.15 Excerpt of Observation Note (O/ACT/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/ 07.55 – 08.55 WTR	Type of authentic materials	- <u>Short Story (man who wants to be a detective)</u> - Youtube: Short Movie (Cartoon – Hasel and Greetel)

		Classroom Activity	<ul style="list-style-type: none"> - Teacher distributed short story - <u>Teacher asked students to find difficult vocabularies while they are read the story</u> - <u>Students identified the language features like verb, noun, adverb, adjective, and put the vocabulary into correct category</u> - Teacher helped students to translate the word and categorized it by give a clue
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Evidence for the document review (image 4.8) supports the primary data which is the teacher usually ask their students to note new words from the story that they have read. The new words are listed in order to expose students to new vocabularies and understand the story.

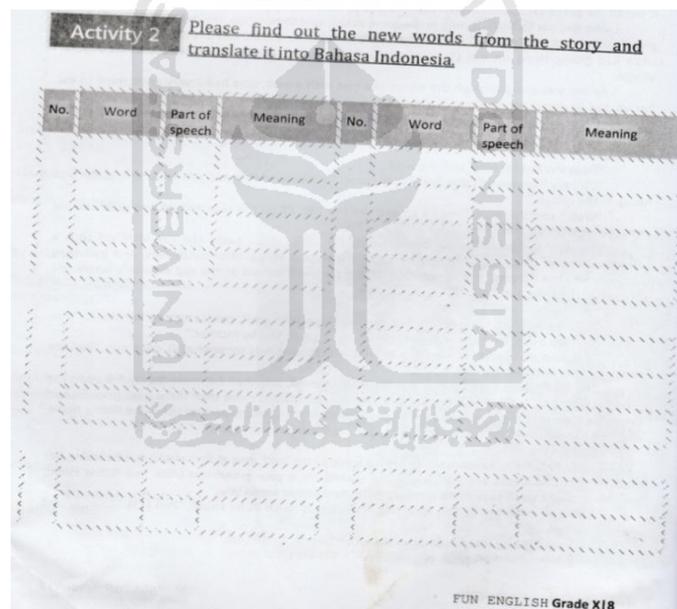


Image 4.8 Activity to Find Out New Words when Using Literature

This indicates that teacher follow Polio's suggestion (2014) to conduct vocabulary activity for low-level learners in which students scan difficult vocabulary although it is not the best way to teach vocabulary but the words are being presented in context. Polio also suggest teacher to follow up students progress by read aloud the text and interpreting the meaning of longer

sentences or paragraph. This is done by teachers as noted in the observation (O/ACT/3).

Table 4.16 Excerpt Observation Note (O/ACT/3)

Topic	Time	Component	Note
Narrative, Congratulation	18 April 2016/ 13.15 – 14.45 WIB	Type of authentic materials	<ul style="list-style-type: none"> - Google translate - History text (Majapahit) - Web Application (Socrative.com) - Google, Website
		Classroom Activity	<ul style="list-style-type: none"> - The students were asked to find difficult vocabularies by using google translate - Teacher asked students to find words, meaning, and part of speech - <u>the students one by one read aloud the text and translate it. Teacher asked and helped the whole class to interpret the meaning of each paragraph and discuss it</u>

Furthermore, besides asked students to note difficult vocabularies, the T1 stated that students were asked to analyze the literature they have read and identify the character in the story, setting, and conflicts regarding to the element of narrative text as explained in the module. The activity on using literature is following the instruction as can be seen in the module (see picture 4.9), then read aloud and discussed it as seen in the interview:

“So. To test their understanding **I will give them some questions related to the stories. Something like what happen to the main characters? Where is the, where is, where does the uhh story take places? Or something like that. So I will test their understanding based on that, those questions.** And it is for reading sections,” (I/2/ACT/243)

Part B

Answer the following questions.

1. How many character you can find in the story?
2. Who are the characters of the story?
3. Where does the story mostly take place?
4. Who is telling the story? Is it a character in the story or an observer?
5. What moral value you can learn from the story?

ELEMENTS OF NARRATIVE



Do you know what are the elements of narrative text?

Elements of Narrative

Setting
Where did the story take place?
When did it take place?

Characters
Who are the characters in the story?

Characterization
What can you tell about the characters in the story?

Plot

Orientation	: introduction of the setting, character and characterization
Complication	: a problem arises (kick off) followed by the other problems
Resolution	: the end of the story/ solution of the problem

Point of View
Who is telling the story and how does that affect how it is told?

Moral Value
Good or bad behavior, fairness, honesty found in the story.

20

Image 4.9 Activity on Analyzing the Literature

Even though the teacher wanted to test students' understanding by asking the questions about the story that students read, in fact teacher just check students understanding and not intend to grade students by give them score. The purposes might to avoid students react to the given text just only as an entertainment, not as a language input (Kirana, 2014).

Therefore, to check students understanding the teachers ask students about the story and let students to retell story that they read in the novel and short stories in front of class. Teacher argued that at first they asked students to retell in English, but change it to Bahasa due to students' difficulty.

“Short stories, read the following short stories, and find the difficult meaning, and for the speaking skill I will ask them to retell the short stories in front of the class using their own words.”

Hu'uh. It something like retell. But not use their, not imitate. Yeah. For low learners" (I/2/ACT/208-210)

"The purposes is this. **The purpose is to develop their vocabulary. Oh, so I give novel. Read, then find the meaning, not the meaning. Find the difficult words. Translate it. Translate the difficult words. Then after that, later uhh retell,** like that. They retelling. Anu **orally, one by one. One by one. Use English is quite difficult so finally use Bahasa Indonesia. So, the important one is they understand what they have read** [...]" (I/1/ACT/166-167, 84-92)

However, due to limited time of observation, the researcher did not note any activity that showed teacher asked their students to retell the story in front of class one by one as teacher stated in the interview. Instead, the researcher noted in the observation that teacher checked students understanding by asked them about what they have learned from the story, the character, the setting, and so on (O/ACT/1) and discuss the meaning of history text together (O/ACT/3).

This kind of activities conducted by teacher is commonly appears on daily activities where people retell or discussed the story in form of resume for example. This activity let low-level learners approach the literature via activity for example read whether individual or read aloud, identified the character, conflict, moral values of stories, and the students can receive more inputs from their friends (Mishan, 2005). However, due to students are low-level learners, the teacher let students to retell and discuss the text in Bahasa or sometimes blend with English.

Furthermore, the activities that teacher conducted when using internet let students doing what usually people do with the technology can seen through

data I/1/ACT/26 & O/ACT/3.

“When ... but they have ever asked to make an expression ... **an expression what is it congratulation card through internet. So I aksed them to make an expression of congratulation.** Then made a card, designed it. It’s ever (I/1/ACT/26)

Table 4.17 Excerpt Observation Note (O/ACT/3)

Topic	Time	Component	Note
Narrative, Congratulation	18 April 2016/ 13.15 – 14.45 WIB	Type of authentic materials	<ul style="list-style-type: none"> - <u>Google translate</u> - History text (Majapahit) - <u>Web Application (Socrative.com)</u> - <u>Google, Website</u>
		Classroom Activity	<ul style="list-style-type: none"> - Teacher gave instruction to make a congratulation card in web app- socrative.com - Teacher showed an example of congratulation card from google image, asked students what they know about congratulation expressions, when to use it, and so on. - Teacher told they are going to make congratulation card by using application - Before make congratulation card, one by one students share their best achievement in life in Bahasa - Teacher gave instruction to make a congratulation card in web app- socrative.com - Students make the congratulation card to whoever they want (but still their friends in the class) - students can <i>googling</i> to any websites to see the example of congratulation card and they can check the correct vocabulary on google translate - teacher helped students on using the application include how to operate the features on web

According to interview and observation (I/1/ACT/26, O/ACT/3) it can be notes that teachers gave students instructions to operate technology by sign up, log in to webs, use the features on web application, create something use application, access *google translate*, and searching information from various websites. Those activities, in real life are very common where people do with

technology. Another probable reason behind this might be the Mishan (2005) suggestion that ask students to search information through search engine as the ‘search and sift’ task is fit to all proficiency level.

The activity to make a congratulation card is following the instruction as appear in the module (see image 4.10). However, teacher change the instruction regarding to their students level. Further, in order to make it more real-life contextual the teacher used web application to help students on creating the congratulation card.

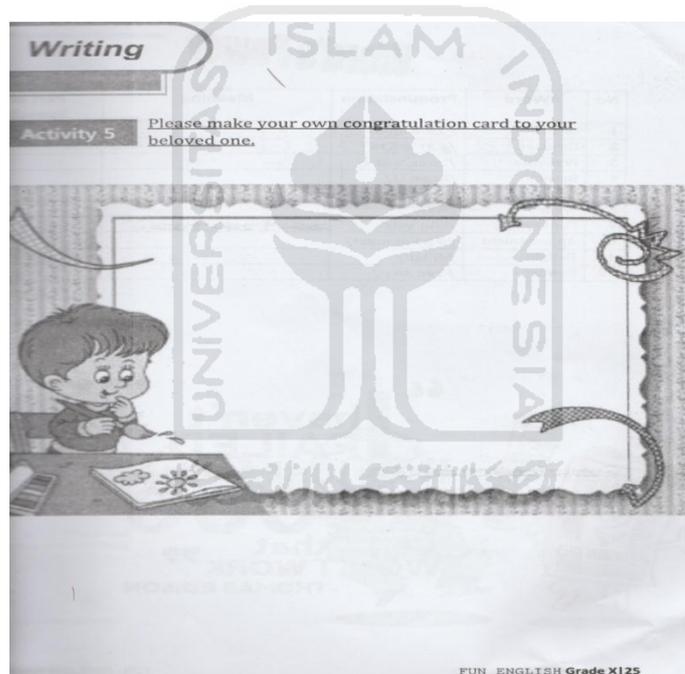


Image 4.10 Activity on Using Web

Furthermore, the data from interview, observation, and document review shows that teacher tried to conduct the activity that let their students to reacts or deal with a given texts whether it is affective or cognitive response, such as analyzing linguistic and non-verbal behaviour from the text, replicate, extract information, and so on as what Mishan (2005) discussed. Although some

activities shows that the task can be identified as pedagogical task, for example, fill in the blank, translate the vocabularies and paragraph, it seems that teachers still tried to involve real life activities although only in beginning stage, not until the students produce their own language and being graded. Further, Mishan (2005) stated sometime authentic materials will be ended up being used as pedagogical task but Berardo (2006) also states that classroom environment cannot be as natural as real world and the way to deal with this is to conduct activity in a meaningful way regarded to the type of authentic text and what native speaker or real audience react to the given texts.

c) Activate Learners Existing Knowledge and Involve Purposeful Communication between Learners

The activity conducted by teachers also tried to activate learners' existing knowledge of target language for example when teacher asked students how the expressions of congratulation and when to use it (O/ACT/3). So, students can apply their knowledge in the activities.

Besides, teacher also involve students' interaction with their friends for example sharing their experiences (O/ACT/3), discussing about the song, movie, and literature as what people usually do in daily life, and also work in group as seen in observation (O/ACT/4) and teachers statement in the interview:

“In the (Activities using) movie they can sharing ya. Sharing the meaning, and sharing whatever they want to share [...].”
(I/2/ACT/281)

Table 4.18 Excerpt of Observation Note (O/ACT/4)

Topic	Time	Component	Note
Narrative	25/04/16 - 10.30 – 12.00 WIB	Classroom Activity	<ul style="list-style-type: none"> - <u>teacher asked students to work in pair with their friends who sit next to them</u> - the students were asked to pay attention to the movie and write any difficult word they have heard - teacher played the movie, and students watched the movie - Teacher forwarded the movie - Before the end of the movie, the teacher stopped the movie, and <u>asked students to share and discuss with their friends about the main character, the conflict, the setting, what they think about the movie.</u>

According to data above, Mishan (2005) states that activate learners existing knowledge of target language and involve interaction between learners while using authentic materials can provide meaningful activities in the classroom.

4. The Opportunities and Challenges

The last stage of this chapter is to discuss teachers' opportunities and challenges that they faced while using authentic materials for low-level learners. The discussions are divided into two sections, the opportunities and the challenges.

a. The Opportunities

When the teachers were asked about what are the advantages or opportunities when they used authentic materials, the teachers mention four aspects from linguistic, motivation, culture, and resource.

1) Linguistic

Teachers believe the use of authentic materials such as song, movie, literature, and webs help students to develop their language skills, and no exception with vocabularies, pronunciation, and grammar. Although teacher admits they are not pushing their students to learn grammar from the authentic materials because their students are low achiever learner, they stated the authentic materials let their students to acquire new vocabularies and unconsciously expose to learn language structure (I/1/OPP.CHL/178-182).

“[...] The grammar is not the main goal. But when they read, automatically they see there is a language structure like that ya hopefully they can what is it ... unconsciously they aware lho. Unconsciously. But the main goal is not that. The main objective is more to the vocabulary. [...]” (I/1/OPP.CHL/178-182).

The fact that teachers mostly conduct activities by asked their students to find difficult vocabularies as what has been discussed in previous section (see Classroom Task or Activities Using Authentic Materials by teachers of SMA Internasional Budi Mulia Dua), it can be interpreted that students acquire new vocabularies from reading the literatures, listening to a song and pay attention to its lyric, also pay attention to the dialogue and movement object during watching movie, as well as from accessing webs. From watching movie, for example, teachers find that their students can interpret the meaning from movement object. It can be seen from teachers' interview:

Not given to guess, I mean visually there is ar ... uh (while) listening they don't understand the words. While they see

the movement, so they can (guess) oh it is probably the meaning is this. Because the person is doing this. like that. So, visually they will be more what is it, uhh their brain can work because they think and listen (at the same time). Listen to, what is it, visual and listening, both are worked.” (I/1/OPP.CHL/188-190)

What teacher said is supported by data that researcher noted while doing classroom observation (O/OPP.CHL/4) where students actively follow the discussion about the movie, even they cannot said the words or express it full in English, they visualize it according to what is appear in movie. That is, furthermore, help students to understand the (story of) movie.

Table 4.19 Excerpt of Observation Note (O/OPP.CHL/4)

Topic	Time	Component	Note
Narrative	25 April 2016/ 10.30 – 12.00 WIB	Challenges and Opportunities	<u>Students actively follow the discussion about the movie. And share with their friends. They cannot said some words related to what the character do, but they visualize it according to what appear in movie.</u>

This is in line with Mishan (2005) who argue the use of visual materials lead students to acquire new vocabularies by listening out how to pronounce it and interpret the meaning from movement object.

Interestingly, teacher also mentioned that students can learn informal words or slang words from authentic materials. For instance, T2 argued in the interview:

“The vocabulary, the pattern of the sentences, and the slang. Yeah. So for example in uhmm in formal eh in the

formal conversation, we use going to or give me. But in a video or in a music, we cannot we we rarely find that.. we often point the way they speak gimme or gonna or lemme, lemme means let me. Something like that. And they can know the synonym of the vocabulary. I mean uhh if learn, if we learn about English, we use ... something like general words. I mean everybody knows about that. But when we find it on a short movie, or a video, or a song, we can see or we can understand the synonym”
(I/2/OPP.CHL/49-50)

The teacher fairly believes that those informal words like *gimme*, *lemme*, and other slang words are rarely to be found in textbook. That is because in textbook, the language are presented very grammatically meanwhile in cultural product like song and movie, students can learn language features that informally occurred in real-communication.

Hence, teacher said authentic materials expose students to language used in real-life context or it is being used in daily life and it will be meaningful to students (I/2/OPP.CHL/364). Moreover, the students also can listen to proper pronunciation from by listen to a song or watch a movie which it is effective way of exposing students to native-quality English (I/1/OPP.CHL/184-185, I/2/OPP.CHL/401).

“Hu’uh. **To familiarize with listening, like that. Native**, native speaking (I/1/OPP.CHL/184-185)

“I mean, yeah. **If we learn about English word, and if the students can listen the appropriate pronunciation, I think it will shape the better pronunciation.** Yak an?”
(I/2/OPP.CHL/401)

Data observation also showed that students were asked to sing along (O/ACT/5) and learn to imitate pronunciation correctly from google translate (O/OPP.CHL/3) can be interpreted that students learn and apply

how to pronounce the words appropriately.

Table 4.20 Excerpt of Observation Note (O/ACT/5)

Topic	Time	Component	Note
Expressing love and	28/04/16 / 10.30 – 12.00 WIB	Classroom Activity	<ul style="list-style-type: none"> - teacher played the song, and asked students to fill in the blank that provided in module - <u>they checked the answer together followed by sing together</u> - teacher and students discussed the meaning of the song, mentions several expressions of love, use of love expressions that not only about interpersonal love

Data above supported by scholars such as Richard (2006), Adam, Stan & Moanga (2011), and Gilmore (2007) who states that authentic materials provide rich inputs and wider range of language features that is commonly not appear in the textbook. It will reflect both formal and informal speech which can be discovered by students even for low proficiency level.

2) Motivation

The common reason why teacher bring authentic materials to their classroom is to catch students' interest so their motivation in learning increased. This cannot be declined since the authentic materials are the cultural product that used in daily situation, for example, to entertain people as one of its communicative purposes which cause the emotion triggered. Scholars such as Mishan (2005), Guo (2012), Richard (2001), and Gilmore (2007) claims positive feeling can appear by using authentic

materials in the classroom since it contains elements of language use, communication features, and entertainment aspects that are closely interesting for language learners and will motivate students in learning as a result.

According to interview results, the teachers noticed cultural products such as songs, movies, literatures, and websites help to increase students' interest. From audio-visual text it is more interesting, for example, T2 believed the rhythm in a song and the artist in the movies is interesting for students (I/2/OPP.CHL/361, I/1/OPP.CHL/69). Moreover, authentic materials are a kind of innovation in teaching to avoid boredom. Teachers use it as a supplementary material to avoid students' boredom from the module and lecturing method so it increases students' motivation in learning (I/1/OPP.CHL/43, I/1/OPP.CHL/45, I/1/OPP.CHL/172-174). Teachers select the authentic materials that are probably interesting for their students. T2 states in the interview (I/1/OPP.CHL/48) that indicates students enjoy learning activities when the materials are something interesting which usually they find in daily activities and it is something new for them.

“I feel happy. I feel that my students enjoy it as well. Because you know that my students uhh in the age of them, in the age of them? (laugh) I think they like listening to the music, searching from the newest film, yeah, and then watching ooh from the newest the .. new arrival film, and I think they enjoy it. They can enjoy the entertainment, while they can still learning English.” (I/2/OPP.CHL/48)

It can be seen that students are engaged to classroom activities when they are familiar with the text or it is an unusual text that can attract their

curiosity. Based on the observation, the researcher noticed students' enthusiastic and curious lead students ask about the story (O/OPP.CHL/1) or when they enthusiast playing vocabulary racing game through technology (O/OPP.CHL/3) which motivate them to compete with their friends and engaged with the activity. The students also interested watch a movie that they have not watched it yet (O/OPP.CHL/4).

Table 4.21 Excerpt of Observation Note (O/OPP.CHL/3)

Topic	Time	Component	Note
Narrative, Congratulation	18 April 2016/ 13.15 – 14.45 WIB	Type of authentic materials	<ul style="list-style-type: none"> - Google translate - History text (Majapahit) - Web Application (Socrative.com) - Google, Website
		Challenges and Opportunities	- Students enthusiast on playing vocabulary racing game through web application because they are motivate to compete with their friends.

Teacher also chose authentic texts which student is familiar on it. For instance, teacher brought 'hazel and Gretel' movie and a song 'let her go' that causes students can follow the discussions or answer the questions (O/OPP.CHL/1, O/OPP.CHL/5).

Table 4.22 Excerpt of Observation Note (O/OPP.CHL1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/ 07.55 -	Type of authentic materials	<ul style="list-style-type: none"> - Short Story (man who wants to be a detective) - Youtube: Short Movie (Cartoon – Hasel and Greetel)

		Challenges and Opportunities	Students familiar with the story so they could answer and follow the discussions
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Besides, teacher also conducted the activity that not force lower level student to do difficult task. They only asked their students to note difficult words, fill in the blank, analyze the element of texts, and discussed with friends so the students can follow the activity although the teacher still need to guide them. Therefore, teacher argued:

“This learning materials, uhh it can be said that they are very excited. They can enjoy my activities from the beginning aa until the end.” (I/2/OPP.CHL/59)

The data above supported by McGrath (2013) who states the appropriateness on selecting authentic materials will give impact on students’ motivation such as the text difficulties and interest topic. Berardo (2006) and Oguz and Bahar (2008) cited in Bahgban (2011) also states the way teacher design activity regarding to their students level will rise students’ motivation on participate actively in learning.

3) Culture

Authentic materials as a cultural product according to Richard (2001) and Mishan (2005) can reflect many aspect of target culture based on its practices, beliefs, particular social condition and phenomena both verbal and non-verbal. It means that students have a chance to see behaviors and raise cultural awareness that might different with their local culture.

“Of course yes. Different culture in case of the good culture. Not the bad culture. The good culture from the, for the example, you know that foreign people has the big potential

to make a .. to have apa ya great, great self-esteem, I mean great motivation. And I hope that students can imitate them, not about the bad, the bad, a bad thing from them
(I/2/OPP.CHL/394-395)

Based on the interview (I/2/OPP.CHL/394-395), teacher mentioned song and movie let their students to learn about western cultures that are reflected from the texts. Those cultures according to T2 is in a case of good culture which students can learn such a love for friendship, a great motivation, self-esteem, how western people are hard worker and independent, so it is motivated students to take a good value from it (I/2/OPP.CHL/406-408).

“[...]“Yeah. You know that foreign people are more hardwork than Indonesian people. [...] **Nah independent. So we can still find our students still depends on their friends. But, we can, we can uhhh learn more about the foreign people about the independent**” (I/2/OPP.CHL/406-408).

Although it sounds very stereotyping, but teacher believed a good culture (in case of behaviour and moral value) expose students to take a good thing or value from it. This can be seen in the observation note (O/ACT/1 & O/ACT/5) when the students were asked to discuss the moral value they get after read a literature, watch a movie, or discuss the meaning of song lyric. It can be interpreted that the students can take good value from the given text.

Table 4.23 Excerpt Observation Note (O/ACT/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/ 07.55 - 08.55 WIB	Type of authentic materials	- Short Story (man who wants to be a detective) - Youtube: Short Movie (Cartoon – Hasel and Greetel)
		Classroom Activity	Teacher and students <u>discussed about the movie. What is the movie talked about, who is the character, the conflict, moral value, and the ending.</u> Teacher asked students' feeling after ready story and watched the movie. Teacher and students discussed what they have learned from the story (include the character, conflict, moral value).

4) Resource

The development of World Wide Web access nowadays let teachers to explore a massive number of sources that can be used as learning materials. People nowadays are a digital generation where they access to various websites, interact with others via *chat room*, download a cultural product and consume it easily through internet. Therefore, Mishan (2005) states internet makes the teacher's work easier to find unlimited suitable authentic materials only just by typing the keywords into search engine such as *google* and they can use various sources of authentic materials in the classroom.

Based on interview, teachers made a point how internet can be very useful for them to find materials by browsing the materials on the internet (I/1/OPP.CHL/231). Besides, internet also help teacher to find appropriate materials and very useful to find any web applications and if

they want to access it, they need internet.

“Looking for the appropriate one (authentic materials). Ya very helpful sih. Ya because there are many. There are many applications like I said before such as socrative, blendspace, it needs internet (connection). And .. it is interesting, actually new, new for kids. Ya the features how to use the technology” (I/1/OPP.CHL/232)

The evidence is supported by observation note (O/ACT/3). Teacher use search engine (*google*) to find out the example of congratulation card. It can be interpreted that teacher can find the authentic materials easily by typing the keywords on search engine.

Teacher also believe that they should be open minded to something new and have technology literacy skill is necessary. They can put themselves same as what their students think and do. That is what makes teacher argued that internet is not only help them to find learning materials by using *google* and then type the keywords (I/2/OPP.CHL/381, 385) but also to get the latest information so they can get an up-to-date thing (I/2/OPP.CHL/371, 375, 379-380).

“I can search more information about the internet. What, what, what, what are happening now, what are the recently word teenagers use, and I can uhh I can learn it. And I will apply it in my learning activity eh activities. And the students, if the students feel comfortable with us, think that we are umm easy going or open minded with them, and it will, it will help her to like our learning materials.” (I/2/OPP.CHL/371, 375, 379-380)

The researcher also noted that bunch resources of authentic materials help to reduce teachers' work load. As T2 stated in the interview (I/2/OPP.CHL/305-308) that authentic materials help teacher to have a

spare time (because they do not need to design the materials) and do not need to talk too much in the classroom because they can just give their students an instruction to watch a movie, listen a song, brows the webs, or read the literature.

b. Challenges

The next discussion is to know the challenges faced by teachers when they use authentic materials to teach English for low achiever learners. The challenges will be discussed following four aspects: linguistic, motivation, culture, and resource.

1) Linguistic

Teachers pointed out in the interview (I/1/OPP.CHL/116, I/1/OPP.CHL/197, I/2/OPP.CHL/350-352) that although they already looking for simple text and conduct easy activities, they still found that students get difficulty to catch the meaning of words or sentences that appear in the texts therefore they need more time to understand the text.

“Because although the story is simplified, but for them they might need more time to understand. To avoid the burdensome (I/1/OPP.CHL/116)

“Something in lagu, **ms itu nyanyi apa sih? Kayak gitu**”. Yeah. Meaning. Because the vocabulary. Yeah the whole meaning” (I/2/OPP.CHL/350-352)

Teacher gave an example how students cannot catch the lyric from the song or when students cannot catch the meaning from fastest conversation or speech on the movie. As T2 stated in the interview:

“[...] **about the movie, about our conversation, it is too fast.** And can you imagine? For low learners. **Something like, ms.**

Itu ngomong apa? Hu uh. Bis, bisa nggak dikasih subtitle Indonesia” (I/2/OPP.CHL/343 – 349)

It also can be seen on the observation (O/OPP.CHL/1, O/OPP.CHL/3, O/OPP.CHL/4, O/OPP.CHL/5) where students got difficulties on interpret the meaning of short stories, difficult to categorized some words, missed some lyric words while filled in the blank, and got confused while watching a movie without subtitle. As a result, the students asked the teacher to tell them meaning of vocabularies.

Table 4.24 Excerpt of Observation Note (O/OPP.CHL/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/ 07.55 - 08.55 WIB	Challenges and Opportunities	Students <u>got difficulty on find out the meaning and categorized some word. They also cannot catch teacher’s clue. Students said ‘feel better’ when they read the story and watched the movie, but they said ‘susah’ to find the vocabularies, translate and categorized it</u>

Furthermore, researcher also noted in the observation (O/OPP.CHL/3) the students who cannot understand the instruction that teacher gave in English and did not catch the instruction on the web suddenly got confused. As a result, students depended on the teacher to help them on operating the web.

Table 4.25 Excerpt of Observation Note (O/OPP.CHL/3)

Topic	Time	Component	Note
Narrative, Congratulation	18 April 2016/ 13.15 – 14.45 WIB	Challenges and Opportunities	- Students got difficulty on how to log in to web and how to use the web to make congratulation card because unclear instructions. Teacher need to repeat the instruction, twice, and then change the instruction in Bahasa. Two students depended on the teacher and asked the teacher to help them on make the congratulation card at first.

The number of scholars has been discussed the linguistic demands as one of challenges when using authentic materials since it is contain complex language features, unneeded vocabularies, the phrases that not commonly appear on textbook. The linguistic demands can causes students especially with low level of proficiency get difficulties to comprehend it (Richard, 2001; Kirana, 2014; Gilmore, 2007).

To deal with this linguistic demand, teachers let students to open a dictionary and gave a clue for the students to stimulate them on catching the meaning although it still hard for students (O/OPP.CHL/1). Teacher also put the subtitle on the movie because the students asked for it since they do not understand what is going on in the movie (I/2/OPP.CHL/234). Teacher also repeats the instruction in Bahasa and guided their students one by one while using internet as a medium. Moreover, teacher also guides their students while working on activities.

2) Motivation

Regarding to Guariento and Morley (2001) the difficulties of language features in authentic text will lead students to feel frustrated, confused, and unmotivated even with quite simple task. In line with this, although teachers asked their students to do an activity such as listening to a song, students get bored for repetition of song.

In the interview teacher stated that their students get boredom when the song is being repeated for many times (I/1/OPP.CHL/200). It is also been noted by researcher while observing the classroom (O/OPP.CHL/5) where although the students still missed the lyric and teacher wanted to repeat the song, but students seemed get bored so teacher asked them to sing along.

The data strengthened by the interview (I/1/OPP.CHL/200) which shows that teacher needs to stop repeating the song because students' boredom.

“Later, when they get bored, duh the total how many times I don't remember. **Later, when they get bored, we will go to the next (activity)... then we will discuss it first. Like that. But, it is not getting until 10 times. No. because they get bored when it is played for many times**” (I/1/OPP.CHL/200)

Teacher also said that at first students will criticized (complained) the activity that they should do (with authentic materials) because they think it is difficult (I/2/OPP.CHL/213). It is simply because when students face long texts, too many unfamiliar vocabularies that will cause them especially lower level students lost motivation in learning (Mudra, 2014).

The fastest speech in a movie plus the teacher did not put a subtitle also caused students lost their interest in watching a movie (I/2/OPP.CHL/343-349). The students seemed happy at first, but then they confused, uninterested, and started talked to each other (O/OPP.CHL/4). To deal with this, the teacher put the subtitle and disciplined them.

The difficulty of text is also make students lost their interest in finishing the task. For instance, in observation (O/OPP.CHL/1) where students were asked to note the difficult vocabularies in the short stories and categorized it into verb, adjective, noun, or adverb, the students stopped their work because they bored and frustrated to find and check it on the dictionary.

Table 4.26 Excerpt of Observation Note (O/OPP.CHL/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/07.55 - 08.55 WIB	Challenges and Opportunities	<u>Students got boredom and frustrate because of difficulty to find the meaning and identify the words. 2 students tried to disturb the teacher's laptop. One student stopped her work and started playing with her friends. The other have chit chat'</u>

To deal with this, teacher helped them and then changed the activity to watch a movie on *youtube*. In the end, teacher discussed about the movie and asked students' feeling after they read and watched the movie. The students said they feel better, but it is hard (susah) to find vocabularies, translate, and categorized it (O/OPP.CHL/1).

Table 4.27 Excerpt of Observation Note (O/OPP.CHL/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/07.55 - 08.55 WIR	Type of authentic materials	- Short Story (man who wants to be a detective) - Youtube: Short Movie (Cartoon – Hasel and Greetel)
		Challenges and Opportunities	<u>-Students said ‘feel better’ when they read the story and watched the movie, but they said ‘susah’ to find the vocabularies, translate and categorized it.</u>

The researcher interprets that students sometimes can enjoy the authentic materials as an entertainment, for example, to make them watch a movie, read a novel and short story, or listen to a song as what they actually do in leisure sure time, not as learning sources. This is in line with what Kirana (2014) asserts that rather than think the authentic materials as valuable learning source, students enjoy it as an entertainment. Therefore, teachers still need to guide them in every activity.

3) Culture

Although not all teachers argue that different target culture will give an impact to the students, the researcher noted that T2 aware with this cultural issue.

“The contents? **Yeah. The content uh should be educating. Not, not there is no sexy, sexy, sexy, or bitchy people (laugh).** It is must be educating. That is the most difficult one. **You know that western movie, most of them have this part, so you must be careful.** You know that senior high school can imitate anything that related to the dirty mind.” (I/2/OPP.CHL/327-328, 117)

Meanwhile T1 said that the different culture are not such a challenge because the teacher argue the students are already very open minded, T2 noticed that inappropriate content such as bad words and inappropriate scenes commonly appear on Western movie. Additionally, teacher said it can influence the students' behaviour. Students can imitate anything related to such a thing. The researcher noted while observing the students, students made a noise by tried to imitate 'bad' spell words from the movie (O/OPP.CHL/4).

Table 4.28 Excerpt of Observation Note (O/OPP.CHL/4)

Topic	Time	Component	Note
Narrative	25/04/16 / 10.30 – 12.00 WIB	Challenges and Opportunities	<ul style="list-style-type: none"> - Students actively follow the discussion about the movie. And share with their friends. They cannot said some words related to what the character do, but they visualize it according to what appear in movie. - Students made a noise tried to imitate 'bad' spell word

In line with this, Kirana (2014) states the culture and language in the authentic texts can be inappropriate to students hence, misunderstanding by the student from different cultural background can be occurred (Kirana, 2014). To respond this, furthermore, teacher carefully selected authentic text that going to be used.

4) Resource

Mishan (2005) and Richard (2001) has discussed that finding interesting and accessible materials for beginners is one of the most

difficult aspect in using authentic materials. It can give an impact which teacher is also need to spend amount of time to find suitable sources.

The teacher pointed out that it is not always easy to find authentic materials that suitable for their students at low proficiency level. That is become a challenge for teachers as T2 mentioned in the interview:

“[...] I have difficulties in searching on the music based on the considerations that I told you previously,”
(I/2/OPP.CHL/311)

“Short movies? Difficulties? When searching for the uh suitable movies. Reason, eh related to the material, and then attract the students, haa it is very difficult. To find ... The most suitable one.” (I/2/OPP.CHL/323-325)

The interview indicates that inappropriate content which usually appear on western movie make teacher should be carefully on looking a movie for their students. Hence, teacher said it is difficult to find western movie that suitable for student's cultural background because almost every western contain the part of scene that probably inappropriate to local culture. It can be seen from observation note (O/OPP.CHL/4), although the teacher carefully selecting the text that fit to students' local culture, in fact there is still any inappropriate words that appear in the movie which cause students imitate it.

Another challenge regarding to time constrains as a consequent from students' difficulties is the time being affected because it is consuming time to finish one activity. According to the observation (O/OPP.CHL/1) students took long time to finished read a whole story.

Teacher also needs to repeat the song more than three times while students in higher level can be less than that (I/2/OPP.CHL/317) and because the low level learner still find difficulties in doing the activity, teacher stated that it will take more time (I/2/OPP.CHL/211).

“But we still need more time to do that. I mean uh not for one meeting but I think it can be two meetings. So, in fact they still uhm find the difficulties and ask me, ask me the English words,” (I/2/OPP.CHL/211)

In line with data above, therefore, according to Kilickaya (2014) and Polio (2014) the authentic materials may be time consuming and make the learning process slow down.

Another challenge that faced by teacher is the difficulty to archived the materials (I/1/OPP.CHL/32).

“Unfortunately, the weakness is there is no what we say ya the evidence (archive) in form of printed like that there is none. Because all of them are in laptop or computer”
(I/1/OPP.CHL/32)

Because mostly authentic materials that brought by teachers are in form of digital, audio-visual or audio, so there is no physical evidence. It means that teacher think it will be harder to find the authentic materials if they need it to evaluate or archived it after the authentic materials are being used. Besides, the digital file could be potentially lost due to virus or technical trouble.

Furthermore, the researcher noted on the observation students opened unrelated websites when teacher asked them to access internet (O/OPP.CHL/3). It is because on the internet, there are numerous sources

that can be accessed which are not related for learning, and it challenge teacher to control one by one what students access (Mishan, 2005). The rest challenges that teacher mentioned in the interview are more to technical problem such as electricity off, trouble with speaker, and internet connection (that probably unstable). This problem has been mentioned by Erben, Bam, and Castaneda (2009) that the broken web links and the down server can be a potential problem when teacher use internet-mediated authentic materials.

5. The Purposes of Using Authentic Materials

Besides the major findings that have been discussed, the current researcher also notes an interesting finding which is English teachers in SMA Internasional Budi Mulia Dua Yogyakarta work collaboratively in designing the English module for each grade. The module becomes the primary materials that are being used for every meeting. However, according to teacher's statement in the interview (I/2/TYPE/147, 152), teacher said that authentic material is used as a supplementary materials to assist the module in order to attract student's interest and to gain vocabulary (I/1/TYPE/ 17, 166-167).

“Ok. Actually, based on my experience, you know that **the module is very bored.** So, if we learn something by the books, and there is no more pictures, interesting pictures, and especially for the senior high school, there is no interesting picture like the children has,. Yeah. **To assist. And to uhm stimulate the students or to uh .. attract their interest**” (I/2/TYPE/147, 152)

“The purposes is this. **The purpose is to develop their vocabulary. Oh, so I give novel.** [...] (I/1/TYPE/ 17, 166-167)

Because the authentic materials are being used as a supplementary material for the module, furthermore, teacher consider the relation and its relevancy to the topic for the meeting as appear in the module because the teachers are not always use authentic materials in every meeting. Teacher will take a look to the module and going to use authentic materials if they think it is necessary to add supplementary materials (I/1/SLCTN/63).

“If it is always... it depends on the material sih, if (the material is) about listening ya bring listening text. **If the material (is about) reading ya , ya depends on the material. But if there is already available on that (module) ya it is not necessary anymore. So, It depends on the material on that day. What its needs?** Like that” (I/1/SLCTN/63)

Moreover, based on the module review as shows in image 4.11, it indicates that teacher will bring a kind of narrative text for listening activity. It is supported by the observation data where teacher brought a short movie entitled ‘Hasel and Greetel’ (O/TYPE/1) to teach about narrative text by analyzing the movie (O/ACT/1)

Table 4.29 Excerpt of Observation Note (O/TYPE/1) & (O/ACT/1)

Topic	Time	Component	Note
Narrative Text	15 April 2016/ 07.55 – 08.55 WIB	Type of authentic materials	- Short Story (man who wants to be a detective) - <u>Youtube: Short Movie (Cartoon – Hasel and Greetel)</u>
		Classroom Activity	- In the end, teacher explain the purpose of narrative text and features of narrative text like its pattern based on the module (orientation, character, conflict, language features) and students identified all of it by analyzing the movie.

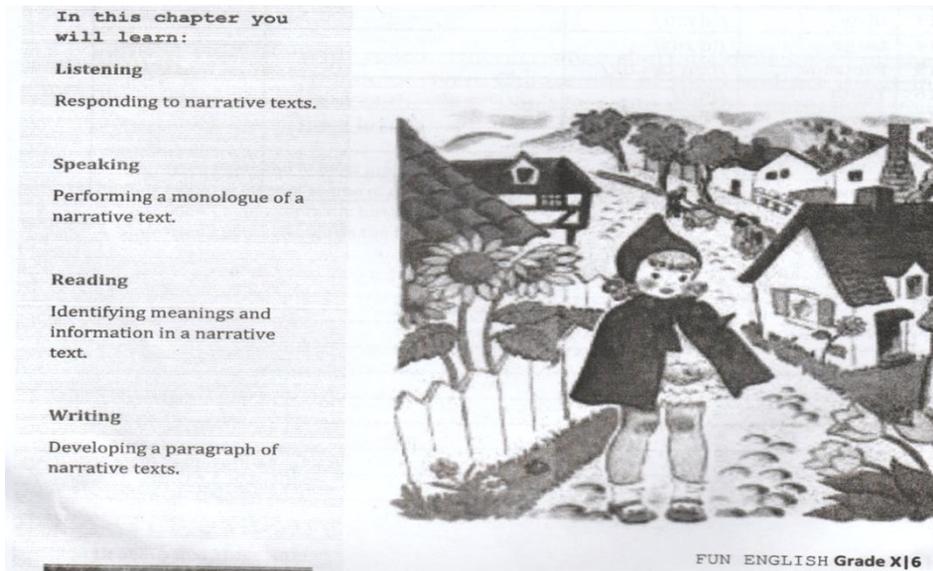


Image 4.11 Module Review Chapter

However, according to classroom observation, the researcher realizes that teachers are not always use authentic materials in their classroom. From the total five time observations, the researcher noted only four of them authentic material was being used. In the observation number 2 as shows in Image 4.12, the teacher did not bring any authentic materials due to student's slow progress in finishing the task, so the teacher canceled their lesson plan to use authentic materials.

**CLASSROOM OBSERVATION NOTE
AT SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA**

Observation No : 2

Date/Time : 18 April 2016 / 10.30 - 12.00 WIB

Grade : XI

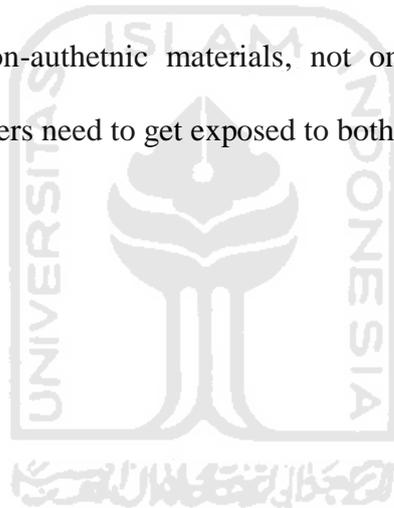
Teachers : T2

Topic : 1 Love Reading Short Stories

No	Component	Observation Note
1	Type of authentic materials	NONE
2	Classroom Activity	<ul style="list-style-type: none"> - the class song quiz - the quiz about TO BE - teacher and st check the answer - the class dismissed

Image 4.12 Screenshot of Classroom Observation Note No. 2

Probable reason behind the use of authentic materials as supplementary materials might following some scholars who states that authentic materials can be used as supplement to the handbook or textbook. Foppoli (2006) as cited in Al-Azri & Al-Rashdi (2014) also suggest that teacher can use authentic materials to support and enhance students' learning when they assigned the task in the coursebook. Moreover, although the language features in authentic materials are wider and not commonly appear in the textbook (Gilmore, 2007), Nunan (1999) as cited in Al-Azri & Al-Rashdi (2014) suggests teacher to use both authentic and non-authentic materials, not only depend on authentic materials because learners need to get exposed to both types.



CHAPTER V

CONCLUSION AND RECOMENDATION

This chapter describes the summary of the research based on research findings. Moreover, recommendation for further research and is also included in this chapter.

A. Conclusion

The study aimed to know how English teachers in SMA Internasional Budi Mulia Dua Yogyakarta use authentic materials to teach English for low learners. The results based on interviews and observations were analyzed, and the following major findings are drawn:

1. The authentic materials that commonly used by teachers in SMA Internasional Budi Mulia Dua Yogyakarta to teach English for low learners are the cultural products such as songs, movies, literatures (novel, short stories), and webs that usually used as a supplementary materials for the module and to engage students interest in learning English.
2. Teachers consider to the criteria such as relevancy on the topic/materials, related to standard competency, relevance to real life, appropriate to senior high school students, interesting topic, cultural appropriateness, simplified text, suit to student's ability, length of text regarding to time constrain, text quality, and help students to develop language skill which those authentic materials are commonly obtained from internet, novel, and story book, and then discussed it with other English teachers.

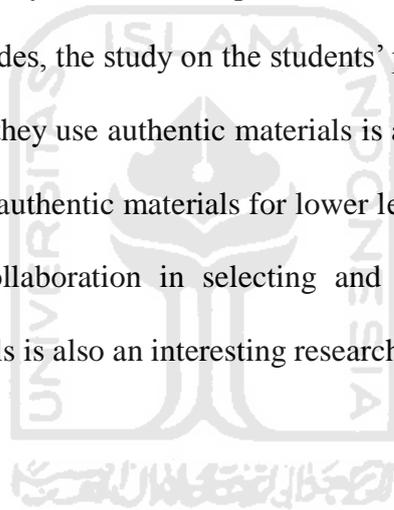
3. Teachers create task or activities when using authentic materials. Although the activities designed to suit students' ability which not threaten and force students to do a difficult activities, it still reflects meaningful activities that lead students to react to a given text such as discuss and give a comment after they watch a movie or listen a song, sing along, also browse and access webs.
4. The opportunities of using authentic materials are students can develop language skills such as listening, reading, vocabularies, pronunciation, and unconsciously identify language structure. The authentic materials also can motivate students to actively engage in activities, learn good culture from foreigners, and easy to find the sources. Despite, teachers also face challenges which include the linguistic demands that will affect students' interest and motivation, inappropriate culture, and difficult to find suitable text for low learners and time consuming.

B. Recommendation and Suggestion

For the English teachers who assigned to teach low proficiency learners, the researcher would like to suggest the teacher to use various kinds of authentic materials especially on the use of ICT or internet both as resource or medium because the school provided the infrastructure and students also seems enthusiast when they use technology. The researcher also suggests the teachers to provide more collaborative activities where students can work with their friends. This activity enable low learners to share their ideas, reduce anxiety, encouraged by other friend, and motivate them to actively participate in activity. Moreover,

teacher can use clear instructions if they want to use authentic materials in the classroom so the time will not run out. Regarding to cultural issue, besides looking for the text that suitable to students' local culture, teacher can develop students cross cultural understanding by comparing their own culture with others culture.

For the further research, much is left to be discovered about the use if authentic materials for low proficiency learners. The researcher recommends the future studies to deeply analyze the use of specific sources of authentic materials on the specific skills. Besides, the study on the students' perception especially low proficiency learners after they use authentic materials is also necessary to develop the effectiveness of using authentic materials for lower level learners especially in EFL context. Teacher collaboration in selecting and designing and selecting authentic learning materials is also an interesting research topic to be investigated.



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APPENDIX A

RESEARCH INSTRUMENT



THE USE OF AUTHENTIC MATERIALS TO TEACH ENGLISH FOR LOW PROFICIENCY LEARNERS

INTERVIEW PROTOCOL

TOPIC	COMPONENT	QUESTIONS
The Use of Authentic Materials	Types of Authentic Material	Do you use Authentic Materials to teach English? Why?
		Do you mind to tell me what types of Authentic Materials that you prefer to be used?
		Which kind of Authentic Materials do you often use in the classroom?
	Authentic Materials Selection	How often do you use Authentic Materials in the class?
		What are your considerations when selecting Authentic Materials?
	Classroom Task or Activities	How do you create instructions/ what are the instructions that you use to your low achiever learners by using Authentic Materials?
		How does the use of Authentic Materials to teach English in the low proficiency class?
		What kind of activities and tasks when you are using Authentic Materials?
		How often you vary the Authentic Materials activities in each session?
	Opportunities and Challenges	What are the advantages/opportunities of using authentic materials in the class?
		What the difficulties and problems in using authentic materials for low achiever learners?
		How did you think the use of authentic materials would facilitates your Students' language learning
		What do you think about the use of technology, especially internet to help you find and select the authentic materials?
		What do you think about the use of authentic materials in your class that has different culture from Indonesia?

CLASSROOM OBSERVATION NOTE
AT SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA

Observation No : _____

Date/Time : _____

Grade : _____

Teachers : _____

Topic : _____

No	Component	Observation Note
1	Type of authentic materials	
2	Classroom Activity	
3	Challenges and Opportunities	

DATA SHEET ANALYSIS

No	THEME	Component Analysis							
1	Type of Authentic Materials	Audio Visual		Audio		Printed	Internet Mediated		
2	Authentic Materials Selection	Relevance	Topic Interest	Cultural Appropriateness	Linguistic Consideration	Cognitive Demands	Logistical Consideration	Quality	Exploitability
3	Classroom Task or Activities	Reflect Communicative Purposes of text		Appreciacy Task, response & Engagement	Appropriate Real-Life Task	Activate learners' existing knowledge of the target language and culture		Involve Purposeful Communication between learners	
4	Opportunities And Challenges	Linguistic		Motivation		Culture	Resource		

APPENDIX B

DATA COLLECTION



Interview Transcription 1

Date	:	27 May 2016
Time	:	11.00 am
Respondent	:	T1 (Teacher 1)
Location	:	SMA Internasional Budi Mulia Dua
Number of recorded files	:	1

I: Interview

R: Respondent

Line	Subject		Detail	Theme	Code
	I	:	Do you use authentic materials such as a song, movie, newspaper, magazines, or something like that to teach English?		I/1/TYPE/3-4
1	R	:	Uuhh, pake bahasa Indonesia aja ya		
	I	:	Iyap		
2	R	:	Jadi ... (suara gesekan kertas) di kelas kami tidak hanya di LEP sih sebenarnya, kami sudah membagi .. materi kedalam pokok bahasan pokok bahasan seperti listening, reading, ahh listening, reading, dan writing gitu	TYPE	
	I	:	Hu uhm		
3	R	:	Untuk listening biasanya kami menggunakan lagu atau kalau tidak download dari apa namanya materi di internet	TYPE, ACT	I/1/TYPE/13, I/1/ACT/3-6,
	I	:	Hu uhm		
4	R	:	Web dari bahasa inggris gitu. ESL atau apa gitu	TYPE	
	I	:	Hu uhm		
5	R	:	Lalu kami ini apa namanya uhh putarkan ke anak		
	I	:	Hu uhm		
6	R	:	Ugh blank blank spaces gitu jadi ada teks terus mereka mengisi blank seperti itu untuk listening		
	I	:	Hu uhm.		
7	R	:	Lalu untuk writing, untuk yang low memang sedikit .. bukan sedikit sih, memang lumayan susah gitu karena mereka secara vocab aja masih sangat kurang secara grammar apalagi.		
	I	:	Hu uh		
8	R	:	Untuk writing biasanya .. kami belum meminta untuk mereka untuk bisa menulis menulis cerita. Tapi lebih ke sentence dulu. Jadi satu		

			sentence bener nggak dulu. Seperti itu. Itu untuk writing. Jadi perkata. Lalu uhh apalagi tadi? Reading ya?		
	I	:	Reading		
9	R	:	Untuk reading, ... ehmm sebentar saya ingat ingat dulu ya. Untuk reading, ya biasanay teks, teks teks gitu. Lalu mencari kata-kata susah		
	I	:	Hu uhm		
10	R	:	Nyari kata-kata susah. Jadi yang penting mereka temukan dulu makna kata yang tidak tau. Setelah itu baru membaca. Karena kalau mereka langsung baca itu kadang nggak dong maksudnya apa gitu. Jadinya ya udah. Cari dulu kata-kata susah. Kalian baca sekali terus mana yang susah kalian cari terus uhh cari artinya di kamus gitu. Lalu di kelas yang low juga... mulai semester dua kemarin .. itu setiap pagi saya minta mereka satu orang bergiliran itu memberi kata-kata baru. Satu anak tiga kata. Nanti temennya menebak siapa yang bisa nanti dapat additional score karena permasalahannya kan sebenarnya vocab ya kalau mereka gitu...		
	I	:	Hu uhm		
11	R	:	Untuk movie, ... kebetulan materinya kemaren narrative kalau narrative ya memang karena waktunya mepet jadi tidak semuanya dapat tersampaikan dengan baik. Jadi kalau movie biasanya kami berikan untuk my class is your class.		
	I	:	Uhhh		
12	R	:	Jadi kayak apa yaa, uhh, bonus lah setiap dua mingguan untuk biar mereka nggak bosan gitu. Seperti itu.		
	I	:	Hmm		
13	R	:	ada cerita rakyat gitu terus ada gambarnya, tak <i>setelke</i> itu nanti mereka sudah ngadep apa ya kayak kuisisioner sheet gitu. Kuisisioner sheet mereka ngisi berdasarkan cerita tadi uhh apa di movie gitu. Tapi movienya ya short aja sih. Cuma 5 sampai 10 menit aja gitu. Untuk movie saya biasanya seperti itu. Cuman untuk yang saat ini .. ya karena sering banget kelas ini kutinggalkan dalam satu semester itu sudah berulang kali sih kutinggalkan jadi memang nggak begitu terhandle dengan baik. Gitu	TYPE, SLCTN, ACT	I/1/TYPE /13, I/1/SLCT N/13, I/1/ACT/ 13
	I	:	Okey. Pemilihan dari kayak misalnya lagu, kenapa sih nggunain lagu, kenapa nggunain		

			teks, itu ..		
14	R	:	Alasannya?		
	I	:	Ya. Alasannya apa?		
15	R	:	<p>Karena kalau untuk lagu ya anak-anak sekarang kan mereka sangat familiar dengan lagu. Jadi .. harapannya sih membuat mereka seneng dulu lah. Membuat mereka seneng dulu. Nyaman dulu. Oh iya dulu per jadi inget. Pernah dengan lagu judul lagu, saya play musik. Abis itu mereka nebak judul lagu. Judul lagunya itu nanti diartikan. Kayak gitu. Jadi untuk attract ah senengnya mereka dulu gitu lah. Karena kalau yang low kan intinya untuk membuat mereka nyaman dulu. Untuk yang teks reading yaaa. Dingin? Enggak?. Untuk yang reading teks ya untuk sampai saat ini kami belum menemukan metode lain selain menggunakan teks untuk pembelajaran. Dan. Kemudian sejauh ini kami juga melihat bahwa itu masih yang paling efektif lah untuk mereka gitu. Kemarin juga sempet saya kasih aaah novel. Itu juga simplified. Simplified nya simplified banget. Mereka saya minta untuk baca terus retell story. Satu satu itu. Awalnya pake bahasa inggris. Tapi karena mereka kesulitan dalam bahasa Inggris jadi yaudah pakai Bahasa Indonesia yang penting kalian paham. Ya kayak buku report gitu modelnya konsepnya. Gitu</p>	ACT	I/1/ACT/ 15
	I	:	Jadi ms. uhh pakai yes authentic material itu kayak lagu, teks,		
16	R	:	Hu' uh		
	I	:	Video, movie, novel, kayak gitu ya ms?		
17	R	:	Novel yang yang sangat sangat simplified. Ya hu'uh.	TYPE	I/1/TYPE / 17
	I	:	Uhhh, selain itu ms ada lagi nggak jenis-jenis dari authentic material yang kira-kira tidak ada di modul ini gitu?		
18	R	:	Uhhh.. oh game pernah.		
	I	:	Game?		
19	R	:	<p>Game pernah waktu itu .. laa penekanannya sih juga untuk comprehending the question sih. Karena kan kadang anak itu enggak paham tentang question gitu. Jadi waktu itu saya mainkan game. Gamenya berkelompok. Race game gitu ada .. saya lupa ada berapa pertanyaan ya. Ada beberapa pertanyaan tapi</p>		

			itu saling berkaitan. Contoh ehm clue nya apa, saya .. saya orang yang membantu kamu ketika kamu ahh mendaftar di SMA ini gitu. Jadi mereka harus pergi ke admin. Terus mereka meminta tanda tangan admin kayak gitu. Jadi kayak gitulah game nya. Kayak gitu. Game race seperti itu. Memahami pertanyaan dan juga vocab.		
	I	:	Oke. Itu diambil dari mana game nya ms?		
20	R	:	Nyiptain sendiri sih itu.		
	I	:	Oh nyiptain sendiri? Ehmm		
21	R	:	Ho'oh, sendiri. Pikir-pikir sendiri opo kiro kiro gitu.		
	I	:	(tertawa)		
22	R	:	Karena kan rata-rata anak-anak disini suka apa ya? suka gerak. Energi nya berlebih kan. Jadi apa kira-kira game yang bisa membuat mereka seneng tapi juga belajar gitu.		
	I	:	Ada lagi nggak ms materi materi yang kira-kira sebenarnya itu nggak dipakai di untuk pengajaran tapi ms. Pakai di kelas ms? Terutama untuk low itu.		
23	R	:	Uhh seinget saya sih itu aja.		
	I	:	Jadi ada lagu, teks, terus ya short video, short novel, lainnya nggak ada?		
24	R	:	Ehm, ya game itu sih. Game ...		
	I	:	Kan di dalam authentic materials itu ada ya kalau materi ada yang printed, atau diital, atau yang audio video ehm, tipe apa aja yang dipakai dikelas nya ms?		
25	R	:	Kalau seringnya sih yang printed. Karena mereka sudah punya modul kan gitu. Uhh tapi pernah juga meskipun tidak sering saya pakai ini apa namanya pakai internet.	TYPE	I/1/TYPE /25
	I	:	Uhhmm hu'uh.		
26	R	:	Karena keterbatasan ini juga sih. Kelasnya kan kami leveling. Dan kebetulan dapat kelasnya tidak di lab Mozart karena seringkali tabrakan gitu. Ketika .. tapi pernah juga jadi mereka membuat ucapan ... ucapan apa ya selamat congratulation card itu yak lewat internet. Jadi saya minta mereka untuk membuat ucapan. Lalu membuat kartu itu didesain itu pernah juga. Terus kalau yang kelas ini uhh .. oh ini waktu saya pelatihan di Malaysia kemarin kan dapat apa ya pengetahuan tentang penggunaan	ACT	I/1/ACT/26

			internet salah satu aplikasi internet untuk pembelajaran. Itu namanya blendspace sama saya lupa yang satunya lagi		
	I	:	Blendspace?		
27	R	:	Blendspace. Blendspace.		
	I	:	Oh blendspae		
28	R	:	Blandspace sama satu lagi aku pake apa ya ... saya agak lupa. Socrative po yo	TYPE	I/1/TYPE / 28
	I	:	Socrative dot com?		
29	R	:	Hu'uhm. Itu. Jadi kalau yang blendspace itu saya menerangkan dengan menggunakan aplikasi itu. Kalau yang socrative itu saya bikin pertanyaan terus mereka menjawab dari untuk mereka jadi setiap anak bisa menjawab terus nanti hasilnya bisa ditampilkan di layar gitu. Itu pernah.	ACT	I/1/ACT/ 29
	I	:	Kalau menurut ms. What types yang paling prefer dipakai gitu?		
30	R	:	Sebenarnya kalau, gini sih pengennya yang digital ya.	OPP.CH L	I/1/OPP. CHL/ 30- 31
	I	:	Digital?		
31	R	:	Hu'uh. Karena mereka terlihat lebih tertarik gitu. Gitu ..	OPP.CH L	
	I	:	Ohh		
32	R	:	cuman negative nya nggak ada apa namanya bukti bukti apa ya printed nya gitu nggak ada gitu. Karena semuanya ada di laptop apa di computer gitu.	OPP.CH L	I/1/OPP. CHL/32
	I	:	Huu uhm		
33	R	:	Jadi itu sih negatifnya. Jadi mereka kalau belajar agak mungkin susah ya. Kalau buku kan tinggal buka gitu. Ya ada plus minusnya sih. Ya dua duanya lah ya		
	I	:	(tertawa) dua duanya. Prefer dua-duanya jadinya?		
34	R	:	Prefer dua-duanya iya.		
	I	:	Tapi paling sering dipake yang mana?		
35	R	:	Buku sih. Yang di buku teks.		
	I	:	Uhh kan saya lihat di buku ini ms di modulnya itu ada beberapa yang diambil dari seperti newspaper kayak gitu. Itu apakah dibawa juga dikelas?		
36	R	:	Newspapernya atau?		

	I	:	Ehmm ya newspapernya atau yang kayak lagu-lagu dan. Misalnya mereka listening to the video atau apa gitu apakah dibawa juga dalam kelas, yang ada di buku ini?		
37	R	:	Oh, kalau semua yang ada disini (modul) ya sudah.		
	I	:	Oh		
38	R	:	Yang dibawa, apa.. bukunya aja.		
	I	:	Oh gitu		
39	R	:	Kalau lagu ya yang listening dibawa lah sih. Tapi kalau Koran dan sebagainya udah udah disitu.		
	I	:	Okey. Trus perasaannya ms setelah menggunakan yang kayak tadi itu ..		
40	R	:	Uh hum,		
	I	:	Lagu, video, trus novel, game, dari internet gitu gimana perasaannya ms? Apalagi untuk mengajar di kelas low gitu?		
41	R	:	Ya cukup membantu sih.		
	I	:	Membantu?		
42	R	:	Cukup membantu.		
	I	:	... Selain itu? (laugh) Membantu dalam hal apa?		
43	R	:	Membantu untuk membuat mereka tertarik untuk belajar.	OPP.CH L	I/1/OPP. CHL/43
	I	:	Hu uhm.		
44	R	:	Karena ya pastikan additional material itu membuat anak-anak tertarik.	OPP.CH L	I/1/OPP. CHL /44
	I	:	Oh, jadi ini authentic material ini sebagai additional mat materi?		
45	R	:	Ya seperti itu. Tadi kan membawa, bawa lagu gitu ya. Mereka jadi lebih tertarik untuk mendengarkan gitu. Kalau ngedengerin gurunya ngomong terus kan juga bosan. Gitu	OPP.CH L	I/1/OPP. CHL/45
	I	:	Iya. Kan tadi kayak lagu, selain itu ms? Kan tadi juga ada kayak short novel?		
46	R	:	Hu'uh iya		
	I	:	Itu gimana kalau short novel?		
47	R	:	Itu kalau saya fotokopi additional		
	I	:	Ketika memakai itu?		
48	R	:	Yaa... membantu juga. Yaa (tertawa)		
	I	:	(tertawa) ... *** jadi membantu ya ms ya? Lebih tertarik anak-anaknya?		

49	R	:	Hu'uhm ... mereka nggak harus selalu menulis gitu.		
	I	:	Nggak harus selalu menulis. Ehmm... enjoy tapi ms working dengan authentic materials itu?		
50	R	:	Yaa		
	I	:	Enjoy?		
51	R	:	Yaa. (tertawa)		
	I	:	Enjoy aja (tertawa) Uhmm kalau menurut ms. Yang paling cocok untuk anak low itu apa? Kan tadi ms udah sebutin banyak banget gitu authentic material. Nah yang paling cocok menurut ms. Untuk kelas low itu?		
52	R	:	Semuanya sih. Semua sama karena tonggokannya kan beda-beda. Kalau listening untuk ya ... listening. Kebiasaan mereka untuk mendengarkan. Reading teks itu untuk reading. Gitu sih. Jadi semuanya saling, saling ini, saling melengkapi. Nggak ada yang satu lebih baik dari yang lain misalnya. Enggak. Yap.		
	I	:	Jadi cocok aja semuanya dipake gitu? Ok. Ehmm Kan ms tadi bilang memilih materi ada dari novel terus dari internet gitu. Ehmm pertimbangannya dalam memilih materi-materi additional tadi itu apa ms?		
53	R	:	Uhh... pertama kan ini apa .. apa itu namanya? Validitasnya. Kira-kira, kalau pakai materi ini itu cukup valid nggak? Cukup sesuai nggak dengan SKL nya. Cukup sesuai nggak dengan apa namanya .. tingkat kemampuan anak-anak. Kayak gitu. Ini kan biasanya sih caranya yang memang sudah terpercaya. Kayak ESL terus disesuaikan juga sih dengan tingkat .. wa'alaikum salam. (orang masuk ruangan), disesuaikan dengan ini tingkat kemampuan anak. Bahasanya dicari yang nggak susah gitu. Biasanya kayak gitu.	SLCTN	I/1/SLCT N/53
	I	:	Ohh jadi, jadi SKL tadi apa ms?		
54	R	:	Standar kompetensi lulusan.		
	I	:	Ohh. Jadi tadi ms memilih materi itu berdasarkan validitas dari materi itu, standar kompetensi lulusannya, trus tingkat kemampuan anak. Dan buku karangan yang kira-kira penerbitnya udah ..		
55	R	:	Udah apa ya.. udah cukup .. cukup bisa diandalkan		
	I	:	(tertawa)		

56	R	:	Seperti maunya seperti itu . reliabilitasnya ya itu lah.		
	I	:	.. tapi materinya semuanya dipakai disemua tingkat?		
57	R	:	Hu'uhm..		
	I	:	Sama?		
58	R	:	Sama		
	I	:	Jadi walaupun itu di kelas low, materi yang digunakan pun sama? Atau ada perbedaan?		
59	R	:	Sama		
	I	:	Sama? Dengan materi yang dibawa itu?		
60	R	:	Sama. Iya sama.		
	I	:	Oke. uhhh terus ms, penggunaan yang tadi kan ms. Kita kan di kelas udah punya modul, terus apa kegunaan dari authentic material itu sendiri ketika modul sudah ada, terus dibawa yang lain?		
61	R	:	Untuk ..karena kalau untuk modul tuh harapannya biar nggak kecer-kecer. Dulu awalnya kan kami setiap pertemuan kan kami beri fotokopian. terus .. kadang kala di next meeting mereka nggak bawa dan entah kemana jadi untuk memudahkan guru juga untuk mengontrol siswa biar nggak kecer-kecer juga memudahkan guru uhh apa ya .. satu semester itu materinya udah ada. Jadi kita nggak perlu mikir ah besok ngajarin apa .. apa.. dan apa itu sudah nggak karena semuanya ada disitu. Jadi ini pokoknya. Tambahannya kan moso' kita harus terpaku pada buku aja kan enggak kan gitu? Jadi ya harus ada inovasi di dalam kelas juga. Ben ora monoton.		
	I	:	Jadi itu sebagai tambahan dari modulnya ya ms?		
62	R	:	Hu'uhm.		
	I	:	Oke. Uhhh... apakah authentic material itu selalu dibawa di dalam kelas ms?		
63	R	:	Kalau selalu .. ya tergantung materinya sih. Kalau listening ya bawa materi listening. Kalau materinya reading ya, ya depends on the material. Tapi kalau sudah ada di situ ya udah nggak perlu. Jadi tergantung materi hari itu apa? Kebutuhannya apa? Gitu.	SLCTN	I/1/SLCT N/63
	I	:	Sesuai kebutuhan berarti ya ms?		
64	R	:	Iya. Sesuai kebutuhan.		

	I	:	Uhh seberapa sering itu ms?		
65	R	:	... Ehmm ya 50% lah.		
	I	:	50 persen?		
66	R	:	Fifty fifty lah.		
	I	:	Termasuk sering itu berarti ms?		
67	R	:	Iya (tertawa)		
	I	:	Ehmm.. tujuannya memakai kayak tadi, lagu, teks novel, itu apa ms? Tujuannya dalam pembelajaran? Setiap, disetiap pembelajaran itu?		
68	R	:	Membuat mereka ini tadi.. lebih tertarik	TYPE	I/1/TYPE /68
	I	:	Tertarik, hu uhm		
69	R	:	Sama tadi kan tadi saya ceritakan anak-anak sekarang kan suka nya apa ya dengan visual yang auditory jadi lebih menarik buat mereka. Daripada dengerin guru nya ngomong terus entar,	TYPE, OPP.CH L	I/1/TYPE /69, I/1/OPP. CHL/69
	I	:	Kalau dari untuk di yang kemampuan bahasanya ms, bagaimana?		
70	R	:	Uhhh Vocab sih pasti. Vocab. Trus kemampuan untuk memahami apa listening		
	I	:	Oh memahami?		
71	R	:	Memahami apa sih namanya? Orang. Auditory apa ya. Pronunciation orang kayak gitu. Lebih kesitu.	OPP.CH L	I/1/OPP. CHL/71
	I	:	... terus kan pasti ms ketika bawa material-material itu ada instruksi-instruksinya. Nah instruksi seperti apa yang ms. Berikan kepada mereka ketika membawa mat materi tersebut?		
72	R	:	.. sek maaf.		
	I	:	Oke		
73	R	:	Gimana? Gimana?		
	I	:	Jadi kan pasti ada instruksi yang ms bawa eh ms pakai di kelas ketika membawa authentic material itu. Kayak lagu, novel, mungkin cerita, short story tadi. Short video dari internet itu, instruksi apa yang ms berikan di kelas?		
74	R	:	.. instruksi apa yang diberikan?		
	I	:	Iya. Mungkin urutan-urutan instruksinya begitu.		
75	R	:	Oh.. yaa ... Pertama suruh apa suruh ini dengerin ,	ACT	I/1/ACT/ 75- 78
	I	:	Hu'uhm		

76	R	:	mendengarkan dulu gitu. Kalau lagu biasanya satu dulu. Satu full didengerin. Terus abis itu nanti perbagian. Kalau		
	I	:	Perbagian itu?		
77	R	:	Perbagian per .. itu kan ada ini nya tuh ... apasih namanya? ada ..liriknya.		
	I	:	Kan lirik.		
78	R	:	Kan liriknya per bagian bagian gitu. Kalau masih kesusahan ya nanti setiap lirik eh setiap apa baris itu nanti berhenti gitu. Jadi tergantung tingkat kesulitan mereka gitu . Kalau mereka bisa paham banyak ya oke langsung jebret. Kalau nggak ya dikit-dikit. Seperti itu.		
	I	:	Itu kalau lagu tadi ya ms?		
79	R	:	Hu'uhm		
	I	:	Apakah cuma mendengarkan?		
80	R	:	Biasanya iya mendengarkan		
	I	:	Mendengarkan		
81	R	:	(inaudible)		
	I	:	Nggak ada instruksi lain selain mendengarkan ms?		
82	R	:	Uhm ndak. Untuk apa? Menirukan gitu ya? Enggak		
	I	:	Enggak ada?		
83	R	:	Enggak. Karena biasanya lagu.		
	I	:	Uhhh. Kalau novel? Apa instruksi yang dipakai ms?		
84	R	:	Baca, lalu cari arti bukan arti, cari kata-kata susah.	ACT	I/1/ACT/ 84-89
	I	:	Hu'uhm		
85	R	:	Menerjemahkan,		
	I	:	Itu menerjemahkan apa?		
86	R	:	Menerjemahkan kata-kata itu. Terus abis itu nanti uhh menceritakan kembali. Gitu		
	I	:	Menceritakan kembali itu uhhh dalam bentuk seperti apa?		
87	R	:	Mereka retelling		
	I	:	Oh		
88	R	:	Anu apa oral. Satu-satu		
	I	:	Satu satu?		
89	R	:	Satu satu		

	I	:	In Indonesia or in English?		
90	R	:	Pakai Bahasa Inggris mereka terlalu susah, jadi akhirnya pakai bahasa Indonesia. Jadi tohokannya mereka paham apa yang mereka baca. Karena saya kasih dua tipe cerita yang berbeda aa di ada kan sepuluh anak kan jadi lima lima gitu. Jadi biar mereka bener-bener baca nggak saling contek mencontek gitu. Jadi yang gitu.		
	I	:	Jadi mereka disuruh menceritakan kembali untuk mengetahui pemahaman mereka?		
91	R	:	Hu'uhm (silent 3 seconds) dan ada sesi tanya jawab juga.		
	I	:	.. oh sesi tanya jawab?		
92	R	:	Jadi saya tanya detail-detail gitu. Untuk memastikan bener-bener baca nggak		
	I	:	(tertawa) jadi sesi tanya jawab untuk memastikan mereka baca. Tadi kan ada kayak lagu, novel, kalau teks ms? Teks?		
93	R	:	Teks itu masuk ke ini ..		
	I	:	Novel juga?		
94	R	:	Novel juga.		
	I	:	Kalau video ms?		
95	R	:	Kalau video biasanya, kalau untuk sekarang nggak sih. Kalau yang sekarang belum. Itu tadi saya cerita yang dulu. Biasanya kayak gitu. Tapi kalau untuk yang semester ini enggak. Belum sempet karena narrative nya langsung diskip. Banyak banget.		
	I	:	Hmm		
96	R	:	Nggak ada waktu.		
	I	:	Tapi kemarin saya masuk kelas Cuma lihat hasel and greetel. Itu cuman...		
97	R	:	Oh itu udah ada ya? Aku lupa		
	I	:	Iya.		
98	R	:	Kok aku lali.		
	I	:	Itu based on my observation gitu ada penggunaan hasel and greetel		
99	R	:	Oh iya ya? Aku lupa hee. Aku tak suruh ngapain waktu itu?		
	I	:	(tertawa)		
100	R	:	(tertawa) saya lupa saudara. Aku malah lali hee. Biasanya saya kasih mereka .. tapi saya kemarin lupa (inaudible)		

	I	:	Iya		
101	R	:	Tak kasih kertas, jadi mereka menjawab pertanyaan	ACT	I/1/ACT/ 101-105
	I	:	Hu'uhm		
102	R	:	Berdasarkan video. Jadi pemahaman video dan listening sih jadi satu. gitu.		
	I	:	Kertas itu per uhh pertanyaannya apa aja?		
103	R	:	Ada karakter biasanya, konfliknya apa, kan kalau narrative resol .. apa sih namanya orientation, resolution, ehh resolution eh apa sih jadi lupa. Uhh konfliknya apa, trus gimana resolusinya, karakternya siapa aja, ehh karakternya... siapa, trus bagaimana karakterisasinya gitu.. moral value. Ya kayak gitu gitu aja sih.		
	I	:	Ehmm, jadi mereka disuruh mengidentifikasi karakter, konflik, resolution, orientation, dan moral value ..		
104	R	:	Moral valuenya		
	I	:	Moral value yang ada dalam video tersebut. Kenapa tuh ms mereka disuruh mengidentifikasi ini semua?		
105	R	:	Ya biar mereka paham. Nggak cuma nonton aja. (tertawa)		
	I	:	(tertawa) tapi setelah itu setelah mereka mengidentifikasi itu ada kegiatan lain nggak tuh ms? Ada instruksi lain?		
106	R	:	Writing kalau untuk yang LEP sebatas sentences. Itupun harus didampingi banget. Kalau ditinggal mereka nggak bisa.		
	I	:	Ehm gitu.		
107	R	:	Sebatas sentences. Sentences sentences pendek gitu.		
	I	:	Hu'uhm.		
108	R	:	An harus didampingi. Kalau enggak, nggak .. belum bisa.		
	I	:	Oh belum bisa		
109	R	:	Belum bisa. Kemampuannya.		
	I	:	Terus, uhhh kalau misalnya penggunaannya dalam pembelajaran bahasa inggris kan tadi cuma listening, writing itu sendiri-sendiri, kalau misalnya untuk mengintegrasikan skill inggris itu gimana ms? Penggunaannya? .. kan tadi kayak misalnya video itu		

110	R	:	Kalau di ... Role play ada. Role play biasa.		
	I	:	Role play?		
111	R	:	Hu'uhm. Ada speaking dan membuat teks sendiri		
	I	:	Oh membuat teks?		
112	R	:	Hu'uhm.,		
	I	:	Itu di LEP juga? Apa?		
113	R	:	Role playnya? Ini tentang news item.		
	I	:	News item?		
114	R	:	Mereka jadi presenter berita.		
	I	:	Oh news. Uh hmm .. (inaudible) uhhm tadi kan kayak yang baca itu kan ms mereka membaca trus setelah itu mereka tidak, tidak hanya membaca tapi juga langsung meretelling gitu ya ms? Apakah mereka langsung retelling atau ada instruksi lainnya sebelum mereka retelling tadi ms?		
115	R	:	. uhh nggak langsung sih. Jadi ada waktu, saya bi.. saya kasih waktu mereka untuk membaca, untuk mencari kata-kata susah, menerjemahkan, trus pada waktu yang ditentukan waktu itu berapa minggu kemudian saya lupa. Berapa kali pertemuan berikutnya gitu baru maju. Nggak langsung di hari itu.		
	I	:	Nggak langsung di hari itu		
116	R	:	Karena memang ceritanya meskipun simplified tapi buat mereka mungkin ya harus ada waktu untuk memahami. Biar nggak memberatkan.	OPP.CH L	I/1/OPP. CHL/116
	I	:	Okey. Seberapa sering ms memvariasikan aktivitas dan tugas-tugas dalam satu sesi? ...		
117	R	:	Seberapa sering ya? (tertawa)		
	I	:	(tertawa)		
118	R	:	Maksudnya? Uhhh... seberapa sering itu ukurannya kepiye?		
	I	:	Apakah bervariasi gitu ms? Berapa banyak variasi dalam satu sesi ketika menggunakan authentic material itu?		
119	R	:	Seberapa sering ya ? .. uhh sebentar. Bingung jawabannya		
	I	:	Hehehehe ... mungkin aktivitas-aktivitasnya berapa banyak gitu? Misalnya mereka dikasih novel tadi kan lalu beberapa aktivitas itu kan termasuk yang ..		
120	R	:	Itu tergantung ini juga sih seberapa cepat		

			mereka selesai sih sebenarnya. Untuk listening ya kalau mereka bisa cepet nanti bisa ngerjain tugas berikutnya. Tapi kalau lama ya ... jadi tergantung ini tergantung kecepatan mereka.		
	I	:	Tergantung kecepatan mereka??		
121	R	:	Hu'uhm		
	I	:	Kira-kira yang paling sering kalau dalam satu sesi itu berapa ms? Bisa berapa?		
122	R	:	Mungkin bisa listening reading gitu. Listening reading. Listening reading gitu.		
	I	:	Kalau aktivitasnya ketika menggunakan lagu misalnya itu berapa sering ms memvariasikan penggunaan lagu itu?		
123	R	:	Memvariasikan dengan apa? Memvariasikan itu maksudnya yang seperti apa?		
	I	:	Aktivitas-aktivitasnya selain mendengarkan itu ada aktivitas tugas lain gitu ketika menggunakan lagu?		
124	R	:	Enggak. Hanya mendengarkan		
	I	:	Hanya mendengarkan? Oh.. kalau ketika menggunakan novel ms? Aktivitas apa, tugas tugas apa yang ...		
125	R	:	Ya itu tadi yang saya kasih tau. Kalau novel ya mereka baca, mencari kata-kata, trus membuat sentences, menerjemahkan, kayak gitu.		
	I	:	Uhhh, kalau misalnya listening yang lagu tadi, itu kan hanya listening. Mereka tidak mencoba melakukan mengerjakan sesuatu?		
126	R	:	.. maksudnya? Kan kan ada teksnya itu. Mereka ngisi blank space		
	I	:	Oh hanya mengisi blank space saja.		
127	R	:	Hu'uhm.		
	I	:	Berarti hanya sebatas mengisi blank space?		
128	R	:	Hu'uhm.		
	I	:	Kalau video ms? Kalau video itu?		
129	R	:	Itu mengerjakan question sheetnya itu.		
	I	:	Oh hanya sebatas question sheet sudah selesai? Tidak ada instruksi lain?		
130	R	:	Ya karena, karena itupun sudah memakan waktu gitu		
	I	:	(tertawa)		
131	R	:	Kan disesuaikan dengan tingkat kemampuan mereka.		
	I	:	Oh gitu.		

132	R	:	Itu aja butuh waktu. Tidak gampang.		
	I	:	Jadi sesuai dengan waktunya ya ms? Jadi paling sering reading dan listening. Kalau aktivitas-aktivitasnya kan ms tadi udah listening, terus uhm membaca, melihat juga dong ya pasti video, kalau yang kayak disini kan ada kayak newspaper gitu ya ms? Apakah hanya mengikuti modul aja?		
133	R	:	Hu'uhm		
	I	:	Kegiatannya?		
134	R	:	Hu'uhm		
	I	:	Kegiatan lain?		
135	R	:	Nggak ada. Nggak. Sesuai dengan ini..		
	I	:	Hu'uhm		
136	R	:	Itupun juga mr. irfan yang ngasih		
	I	:	Ooh gitu (tertawa) jadi ms menggunakan song, video short video, short novel, tugas-tugas tambahan lain ada gk ms?		
137	R	:	Ada. Reading log. Cari vocab 50 kata.		
	I	:	50 kata? Itu dari reading?		
138	R	:	Dari reading. Ya vocab,		
	I	:	Hu'uhm		
139	R	:	Vocabnya artinya, part of speech sama sentence.		
	I	:	Uhm. Reading itu apa yang dibaca ms?		
140	R	:	Apa aja.. mereka mencari kata-kata baru bebas.		
	I	:	Sendiri?		
141	R	:	Hu'uhm		
	I	:	Ohh. Jadi mereka mencari part of speech,		
142	R	:	Iya		
	I	:	Selain itu?		
143	R	:	... selain itu mereka apa ya .. ouh menerjemahkan teks		
	I	:	Menerjemahkan.		
144	R	:	Menerjemahkan tentang favorite place		
	I	:	Hu uhm		
145	R	:	Saya kasih teks terus mereka menerjemahkan.. trus ketika ujian kompetensi mereka bikin script nya. Gitu. trus opo meneh yo?		

	I	:	Tapi itu script tadi itu mereka diniatkan dulu?		
146	R	:	Sesungguhnya iya ada revisi. Tetapi tidak berjalan dengan baik, karena balik lagi. Kelas ini sering saya tinggal toh. Jadi ketika tak minta revisi, eh yang direvisi uhh tidak seperti yang diinstruksikan. Dan mereka hanya copy paste padahal harusnya pharaprasing. Sementara phararasings sudah diberikan di semester satu gitu. Iya		
	I	:	Itu topic apa ms?		
147	R	:	Places. Category places. Kayak gitu		
	I	:	Materi yang digunakan?		
148	R	:	Hm?		
	I	:	Materi yang digunakan uhhh bentuknya seperti apa? Dari buku?		
149	R	:	Mereka browsing. Ya . Mau dari internet, mau cari di buku, bebas terserah.		
	I	:	Oh.		
150	R	:	Terserah mereka pilih sendiri.		
	I	:	So they use internet. Instruksinya mereka disuruh pharaprased?		
151	R	:	Mereka membuat, mendeskripsikan, tempat favorit mereka, tempat impian mereka, instruksinya seperti itu. Tapi mereka cenderung mengcopy paste. Gitu.		
	I	:	(tertawa)		
152	R	:	Gitu. Padahal ilmu paraphrasing sudah diberikan ketika semester satu.		
	I	:	Oke. Jadi banyak aktivitasnya tadi ya ms. Mendengar, menulis, menerjemahkan, (suara gesekan kertas), mencari part of speech, trus karakter dan moral value dari cerita-cerita tersebut. Short stories nya itu cerita tentang apa ms?		
153	R	:	Uhhh ini, fable ada. Fable ada. Trus ya ini cerpen. Trus ya ada cerpen, biasa manusia gitu. Detektif.	TYPE	I/1/TYPE /153-155
	I	:	(tertawa) detektif. Itu diambil dari mana ms?		
154	R	:	Diambil dari buku		
	I	:	Buku?		
155	R	:	Buku. Buku cerita. Buku cerita. Kayak yang simplified banget.		
	I	:	Uhhh ms ngambil cerita itu gimana caranya? Ngambilnya? Cara ms mengambil cerita itu?		

		:	Apakah langsung diambil aja atau apakah ada pertimbangan lainnya?		
156	R	:	Ya, saya mencari yang sesuai dengan tingkat kesulitan anak-anak.		
	I	:	Hu'uh. Short story.		
157	R	:	Cari yang sangat simplified banget.		
	I	:	Hu'uhm. Jadi yang sesuai dengan kemampuan?		
158	R	:	Sesuai dengan kemampuan.		
	I	:	Oke.		
159	R	:	Nggak mungkin yang tebal-tebal susah gitu enggak.	SLTCN	I/1/SLCT N/159
	I	:	Kalau yang fable itu juga?		
160	R	:	Sama.		
	I	:	Sama? Hu'uhm. Ooh kalau lagu, lagu apa yang digunakan ms?		
161	R	:	Yang ada disitu sih (nunjuk modul)		
	I	:	Oh yang ada disini? Jadi langsung gitu.		
162	R	:	udah ada disitu. Kalau itu secara umum sama aja..		
	I	:	.. apakah fable dan short story yang tadi ms bawa dipake juga di kelas yang lain?		
163	R	:	Enggak.		
	I	:	Enggak?		
164	R	:	Enggak. Karena saya cari sendiri kalau itu.		
	I	:	Oh, ms itu sesuaikan dengan kemampuan di kelas ms yang low tadi ya ms?		
165	R	:	Hu'uhm		
	I	:	Oke (tertawa)		
166	R	:	Untuk ini sih itu. Tujuannya tuh biar vocabnya mereka meningkat. Oh gitu	ACT	I/1/ACT/ 166-167
	I	:	Oh gitu		
167	R	:	Jadi saya kasih novel.		
	I	:	Jadi ms sangat sangat mengharapkan kalau vocab mereka itu pertama di vocab dulu ya		
168	R	:	Tohokannya itu pertama di vocabnya.		
	I	:	Hmm.		
169	R	:	Vocabnya itu nggak banget. Kurang banget.		
	I	:	Hehe jadi harus ... jadi karena karena pakai ini kayak materi materi yang tidak dikhususkan untuk pembelajaran itu mengkontain banyak bahasa jadi dipakailah seperti cerita-cerita itu		

			ya ms		
170	R	:	Iya		
	I	:	Tapi ms merasa bahasa-bahasa di yang digunakan di cerita tadi itu gimana ? ... part of speechnya yang ada di cerita itu, menurut ms bagaimana? Untuk kelas low itu		
171	R	:	Ya Ya kan sudah disesuaikan. Jadi saya cari yang bener-bener mereka nggak kira-kira nambah vocab tapi nggak susah. Jadi ya sudah. Ya tidak banyak mengalami kesulitan gitu	SLTCN	I/1/SLCT N/171
	I	:	Oke. Apa uhhh keuntungan dan keuntungan ketika menggunakan materi materi yang tidak dikhususkan untuk pembelajaran itu dalam kelas?		
172	R	:	Lebih inovatif aja sih. Biar nggak bosen.	OPP.CH L	I/1/OPP. CHL/172 -174
	I	:	Biar nggak bosen		
173	R	:	Anak-anak juga nggak buku minded gitu.	OPP.CH L	
	I	:	Selain itu? (pause) *** selain itu ada ada.. kayak what kind of advantages ... by using such a material?		
174	R	:	Ya itu tadi sih. Biar nggak bosen. Biar lebih inovatif, biar anak-anak nggak buku banget.	OPP.CH L	
	I	:	Nggak buku banget.		
175	R	:	Kan kadang bosen juga moduuul aja gitu.		
	I	:	Huum		
176	R	:	Yaa seperti itu.		
	I	:	Kalau yang untuk bahasanya sendiri ms ini kan tadi baru mungkin motivasi ya biar mereka lebih enjoy gitu. kalau untuk segi bahasanya?		
177	R	:	Dari segi bahasa yang mana nih?		
	I	:	Bahasa inggrisnya mereka		
178	R	:	Siapa? Uhh Yaa. Tonggakannya lebih ke vocab sih, kalau untuk grammar masiih belum.	OPP.CH L	I/1/OPP. CHL/178 -182
	I	:	Grammar belum?		
179	R	:	Belum. Susah. (inaudible) seneng .. nambah vocab. untuk memahami, seek pelan-pelan. Vocabnya dulu. Tapi kan secara otomatis, dan tidak disadari mereka niteni bentuk-bentuk kayak gitu sih. Semoga sih seperti itu.		
	I	:	Niteni itu apa ms?		

180	R	:	Niteni .. memperhatikan.		
	I	:	Memperhatikan.		
181	R	:	Hu'uh. Kalau ini bentuknya begini. Kayak gitu.		
	I	:	Oh		
182	R	:	Kalau grammar bukan jadi tohokan. Tetapi kan kalau membaca, otomatis mereka ya lihat kan disitu bentuk-bentuknya gitu ya harapannya mereka bisa apa ya... secara nggak sadar mereka itu memperhatikan itu lho. Secara nggak sadar. Tapi tohokan pertama nya bukan itu. Tohokannya sih lebih ke vocab.		
	I	:	Kalau untuk lagu apa sih keuntungan menggunakan lagu? Tadi selain enjoy tadi?		
183	R	:	Ya.. variatif sih.		
	I	:	Variatif.		
184	R	:	Hu uh. Membiasakan mendengarkan, gitu.	OPP.CH L	I/1/OPP. CHL/184 -185
	I	:	Mendengarkan?		
185	R	:	Orang berbicara, orang native berbicara		
	I	:	Oh orang native. Pronunciation berarti ya ms?		
186	R	:	Hu'uhm.		
	I	:	Lagu. Kalau video ms?		
187	R	:	Video itu dua hal.		
	I	:	Dua hal.		
188	R	:	Dua hal.. jadi memahami cerita secara visual dan juga mendengarkan juga kan gitu.	OPP.CH L	I/1/OPP. CHL/188 -190
	I	:	Yang dari visual itu seperti apa ms? Kira-kira untuk anak low gitu? Keuntungannya ketika mereka melihat sebuah video itu?		
189	R	:	Ya kalau dari segi visual kan mereka dibantu untuk menerjemahkan toh daripada hanya mendengarkan . kalau mendengarkan yo mereka me .. mengimajinasikan sendiri. Tapi kalau ada video kan mereka dibantu untuk menerjemahkan. Jadi itu memudahkan buat mereka gitu sambil mereka mendengarkan. Kalau ada kata-kata yang nggak tau tapi diperagakan kan mereka bisa menebak-nebak, oh kira-kira itu tadi maksudnya ini kayak gitu.		
	I	:	Oh mereka dibiarkan untuk menebak?		
190	R	:	Tidak diberikan untuk menebak, maksudnya		

			kan kalau secara visual kan ada ar .. uh listeningnya mereka nggak ngerti kata-katanya. Sementara mereka melihat gerakan, jadi mereka bisa oh tadi kira-kira artinya ini itu. Karena orang itu melakukan ini gitu lho. Jadi kalau visual malah mereka bisa lebih apa ya, uhhh otak mereka lebih bekerja karena berfikir dan mendengar. Mendengar, apa sih, Visual dan listeningnya itu jalan dua-duan ya gitu lho.		
	I	:	Oh jadi ketika mereka mendengar sesuatu vocab dari listening itu mereka mencoba menginterpretasikan melalui gerakan dari video itu?? Begitu? (tertawa) dari alur ceritanya begitu?		
191	R	:	Yaa .. visual itu memudahkan mereka memahami cerita.	OPP.CH L	I/1/OPP. CHL/191
	I	:	Oh, memahami cerita.		
192	R	:	...(talk with her friends 'udah selesai?'... 'mau maem dulu?')		
	I	:	Lebih memahami cerita ya (tertawa)		
193	R	:	Hu'uh		
	I	:	Lebih memahami tadi ya. Terus dengan vocab, membiasakan dan secara tidak langsung mereka belajar grammar ya		
194	R	:	Yaa.. hu'uh		
	I	:	Trus mereka juga memudahkan mereka memahami cerita karena dari visual itu.		
195	R	:	Hu Uhhh		
	I	:	Kalau kesulitannya ms, ketika menggunakan materi-materi kayak kan ini belum simplified termasuknya kan belum dikhususkan untuk mereka pembelajaran gitu. Hanya lagu yang diambil dari internet, video yang diambil dari internet, dan novel dari ...		
196	R	:	Kalau kayak gitu udah disesuaikan sih. Jadi kami sudah .. kalau video kan biasanya saya cari sendiri. Yo kuwi videonya cari yang kartun gitu. Yang gampang. Itu sudah sudah dipertimbangkan. Sudah disesuaikan. Kalau lagu juga sebenarnya sudah di diskusikan juga gitu. Kira kira yang untuk semua level bisa. Tapi nggak sebebaskan seandainya gitu	SLCTN	I/1/SLCT N/196
	I	:	Tapi ketika ..pengaplikasiannya di kelas tuh, ada kesulitan-kesulitan gitu gak ms?		
197	R	:	Ya paling mereka nggak dong artinya. Op ... itu tadi ngomong apa? Kayak gitu.	OPP.CH L	I/1/OPP. CHL/197
	I	:	Oh gitu. Trus kalau mereka nggak dong itu, apa		

			yang dilakukan?		
198	R	:	Ya nanti didiskusikan bareng. Kira-kira apa. Nanti didengerin lagi. Gitu.		
	I	:	Berapa kali biasanya mereka mendengarkan ms? Untuk di kelas low?		
199	R	:	Tergantung sih. Cuma lebih dari tiga kali 4 kali. Hu'uh		
	I	:	Paling banyak?		
200	R	:	Nanti kalau wes bosen, duh paling banyak berapa nggak apal ya. Ngko nek wes bosen dadine udah next nya... nanti didiskusikan dulu. Kayak gitu. Tapi nggak sampai sepuluh kali sih enggak. Karena wes bosen berulang kali diputer lagi gitu.	OPP.CH L	I/1/OPP. CHL/200
	I	:	Kalau kesulitan ketika menggunakan novel?		
201	R	:	Paling arti.		
	I	:	Arti.		
202	R	:	Dan males baca	OPP.CH L	I/1/OPP. CHL/202
	I	:	Males baca. Motivasi mereka untuk membaca ya ms. Ehmm kalau video?		
203	R	:	Paling internet.	OPP.CH L	I/1/OPP. CHL/203
	I	:	Internet? (hehehe)		
204	R	:	Di listrik. Listriknnya mati.	OPP.CH L	I/1/OPP. CHL/204
	I	:	Oh teknis ya ms?		
205	R	:	Teknis. Hu'uh.		
	I	:	Kalau menurut ms, mana dari materi-materi yang tadi yang tidak dikhususkan untuk pembelajaran itu yang sangat menantang ketika digunakan dalam kelas low?		
206	R	:	Yang ini sih, saya menggunakan aplikasi kayak socrative, kayak gitu. Itu pingin lebih ditingkatin lagi karena mereka uhh bisa membuat soal sendiri, trus ditunjukkan ke temennya, jadi mereka aktif. Nggak enggak Cuma nerima tapi mereka membuat. Pengennya sih kayak gitu. Tapi sih belum.		
	I	:	Tapi yang paling menantang itu berarti dari yang uhh		
207	R	:	Penggunaan aplikasi internet		
	I	:	Penggunaan		
208	R	:	Penggunaan aplikasi untuk pembelajaran.		

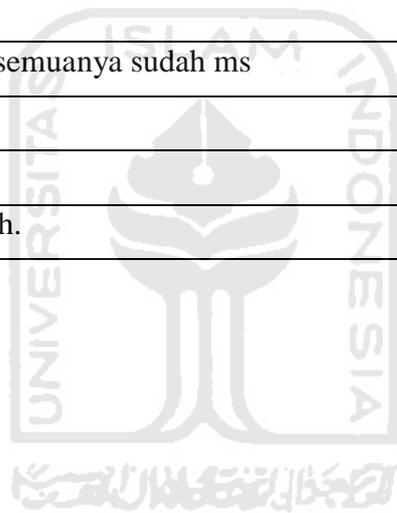
	I	:	Jadi dari website pembelajaran itu ms?		
209	R	:	Hu'uhm		
	I	:	Socratic menantang?		
210	R	:	Iya. Karena baru.		
	I	:	Baru		
211	R	:	Saya belum apa sih namanya, belum ini banget, nggak mengeksplere banget.		
	I	:	Kalau tantangannya ketika menggunakan novel?		
212	R	:	Yaaa membuat mereka tidak males baca. Hehehe	OPP.CH L	I/1/OPP. CHL/ 212
	I	:	Hehehe caranya gimana ms?		
213	R	:	Ya saya cari yang enggak tebal-tebal banget. Yang nggak berat-berat banget. Yang gampang-gampang gitu. Trus saya nungguin di depan. Saya bacain di depan gitu. Sempet sekali dua kali pertemuan. Abis itu baca sendiri. Kayak gitu.		
	I	:	Baca sendiri		
214	R	:	Hu'uhm.		
	I	:	Kalau, kalau lagu tidak terlalu menantang?		
215	R	:	Lagu sih ya dengerin terus diulang lagi ntar nyanyi bareng, kayak gitu	ACT	I/1/ACT/2 15-218
	I	:	Oh nyanyi bareng?		
216	R	:	Biasanya kalau di akhir-akhir udah selesai, ayuk nyanyi bareng		
	I	:	Nyanyi bareng. Itu biar apa ms?		
217	R	:	Ya biar seneng aja hehe		
	I	:	Hehehe		
218	R	:	Biar nggak bosan		
	I	:	Hmm. Tapi mereka tau lagunya ya ms? Tau lagu itu?		
219	R	:	Enggak		
	I	:	Enggak tau.. tapi Karena udah men mendengarkan berulang-ulang terus mereka jadi tau?		
220	R	:	Iya kan udah ada teks nya disitu. Udah ada ininya		
	I	:	Hu'uhm. Disuruh nyanyi. Tapi dari pronunciationnya gimana ms? Mereka setelah ..		
221	R	:	Ya masih belum. Belum ya kalau pronun belum. Karena tonggokannya baru vocab. Belum sampai skillnya. Seperti itu		

	I	:	Ahh baru vocab ya ms? Gitu. Ada masalah-masalah lain ms ketika menggunakan materi seperti song, video, novel tadi di kelas low?		
222	R	:	Uhhh nggak. Apa ya pada ...		
	I	:	Mungkin mungkin terlalu sulit apanya gitu...		
223	R	:	Nggak. Karena sudah di ini, sudah disesuaikan. Ritme nya juga nggak cepet-cepet giitu.		
	I	:	Oh pemilihan ritmenya lagunya		
224	R	:	Ehmm ini cara mengajarnya sih		
	I	:	Oh cara mengajar. Ho oh. (laugh)		
225	R	:	Hu uh.		
	I	:	(laugh) ehmm kalau menurut ms gimana sih uh materi materi tadi memfasilitasi murid-murid di low untuk belajar bahasa inggris?		
226	R	:	Ya itu cara yang apa ya secara umum dilakukan oleh semua, bukan semua yaa... mengajar. Jadi ya harapannya cukup efektif sih buat mereka		
	I	:	Hmm		
227	R	:	Toh kami sudah me apa ya memadukan semua hal jadi satu dari reading, listening, menulis, internet, lagu, jadi ya harapannya itu		
	I	:	Memfasilitasi pembelajaran bahasa inggris.		
228	R	:	Semua		
	I	:	Semua skill?		
229	R	:	Hu'uhm		
	I	:	Kalau misalnya tadi kan ms bilang ada kayak diambil dari internet, terus ms juga bilang tadi, yang paling menantang itu ketika menggunakan website pembelajaran seperti itu, kalau menurut ms gimana sih uhh penggunaan dari teknologi khususnya internet tadi itu untuk membantu ms menemukan dan menyeleksi materi-materi tersebut?		
230	R	:	Ya sangat membantu sih		
	I	:	Kayak mana membantu nya ms?		
231	R	:	Ya dapat materi, apa, pengen cari video gitu, tinggal aja browsing	OPP.CH L	I/1/OPP. CHL/231
	I	:	Oh tinggal browsing. Trus?		
232	R	:	Cari yang cocok yang mana, ya sangat membantu sih. Ya karena banyak banget. disitu juga aplikasi yang tadi saya bilang kayak socrative, blendspace, itu kan butuh internet. Dan .. itu menarik, baru sebenarnya. Baru buat	OPP.CH L	I/1/OPP. CHL/232

			anak-anak. Ya feature-feature nya bagaimana menggunakan teknologi itu		
	I	:	Jadi teknologi		
233	R	:	Sangat membantu		
	I	:	Internet sangat membantu karena banyak, gampang jadi untuk browsing ya ms. Selain itu?		
234	R	:	Apa ya? Nggak ada.		
	I	:	Nggak ada. (tertawa). Trus kan kalau misalnya penggunaan kayak stories, trus video tadi atau lagu, itu kan kebanyakan dari luar ya ms. Tidak diproduksi di oleh orang Indonesia gitu. Penggunaanya di kelas untuk low yang di Indonesia itu gimana ms?		
235	R	:	Nggak masalah		
	I	:	Nggak ada. Nggak masalah. Mereka paham?		
236	R	:	Paham		
	I	:	Dari segi budaya?		
237	R	:	Kan ceritanya juga yang umum kan kayak ya hasel and Gretel kan mereka sudah paham, trus apa sih namanya .. aku pernah ngasih apa sih .. uh pernah ini tapi bukan di kelas mereka sih di kelas lain. Malin kundang kayak gitu, bukan kelas ini sih.		
	I	:	Itu kan dari Indonesia.		
238	R	:	Iya dari Indonesia.		
	I	:	Kalau dari luar Indonesia?		
239	R	:	Ya dicari yang gampang,		
	I	:	Yang gampang		
240	R	:	Nggak masalah juga sih. Anak-anak sekarang (talk with her friend)		
	I	:	Efeknya nggak kesulitan ya ms, perbedaan budaya itu nggak nggak sampai bingung, ini kok beda budaya dengan mereka		
241	R	:	Enggak. Nggak banget.		
	I	:	Enggak banget. Mereka udah open-minded berarti ya (laugh) okey. (suara kertas) jadi, jadi termasuk sering ya ms digunain materi-materi tersebut di pembelajaran di budi mulia khususnya		
242	R	:	Materi apa nih		
	I	:	Materi kayak song, tadi. Novel, trus teks, kind of text,		

243	R	:	Uhhh kalau yang novel, itu .. tidak terlalu sering. Tapi saya lakukan di semester ini.		
	I	:	Oh gitu		
244	R	:	Saya lakukan. Dulu sempet tapi kan konteksnya sekarang ini toh. Kalau yang novel saya lakukan semester ini tapi nggak sering ya. Satu novel aja.		
	I	:	Hm hm		
245	R	:	Gila ya kalau banyak banget.		
	I	:	Ehmm satu. Termasuk digunakan juga disini.		
246	R	:	Huumm gitu. Lagu uhh lagu ya disesuaikan dengan materi yang disitu. Jadi		
	I	:	Materinya?		
247	R	:	Kalau kan ini lingkupnya satu semester aja kan?		
	I	:	Kalau materinya? Oh berarti materinya dulu baru nanti dicari lagunya yang sesuai dengan materi?		
248	R	:	Disesuaikan. Iya. Disesuaikan.		
	I	:	Materinya itu tentang apa ms?		
249	R	:	Lupa. Saya. Apa ya disitu... opo yoo		
	I	:	Jadi disesuaikan dengan materi mereka kayak narrative juga video-videonya nya disesuaikan dengan misalnya tentang narrative		
250	R	:	Hu uhhh *** (suara kertas dibuka) oh waktu, waktu video ituu little red hood. Kan yang disini terlalu susah, jadi saya cariin yang lain	SLCTN	I/1/SLCT N/250
	I	:	Oh karena materi ini terlalu susah		
251	R	:	trus saya cariin yang lain ...		
	I	:	Oh trus cari video yang ini lebih		
252	R	:	Hu'uh. Saya lupa hee beb. Listeningnya itu listening apa. Itu awal-awal semester soalnya. Saya lupa. (suara modul dibuka) deskripsi po yo. Deskripsi. Deskripsi.		
	I	:	Itu deskripsi tentan g apa ms?		
253	R	:	Uhhh orang.		
	I	:	Orang		
254	R	:	Lagunya itu apa sih. Saya lupa. Kan uhhh recount . personality gitu. Terus mendeskripsikan orang		
	I	:	Uhhh		

255	R	:	Gitu.		
	I	:	Oke ms. Jadi termasuk banyak juga ya kegiatan, tugas-tugas yang dipakai ketika menggunakan materi itu ya ms?		
256	R	:	Hu'hm.		
	I	:	Sebenarnya cukup membantu ya ms untuk pembelajaran bahasa inggris.		
257	R	:	Iya. Cukup sangat membantu. Karena kalau bahasa tidak ada apa ya, alat bantu itu bosan. Kalau matematika kan okelah mereka ngitung nggak usah pake alat bantu aja udah, sudah membuat mereka cukup pusing. Tapi kalau bahasa, karena baca dan menulis, dan itu membosankan bagi mereka. Jadi perlu ada alat bantu.		
	I	:	Uhhh. Jadi sebagai alat bantu pembelajaran.		
258	R	:	Hu um. Gitu.		
	I	:	**** ... oke, semuanya sudah ms		
259	R	:	Sudah?		
	I	:	Sudah.		
260	R	:	Alhamdulillah.		



Interview Transcription 2

Date	:	May 30, 2016
Time	:	9 am
Respondent	:	Teacher 2
Location	:	Teacher's House
Number of Recorded Files	:	1

I: Interviewer

R: Respondent

Line	Subject		Detail	Themes	Code
	I	:	In English or in Indonesia?		
1	R	:	It's up to you		
	I	:	It's up to me		
2	R	:	(laugh)		
	I	:	Uhh ms, do you use any kind of authentic material to teach English?		
3	R	:	Sorry, can you repeat your question once more?		
	I	:	Do you use an authentic material in your class?		
4	R	:	Authentic material?		
	I	:	Yeah.		
5	R	:	Authentic material, so what do you mean? Audio video, visual, printed material or realia?		
	I	:	Whatever,		
6	R	:	Whatever. Uh actually uhmmm		
	I	:	In your classroom for this semester.		
7	R	:	Yeah. Of course yes. Because actually we use tv or movies or sometimes we use song to encourage students	TYPE, ACT	I/2/TYPE/7-9, I/2/ACT/7-9
	I	:	Hu'uhm		
8	R	:	To, to be more active in learning vocabulary.	TYPE	
	I	:	Oh vocabulary.		
9	R	:	So in many occasion I give them uhh some song text and I asked them to fill in the blank based on the song that I play, on my uhh tape recorder, and my students must full must fill in the English text carefully uhhh in the case I will test their listening skill in order to achieve or understand the words that I put in the black	TYPE	
	I	:	So you, you use songs		

10	R	:	Yes		
	I	:	and also		
11	R	:	Sometimes song, sometimes movie,	TYPE	I/2/TYPE/11
	I	:	Movie?		
12	R	:	So usually I use movie, uhh but movie only conducted in ... movie only conducted when students cannot uhh pass the exam I mean, if I give them uhh progress test 1, and most of the students do not achieved the KKM and the rest will		
	I	:	Watch?		
13	R	:	Watch the movie, and the rest who cannot achieved the KKM grade they will join me to make *inaudible*		
	I	:	Ok. So you use song, and then movie.		
14	R	:	I think children song it will would be *greated. Children song, children song is not appropriate for my students. You know that my students is senior high school not kindergarten or elementary school. Yeah	SLCTN	I/2/SLCTN/14
	I	:	So you use songs in your class, especially in low class		
15	R	:	But movies, I think movie is also great, but it is not uhh serial movies. I mean, we have many episodes, but I took the shortest,	TYPE, SLCTN	I/2/TYPE/15-16, I/2/SLCTN/15-16
	I	:	Oh the shortest		
16	R	:	The shortest one. So, I can start that movie at that time and movie can finish at that time.		
	I	:	Oke. (a man talk behind) so,		
17	R	:	In one, uhh in one hour.		
	I	:	Oh in an hour. So you, you use authentic material in your class?		
18	R	:	Hu'uh.		
	I	:	This type?		
19	R	:	Hu'uh.		
	I	:	Ok. Next questions, uhmm which kinds of authentic material do you often use in your class?		
20	R	:	Authentic? Authentic?		
	I	:	Yeah		
21	R	:	Authentic?		

	I	:	Oh the authentic,		
22	R	:	Ohh it depends on my uhh topic.		
	I	:	Oh depends on your topic?		
23	R	:	Hu uh. It depends on my topic. If the topic related to the photograph,	SLCTN	I/2/SLCTN/2 3-27
	I	:	Yup,		
24	R	:	I will use it as many as possible. Uhh if the materials related to the advertisement, I will use, I will use it also. And if the materials related to the vocabulary, I will use songs, or movies, or something like (<i>someone talk</i>) duh kepotong	SLCTN	
	I	:	Vocabularies, okay. (laugh)		
25	R	:	Vocabulary. And then about short stories, if the materials related to the narrative,		
	I	:	Yup		
26	R	:	Recount,		
	I	:	Hu uhm		
27	R	:	And then recount, terus apa namanya, you know that kind of short texts,		
	I	:	Ok.		
28	R	:	I will use short stories. And I will ask my students to search on the internet..		
	I	:	Oh search on the internet.		
29	R	:	Yeah. And the restaurant menu it is related to the material also, If I'm not mistake in the first semester it is about how to offering or order something.		
	I	:	Hu uhm		
30	R	:	Yeah. And comics, usually the, the teachers, decide to ask students to make comic. Mini comic in a mid competence test. And they have to make a short dialogue,		
	I	:	Short dialogue		
31	R	:	Uhh I think this related to the material about expressions. Many kind of expressions. Yes. And about the map. I think it is related to the direction. So, I will use many ..		
	I	:	Which kind do you often use in your class?		
32	R	:	I think song maybe. Short stories. Short stories kan like Cinderella,	TYPE	I/2/TYPE/32
	I	:	Short stories? You often use short stories in your class?		

33	R	:	Hu uh Cinderella		
	I	:	In this semester?		
34	R	:	In this semester? .. yeah		
	I	:	In this semester. Short stories		
35	R	:	And then? sorry. And then?		
	I	:	Ok. Is there any something else? Authentic material that you always, or often use in your class?		
36	R	:	Ehmm, song maybe.		
	I	:	Song		
37	R	:	Yeah songs,		
	I	:	Songs and short stories.		
38	R	:	Yes. Short stories.		
	I	:	Ok. Uhh do you mind to tell me what types of authentic material that you prefer to be used? Which kind do you want, uh do you think uh you prefer to be used?		
39	R	:	Ahh song.		
	I	:	Song?		
40	R	:	Yeah		
	I	:	Why?		
41	R	:	Song. Because you know that when people listen to the song, they can uhhmm catch up the meaning, although actually they don't really like English but when they listen to the music, they uhh unconsciously they will like it whether they do know the meaning or not. And it will encourage them to search the meaning on the internet. And uhh you know from this way they can learn the vocabulary from that way.	OPP.CHL	I/2/OPP.CHL /41
	I	:	So you use a song because it, you, you assume that it will help students to gain vocabulary		
42	R	:	Yeah. Yeah to gain the vocabulary. Based on my personal experience.		
	I	:	Hu uhm. Is there any types, or so use, you prefer to audio, video, then another type of authentic materials?		
43	R	:	Uh pardon?		
	I	:	So you, you prefer to use audio video, than others kind		
44	R	:	Uhm yeah I like that.		
	I	:	Ok. Because yeah		

45	R	:	Yeah because of that		
	I	:	Yang vocabulary		
46	R	:	Yeah		
	I	:	What do you feel about the use of authentic material in the classroom? You mention you use song, short movies, and short stories, what do you feel when you use yeah, that material?		
47	R	:	Yeah. I .. I feel satisfied!		
	I	:	Satisfied (laugh)		
48	R	:	I feel happy. I feel that my students enjoy it as well. Because you know that my students uhh in the age of them, in the age of them? (laugh) I think they like listening to the music, searching from the newest film, yeah, and then watching ooh from the newest the .. new arrival film, and I think they enjoy it. They can enjoy the entertainment, while they can still learning English	OPP.CHL	I/2/OPP.CHL /48
	I	:	What kind of learning English?		
49	R	:	The vocabulary, the pattern of the sentences, and the slang	OPP.CHL	I/2/OPP.CHL /49-50
	I	:	Slang?		
50	R	:	Yeah. So for example in uhhh in formal eh in the formal conversation, we use going to or give me. But in a video or in a music, we cannot we rarely find that.. we often point the way they speak gimme or gonna or lemme, lemme means let me. Something like that. And they can know the synonym of the vocabulary. I mean uhh if learn, if we learn about English, we use ... something like general words. I mean everybody knows about that. But when we find it on a short movie, or a video, or a song, we can see or we can understand the synonym		
	I	:	The synonym		
51	R	:	Of the words. Something like sis, uhh yeah you know what I mean (laugh)		
	I	:	(laugh) so you feel enjoy when working in with authentic material in your English class especially for low learners? In low learners		
52	R	:	In low learners. Yes.		
	I	:	So you're satisfied and you're enjoy when you use song and short movies?		
53	R	:	Song. Short movies? Yeah short movies, short stories.		

	I	:	Uhh short stories. do you often, uh how often do you use authentic materials in your class?		
54	R	:	How often? Uhhmm teacher must have many plan. If plan A doesn't work well, I will use my another plan. So, I use song or short movies or something like short stories, interesting short stories, if the I think the students feel bored.		
	I	:	Feel bored.		
55	R	:	Yeah		
	I	:	What kind of short stories?		
56	R	:	Something like uhhh narrative,		
	I	:	Narrative?		
57	R	:	In narrative. Fable, fairytale, something like I search on the internet, uh listening section about short stories, and they will uhh I think they will be interested.	TYPE	I/2/TYPE/57
	I	:	Uhhh. How do you know when the students feel interested?		
58	R	:	Yeah. First, when they feel do not interested with me, they will, ohh wait, they will look like uhm apa ya. They look like bored, and then there is no energy to, to enjoy my, my, my class. But after we, after I give them such kind of this ,		
	I	:	Materials?		
59	R	:	This learning materials, uhh it can be said that they are very excited. They can enjoy my activities from the beginning aa until the end.	OPP.CHL	I/2/OPP.CHL /59
	I	:	So it works when you use the authentic materials?		
60	R	:	Yeah it works well. Audio-visual. Or maybe, it, it related to the characteristic of senior high school students, they prefer audio, audio, something like music, or watching movie, rather than postcard, or pictures. Because I think postcard, pictures, map, it is suitable for students in kindergarten or elementary level, or junior level.		
	I	:	Uhhh, so students in senior high school prefer to audio-visual material. Ok. Uhm, what are the materials do you find the most suitable for low achiever learners?		
61	R	:	What do you mean? What do you mean?		
	I	:	I mean, (laugh) I mean there is there are many authentic materials, there are many authentic materials. So which kind do you think that		

			more, the most suitable for low achiever learners?		
62	R	:	Low learners, yeah you know that low learners have a less ability in catching the meaning of words. You that the vocabulary is the most important, most important, most important uhh		
	I	:	Language features?		
63	R	:	Yeah language features in our daily life. If we cannot understand or catch up the meaning of vocabulary, they will not, they cannot uhh continue the next level of learning English. Something like uhh composing the material, uhh make composing the sentences or making the sentences. I mean like that. So the suitable one is I think listening to the music or watching the video and I will give them an assignment to .. uh to make short list of the difficult word from the song, or from the short movies. And I will ask them to search the meaning from dictionary. And it, and it works		
	I	:	And it works?		
64	R	:	Yes.		
	I	:	How many vocabularies usually they developed?		
65	R	:	Uhh I have umm I had a plan and I had run it well. So every meeting I give them fifteen vocabulary and the next meeting I will give the test		
	I	:	Test?		
66	R	:	About the vocabulary. So they must remember.		
	I	:	What kind of test?		
67	R	:	I will give them a piece of paper, or I will give them umm apa itu .. (laugh)		
	I	:	(inaudible) (laugh)		
68	R	:	Umm assignment related to the words that I give in the previous meeting. And I will test whether the students had understand or not.		
	I	:	Uuh by song?		
69	R	:	By a song?		
	I	:	By a song or, by a ... or you just test		
70	R	:	Just test. Hu'uh. Just test. Test. But to stimulate their uh excitement, I will use song or video.	TYPE	I/2/TYPE/70 -74
	I	:	Ok. Song, and video. And short stories. Uhh		
71	R	:	So because if we interested on something, uh		

			we have to (laugh) we have to add the most interesting activity learning first, and they will, they will feel uhh comfortable and excitement and then the material will be understood well.		
	I	:	So the authentic material that you use to stimulate your students?		
72	R	:	Hu uhm, stimulate first.		
	I	:	Stimulate first.		
73	R	:	So if the learning materials feels bored, or we feel, we, we think that it is boring learning activities, the material cannot be catch up properly.		
	I	:	Uh, oke. So you use a song, movie, short stories to stimulate your student because you think those materials very, very attractive to stimulate your students. And your enjoy, eh students engagement in material. Ok. Next. What are your considerations when selecting the materials? I mean those materials are not specifically designed for learning activity, but it to entertain someone, or in ... how you se select those materials?		
74	R	:	Select? So my consideration?		
	I	:	Yeah		
75	R	:	Yeah. It is uhhh reasonable or not. It is related to the our daily activity or not. It is, it will be meaningless if we teach the students of words but it, it cannot be used in our daily life	SLCTN	I/2/SLCTN/7 5
	I	:	Oh		
76	R	:	Yeah. And then it is, is it related to the material and is it understandable, is it (inaudible), and also is it suitable for the low grades.		
	I	:	Ehmm. How do you know ... how do you know that those materials are suitable for your students in low?		
77	R	:	In low? So when they uhm I mean when they uh understand what I saying, and is it they can apply in their daily life or in the learning activities that I give them, it suitable for them.		
	I	:	Ehmm		
78	R	:	It is suitable of, of based on their skill. Based on their ability.		
	I	:	Their ability. Uhh so you, you try to select the material that ehm appropriate to your students' ability?		
79	R	:	Hu uhm. Yeah. Yeah ability first, and then we can... so if we give them, so for example if my	SLCTN	I/2/SLCTN/7 9-81

			students in the lower grade, and I give them the difficult, the most difficult materials, and its, actually it is suitable for the highest level students, it will be meaningless. Because the, it, it is not, it it doesn't suit with their ability and I think it will be meaningless.		
	I	:	Ohh. Hehe		
80	R	:	So, we have to considered the skill first.		
	I	:	Oh ok. The ability first,		
81	R	:	Yeah the ability first. Then we can uhh improve the next step. The learning		
	I	:	So is that, those are the language skill you mean? What kind of language skill?		
82	R	:	Language skill speaking		
	I	:	Speaking		
83	R	:	Listening, reading, writing,		
	I	:	Oh		
84	R	:	And the way they understand material. Does everybody has the difference skill to catch up the, or have the, have umm ability of understanding the something kan?		
	I	:	Hm. How do you know that they are students uhh this is a low learners, how do you know that the students are ready for those materials or not? I mean the those materials maybe easy or difficult. How do you know that?		
85	R	:	Yeah I will give them a progress test.		
	I	:	Oh		
86	R	:	Or assignment related to the material that I have given to the previously. If the grades, I think if the grades are over the KKM, or it is more than eight, I think they are ready to the next step.		
	I	:	Ehmm,		
87	R	:	But if it is still less than five or less than six I think I need more time to explain it more clearly.		
	I	:	So you need more time to explain it?		
88	R	:	Hu'uh		
	I	:	Ok. Uh you, you mention daily life. Those materials are related to the daily life. What it's mean?		
89	R	:	Daily life. So, if we, we learn English for preparing our future, right? So for preparing our future, for uh for be used ..		

	I	:	be used?		
90	R	:	(laugh) uh our future. And then uh to prepare us to can speak in our daily life. Something like daily conversation, so I will make it more ... (inaudible)		
	I	:	Laugh		
91	R	:	More, meaningful.		
	I	:	Uhm		
92	R	:	I think meaningful yeah. In daily life, yeah, learning English is learn to be used in our daily life. So it will be meaningle... meaningful		
	I	:	Meaningful		
93	R	:	If we use it in our daily life. So, I think ya kayak gitulah		
	I	:	Oh you choose the materials when those materials are related to daily life.		
94	R	:	Hu'uh. To daily life. I mean not daily life, uhm, .. it will be used in our daily life. So for example, uhm, if we learn about ..		
	I	:	Material (inaudible) (laugh)		
95	R	:	Apa ya?		
	I	:	The topics?		
96	R	:	If we look the topics uhm choose the .. ya pokoknya kayak gitu lah. Bisa digunakan, pokoknya bermanfaat. Yang bisa digunakan dalam sehari-hari		
	I	:	Oh useful.. so when you choose uhh song, songs		
97	R	:	Hmm		
	I	:	Or movie, what are your consideration? When you choose the songs?		
98	R	:	What are the considerations? The first there is no uhh bitchy words.	SLCTN	I/2/SLCTN/9 8-106
	I	:	Bit?		
99	R	:	Bitchy words.		
	I	:	Bitchy words? Oh! (laugh)		
100	R	:	(laugh) swear words		
	I	:	Oh swear words. (laugh)		
101	R	:	Ok? I mean bitchy words something like fuck,		
	I	:	Ok		
102	R	:	Fuck your up, or shit, shit ah		
	I	:	(laugh)		

103	R	:	Shit, something like...		
	I	:	Oh yeah. ok.		
104	R	:	Hu'uh.		
	I	:	Why?		
105	R	:	So dirty mind. So my consideration is there is no dirty words, or swear words, and then there is no uhh bullying,		
	I	:	Bullying		
106	R	:	or mooking, or mocking		
	I	:	Hu hm		
107	R	:	And then the first is they can learn the moral value	SLCTN	I/2/SLCTN/107-111
	I	:	Moral value?		
108	R	:	Moral value about life, friendship, love, and the ... parenting		
	I	:	Parenting?		
109	R	:	Yeah		
	I	:	What do you mean?		
110	R	:	Not love in uh		
	I	:	(laugh)		
111	R	:	Not love, I mean not love in case of relationship, but love in a parents, or with the friendship, or bestfriend, and love with the others.		
	I	:	Oh, so you choose songs when there are no sword words, and		
112	R	:	Swear words, and then		
	I	:	And then the content		
113	R	:	Bitchy words yeah.		
	I	:	(laugh) and it's like ..		
114	R	:	And it's like fuck your, fuck your (inaudible), and screw you! (laugh)		
	I	:	(laugh)		
115	R	:	I will not choose them.	SLCTN	I/2/SLCTN/115-117
	I	:	Ouh		
116	R	:	Yeah because it can uncouns, unconsciously it will affect their behaviour.		
	I	:	Ah.		
117	R	:	You know that senior high school can imitate	OPP.CHL	I/2/OPP.CHL

			anything that related to the dirty mind.		/117
	I	:	Hu uhm		
118	R	:	Yeah. Do you agree with my opinion?		
	I	:	Yeah (laugh)		
119	R	:	Yeah of course		
	I	:	But you over rate that it will		
120	R	:	Yeah it will,		
	I	:	effect, affect your students? (laugh)		
121	R	:	Yeah I am sure. I am sure 100% will affect their behaviour.		
	I	:	So you choose very, very carefully?		
122	R	:	Yeah. Imagine that I, I never teach them, how to spell swear words. But they can say it. (laugh)		
	I	:	(laugh)		
123	R	:	Say it perfectly. So, (laugh) you can imagine that?		
	I	:	Ok. So you also mention that those songs should be uhh conduct or any moral value?		
124	R	:	Friendship. Hmm, friendship. Like friendship.		
	I	:	Friendship. Hm. Why?		
125	R	:	But, yeah because when we learn something, we have to make, or we have to put the best thing for that, from that		
	I	:	Hu uhm		
126	R	:	So, I think uh the best song is hero		
	I	:	Hero?		
127	R	:	Hero, yeah. Do you know the hero song?		
	I	:	Oh yeah.		
128	R	:	By Mariah Carrey. Yeah hero. So you know that the meaning of the hero itself uhh it teach us how to be uhhh how to be a strong people. Uh not to give up easily, and also the vocabulary also reasonable, and understandable. And I will choose it if there is uhm a chance related to the topic. Yeah but first when we choose the song,	SLCTN	I/2/SLCTN/1 28
	I	:	Hu uhm,		
129	R	:	I will not consider by myself, but I will consult it with English team first	SLCTN	I/2/SLCTN/1 29, 131
	I	:	Oh.. why?		

130	R	:	So, yeah because it is, for, for all		
	I	:	For all learners?		
131	R	:	For all the students. Hu'uh. For all levels. So every teachers has right to say it is proper, or not.		
	I	:	Oh		
132	R	:	So, if the, it is not uhh agreed by all the, the students, oh all teachers,		
	I	:	Teachers?		
133	R	:	So we will look for another song.		
	I	:	Ok. Uhh in this module,		
134	R	:	Hu uhm		
	I	:	Uhm this module, in your, this song.. let, let her go. This song is let her go, you don't use this material?		
135	R	:	Not yet.		
	I	:	Not yet.		
136	R	:	Because I think it will be use by new teacher, ms, ms Uti. have you met her?		
	I	:	Not yet (laugh)		
137	R	:	Not yet. Oke. So because I'm pregnant, and last, in the, in the end of April, I have pregnant apa ya cuti, pregnant uhm, pregnant left (laugh)		
	I	:	(laugh)		
138	R	:	So I, uh put them, the all material for ms. Uti		
	I	:	Uhm. Oke the next is ... so you consider the, the, the words, and the moral values from the song		
139	R	:	Moral values,		
	I	:	It, its also work in, for the movie? Or Short stories?		
140	R	:	Oh yeah. Movie? Movie, hu'uh movie. But I think the students will be more interested if the movie is recently, recently come. I mean the new comer	SLCTN	I/2/SLCTN/1 40-141
	I	:	Oh the newest one?		
141	R	:	Yeah. The new comer. They will be more excited.	SLCTN	
	I	:	Oh excited.		
142	R	:	Rather than the old story, the old movies.. (laugh)		
	I	:	Because they probably knew the movie?		

143	R	:	Hu'uhm.		
	I	:	Ok.		
144	R	:	No. no. still hits. (laugh) still hits `(laugh) So you know that the senior high school, so		
	I	:	Ok. uhh what is the role of authentic materials in your lesson?		
145	R	:	The role?		
	I	:	Your, The, the role of the material. I mean, this school have a module.		
146	R	:	Hu'uhm.		
	I	:	So what is the role of authentic materials that you bring in your class?		
147	R	:	Ok. Actually, based on my experience, you know that the module is very bored. So, if we learn something by the books, and there is no more pictures, interesting pictures, and especially for the senior high school, there is no interesting picture like the children has,	TYPE, OPP.CHL	I/2/TYPE/14 7, I/2/OPP.CHL /147-149
	I	:	Hu uhm,		
148	R	:	Eh like the children have	OPP.CHL	
	I	:	Hu uhm		
149	R	:	So, I need some audio or some assistant something like songa, or video to make it more contextual, meaningful, and then interesting	OPP.CHL	
	I	:	Oh		
150	R	:	And I think it works.		
	I	:	So,		
151	R	:	I prove that		
	I	:	You prefer to use audio-visual to assist the module?		
152	R	:	Yeah. To assist. And to uhm stimulate the students or to uh .. attract their interest		
	I	:	Attract. So attract their interest		
153	R	:	Their interest.		
	I	:	First?		
154	R	:	First.		
	I	:	First.		
155	R	:	You know that senior high school students very naughty, and they are difficult to be, to be ruled, and yeah I need them.		
	I	:	In your low class?		

156	R	:	Yeah. Low. You know that the low students. Yeah lower students are more active. (laugh)		
	I	:	(laugh)		
157	R	:	And we have to have uhh special skill to make them sit down, and listen, listen to what we are talking about.		
	I	:	Hu uh. So what the purpose do you use authentic material for the class?		
158	R	:	Purpose? Yeah to attract their excitement, to attract their attention first, that, do you know that if we, if we attract their attention, attention first, and they feel attracted	TYPE	I/2/TYPE/15 8-160
	I	:	Hu uhm		
159	R	:	They feel, uh no no no. I think, our uh learning materials is attractive and they are interested, interesting of that,	TYPE	
	I	:	Hu uhm,		
160	R	:	They will join it, from the beginning until the end.	TYPE	
	I	:	Oh. So the first ...		
161	R	:	You know that love at the first time? Yeah. It works. (laugh)		
	I	:	(laugh) it works for your students?		
162	R	:	Yeah. It works. In the low students		
	I	:	But after that? What is the purpose? When, when you use the module and they were interesting, and what is the purpose when you use the authentic material?		
163	R	:	The purpose?		
	I	:	Is there any something else?		
164	R	:	(Oh ya harus gini). Pardon? Pardon?		
	I	:	Ok.		
165	R	:	Bentar bentar (someone is coming)		
	I	:	Ok I will pause it(pause)		
166	R	:	I will lay my baby first		
	I	:	Ok. So the purpose of your, the use of authentic material is for attract their interest		
167	R	:	Hu uh. Their interest first,, and for my media, uhm, to apa ya, modified the activities, to be more interesting.	TYPE	I/2/TYPE/16 7-168
	I	:	Uhm.		
168	R	:	Because if we only focus on the text, on the textbook, I think it is boring. Very boring. So we		

			need some entertainment, but we can still learning. So, I will apply learning by playing.		
	I	:	Oh. Learning by playing (laugh)		
169	R	:	Learning by playing		
	I	:	Ok. Uhm, how do you create the instructions?		
170	R	:	I mean? Eh what do you mean?		
	I	:	I mean		
171	R	:	(wa'alaikumsalam)		
	I	:	What are the instructions that you use when you use this materials?		
172	R	:	The..		
	I	:	Uhh the instructions. I mean you bring this materials in your class,, and what instructions that you give to your students?		
173	R	:	Oh. Listen to the recording and fill in the blank.	ACT	I/2/ACT/173
	I	:	Uhhh		
174	R	:	Terus, eh and then, watch the movie, and please write down the difficult words and then find the meaning of words on the dictionary and submit it today.	ACT	I/2/ACT/174
	I	:	That day?		
175	R	:	No more than tomorrow, or no more than today.		
	I	:	Oh. How about short stories?		
176	R	:	Short stories? You mean?		
	I	:	Short stories. You mention bef, before you mention that you use short stories		
177	R	:	Uhum, Short stories		
	I	:	The instructions?		
178	R	:	Read the short stories, and find the meaning of the difficult their words, and then retell the stories in front of the class, based on your language,	ACT	I/2/ACT/178 -179
	I	:	Uhm		
179	R	:	Consult your dictionary if it is needed. Or if, if it is necessary	ACT	
	I	:	Ok. Uhm, so you, you, when you use song, you ask them to listen, and fill in the blank		
180	R	:	Fill in the blank. Hu uh. Based on the words. So if the students still, still uh meet the difficulties of the words, I will give the randomly words and they will choose it.		
	I	:	Ou.		

181	R	:	On the blackboard.		
	I	:	How about for the low learners?		
182	R	:	Low learners? Yeah low learners I will oyeah, and for the low learners, the song must be easy.		
	I	:	Easy?		
183	R	:	Hu'uh. It is not as easy as for the highest students		
	I	:	Hu'uh		
184	R	:	Because they still need more concentration, the skill is still lower,		
	I	:	Hu uhm		
185	R	:	And we have to considered that.		
	I	:	Ok. Uhm how about the movie? They just watch the movie, and then they, they, do they do something?		
186	R	:	Oh of course yeah. They will ...		
	I	:	What another instruction that you give to your students?		
187	R	:	Ok. So please be quite and watch the video. So for those who are, who are still talking, please leave this class. (laugh)		
	I	:	(laugh)		
188	R	:	Yeah. That effect, there are so many students who are still speaking because they feel you know, that in one class it consist of more than ten students,		
	I	:	Hu uh		
189	R	:	Yeah. So maybe three of them are not interesting, eh interested on it. And the rest are interested. For those who do not interested on the video, I think they will, they will talking with their friends, or doing something with their own		
	I	:	(laugh) but they, they still watch the movie?		
190	R	:	Yeah. Still watch.		
	I	:	Uh, how do you know that the movie ..		
191	R	:	Oh do you know that the lower grade, the lower students has more discipline? The lower students, are more discipline rather than, rather than the highest students		
	I	:	I don't know. What do you mean?		
192	R	:	Yeah. What do you mean. So if I give them a task, they will do it as soon as possible.		

	I	:	Uhm for low learners?		
193	R	:	Hu uhm. Different from the highest students.		
	I	:	Hmmm		
194	R	:	The highest students I think because they think that they are cap, capable enough to do that, so they will underestimate it, and will 'ngeremehke', I don't know the English words of 'ngeremehke' (laugh) yeah	OPP.CHL	I/2/OPP.CHL /194-196
	I	:	(laugh) and then, and for the low learners they will work more uh, har harder?		
195	R	:	Yeah. Low learners. Yeah. They feel so excited. So I love teaching in the lower grades. Yeah	OPP.CHL	
	I	:	Ok. Because they more enthusiast.		
196	R	:	The more enthusiast, and hardworking	OPP.CHL	
	I	:	Hardworking		
197	R	:	Hardworking. Although sometimes the result no more than six.		
	I	:	No more than six?		
198	R	:	But I will grade their uh encouragement, and their spirit for doing that.		
	I	:	So what are the instructions for the low learners when they watch they movie?		
199	R	:	Something I give the instruction in Bahasa first,		
	I	:	Uhm oh		
200	R	:	If, if they don't understand English. So but if, if the with English they have understood about that, yeah		
	I	:	(hehe)		
201	R	:	It will, it will, hu uh the instructions. The instructions?		
	I	:	So you, yeah the instruction, you ask your students to watch first,		
202	R	:	Hu uh, watch first, and then find the difficult words	ACT	I/2/ACT/202 -204
	I	:	Find the difficult words?		
203	R	:	Hu'uh. Find difficult words		
	I	:	Do you mean by write something?		
204	R	:	Yeah. Write. Write. Something like if I have watch the movie, I will give to, to make them pay attention on what the video or the short movie, I will give some uhmm some questions related to the movies something like who are the main characters, what happen to the main		

			character, and what are the, what are the, what where is the setting, something like that.		
	I	:	Oh. ****		
205	R	:	Pause?		
	I	:	Pause? oh		
206	R	:	yeah		
	I	:	So, how about the short stories?		
207	R	:	Short stories?		
	I	:	What the instruction that you use when use short stories?		
208	R	:	Short stories, read the following short stories, and find the difficult meaning, and for the speaking skill I will ask them to retell the short stories in front of the class using their own words.	ACT	I/2/ACT/208-210
	I	:	Their own words?		
209	R	:	Hu'uh. It something like retell. But not use their, not imitate	ACT	
	I	:	So it's for low learners?		
210	R	:	Yeah. For low learners	ACT	
	I	:	(laugh)		
211	R	:	But we still need more time to do that. I mean uh not for one meeting but I think it can be two meetings. So, in fact they still uhm find the difficulties and ask me, ask me the English words,	OPP.CHL	I/2/OPP.CHL/211
	I	:	How they enjoy those uh instructions?		
212	R	:	How can they enjoy?		
	I	:	Hu uh. How can they enjoy the instruction? Do you think that your students in low enjoy?		
213	R	:	Huu uhm enjoy. However first they will criticized, oh it is difficult ms, or I don't want to do it. But if I tell them that 'oh no, I will score you. I will put your score on your rate, on your ..'	OPP.CHL	I/2/OPP.CHL/213
	I	:	Rapport?		
214	R	:	Rapport. And they will do it excitedly.		
	I	:	Oh because (laugh)		
215	R	:	(laugh) yeah but the first you have to be uh uhm I think teacher who, who can motivate them. Not,,not only dictators, so you must do that. You must do that. But we cannot uhh balance our skill, it could be meaningless. If the students		

			hate us first, they will not enjoy our materials well.		
	I	:	Uhm. So your materials are to engage students and then		
216	R	:	Hu uhm		
	I	:	Hu uhm. Ok. About the task.		
217	R	:	Pause		
	I	:	(Laugh) oke.		
218	R	:	(laugh)		
	I	:	Tadi kita udah bilang apa ya? Questions, the instructions. So the next is task. When you use the material? The task, or the activities? Uhm how does the use of authentic materials to teach English skill, writing, speaking, and listening, in your class?		
219	R	:	Song, it can be com uhh ... comprehend, comprehend, not not a comprehend sih. No no. yang dijadikan dua itu jadikan satu?		
	I	:	What? What it's mean?		
220	R	:	Song it can be listening and writing.		
	I	:	Ok. Hu uh.		
221	R	:	But, uh short stories		
	I	:	So integrated skill?		
222	R	:	Yeah. Narrative stories it can be reading, writing, or speaking. It depends on the test that I give to them		
	I	:	Hu uhm.		
223	R	:	If it is possible to give them in a speaking, yeah it is speaking skill.		
	I	:	How about the, when you, how does the use of authentic materials to teach the integrated skill?		
224	R	:	Ahh integrated. It can be song.		
	I	:	Song?		
225	R	:	Song. And also,		
	I	:	How to teach the integrated English skill with song?		
226	R	:	Integrated skill I mean listening and writing,		
	I	:	Hu uhm		
227	R	:	So if we, if I play the recording, it will test their listening skills something like what kind of words, what kind of that's, that narrative speaker are saying, and when *** and when I		

			test the ... writing skill, based on the filling blank that I give them eh that give, I give it to them.		
	I	:	Oh		
228	R	:	Yeah I will give test how to compose, how to uhhh write the .. write the, write the , the spelling,		
	I	:	Spelling, uhm after that? After that? After you ask your students to write the words,		
229	R	:	Yeah. We will discuss it together.		
	I	:	Discuss it together. Oh, how the result?		
230	R	:	Yeah, for the lower grades, the result is not much as we are expecting before		
	I	:	Oh. Uhh		
231	R	:	But I will grade uhh encouragement.		
	I	:	Ok. How does the use of movies, when you try to teach the integrated skills?		
232	R	:	Uhhh movie sometimes we use movie uh without any Indonesian subtitle.	ACT	I/2/ACT/232-233
	I	:	Without any?		
233	R	:	Yeah. So it will test their listening, listening skill.		
	I	:	Ok. Why? Why there's no subtitle?		
234	R	:	Yeah, we , sometimes it works, sometimes when it is difficult for them, I will give the Indonesian subtitle.(laugh)	OPP.CHL	I/2/OPP.CHL/234
	I	:	(laugh) Oh really? So the Indonesian subtitle you have them. So that is a listening skill, another skill?		
235	R	:	Another skill? No.		
	I	:	There is no?		
236	R	:	No. writing maybe. If we, if they listen to the uhh difficult words, they will write it down, the correct spelling or not. I will, I can test them. Based on		
	I	:	on that way the use of uhh English? They write in English?		
237	R	:	Yeah.		
	I	:	After that? After they ...		
238	R	:	Enough.		
	I	:	Just write and that's enough?		
239	R	:	Oh no no no. just write and submit, and in the next meeting, we, we can discuss together.		

	I	:	Okey		
240	R	:	If I not, If I'm not forget		
	I	:	(laugh) how about the short stories?		
241	R	:	What do you mean?		
	I	:	Uh uh, what kind of		
242	R	:	Short stories?		
	I	:	Task. That you give to your students?		
243	R	:	So. To test their understanding I will give them some questions related to the stories. Something like what happen to the main characters? Where is the, where is, where does the uhh story take places? Or something like that. So I will test their understanding based on that, those questions. And it is for reading sections,	ACT	I/2/ACT/243
	I	:	Ooh reading sections		
244	R	:	Yeah. For the speaking, I will ask them to retell in front of the class?		
	I	:	In English?		
245	R	:	In English. And for the reading I will test them one by one, and I will grade them test their pronunciation, it is properly or not.		
	I	:	How, how do you, how do you ask your students to, how do you test them one by one what happen?		
246	R	:	Reading.		
	I	:	Reading?		
247	R	:	Hu uhm. Reading one by one.		
	I	:	One by one? One by one? (laugh)		
248	R	:	Yeah, one by one. (laugh) so it is need two meetings.		
	I	:	Two meetings?		
249	R	:	Hum.		
	I	:	After you ask them one by one,		
250	R	:	Hu uh, yeah they will read it one by one.		
	I	:	Hmm. Ok. Hm. Is there any ... (a man talk) *** Is there any activities?		
251	R	:	No,		
	I	:	No. just after you, you test them and then enough, and then grade them. Hmm how often you varied the activities and the task? In each session?		

252	R	:	I put... what do you mean?		
	I	:	I mean, you mention there's speaking, listening, and reading, and you use song, movies, and short stories, how often you varied those materials, oh those activities, for the materials?		
253	R	:	For the materials? Uhm		
	I	:	I mean, It just, it just only listening, or is there any other else activities?		
254	R	:	Gimana? Gimana?		
	I	:	You use those song for example, so the activities is only for listening or any...		
255	R	:	Listening and writing		
	I	:	Writing? How often you varied the activities?		
256	R	:	Yeah. If it is needed as much as possible, I will, I will uh bring the additional paper,		
	I	:	Hu uhm		
257	R	:	Yeah not only focus on the ...		
	I	:	Module?		
258	R	:	Text book.		
	I	:	So, the additional for the module. Do you use the module first, or the authentic material first?		
259	R	:	Module first,.		
	I	:	Module first		
260	R	:	and then authentic materials		
	I	:	As an additional?		
261	R	:	Yeah. Because authentic materials I use it to assist or to uh support,		
	I	:	Support		
262	R	:	The textbook		
	I	:	So how many activities and task for each session?		
263	R	:	Uhhh it depends.		
	I	:	Depends? Depends on what?		
264	R	:	Depends on the dibagi depends on the how many meetings		
	I	:	Uh hum,		
265	R	:	For that topic. And then, it depends also uh does I need more time to explain it or not		
	I	:	Hmm how do you know that you need to explain more or not?		
266	R	:	Something like the difficult topics, I need more		

			than two meetings. But for uhh easy topic something like expressions of expressions, many expressions I think I only need one meeting for many expressions. Because it is very easy. Yeah.		
	I	:	Oh depends on the topic. Uhh what kind of activities and task when you use song?		
267	R	:	I mean, what do you mean?		
	I	:	What kind of activities and task, when you use song?		
268	R	:	What kind of activities and task when use song?		
	I	:	Aktivitas apa aja yang dipakai ketika menggunakan song itu?		
269	R	:	Aktivitas apa aja?		
	I	:	Hu uhm. Is it just listening?		
270	R	:	Oh		
	I	:	Maybe they need to work with others?		
271	R	:	Oh it can be personal.		
	I	:	Personal?		
272	R	:	It should be personal.	ACT	I/2/ACT/272-273
	I	:	Oh individual		
273	R	:	Yeah individual. So if we, I think if they work in group about listening about song, it will, it will be not uhhh it will not meaningful because they can cheat ya. (laugh)	ACT	
	I	:	(laugh)		
274	R	:	They can cheat. One from another. And one person can depend on one person. Depends, lean on.		
	I	:	(laugh)		
275	R	:	Mengharap apa ..njagake.		
	I	:	In someone else?		
276	R	:	Hu'uh		
	I	:	So what is the movies? What the activities?		
277	R	:	Oh it can be in group		
	I	:	Group		
278	R	:	Or personal, it can be.		
	I	:	How many people in group?		
279	R	:	Sometimes, in group consist of three people		

	I	:	Why you choose, uh why you ask them to work in a group?		
280	R	:	In a group? I think they can sharing. Hu'uh ya kan?		
	I	:	Oh. If the movie?		
281	R	:	In the movie they can sharing ya. Sharing the meaning, and sharing whatever they want to share. But If about the song, I will ask them in personal.	ACT	I/2/ACT/281
	I	:	Hmm how about short stories?		
282	R	:	Short stories personal.		
	I	:	Personal. Individual?		
283	R	:	Yeah individual.		
	I	:	So, when do you ask them to work in group?		
284	R	:	When?		
	I	:	When?		
285	R	:	Uhhh,		
	I	:	You di,,you bring those movies, and how eh when you ask them to work in group? To start in group?		
286	R	:	Yeah from the beginning.	ACT	I/2/ACT/286 -289
	I	:	From the beginning?		
287	R	:	Hu uhm, from the beginning.		
	I	:	You divide them in group?		
288	R	:	No, they can choose by themselves,		
	I	:	Why? Why? Why?		
289	R	:	If they choose by themselves, if they like with their partner, they will excited to do that.		
	I	:	Uhhh, So why you choose uh short stories to work individual? ****		
290	R	:	Short story?		
	I	:	Yap		
291	R	:	Short story there is a text, provided text first, and I think it is very easy. We don't need much time for that.		
	I	:	So you ask them to work individually.		
292	R	:	Hu'uhm		
	I	:	So for the song, you ask them to listening, and then fill in the blank, and discuss together in individual by themselves. And for the movies,		

			you ask them to work in group and discuss it, and after that? What should they do?		
293	R	:	Discuss it. Yeah discuss it.		
	I	:	Discuss it?		
294	R	:	Hu uhm		
	I	:	(Inaudible)		
295	R	:	(Laugh) (inaudible)		
	I	:	Itu dibuka itu yang di tas		
296	R	:	(inaudible)		
	I	:	Ih nggak papa.		
297	R	:	Nggak nggak nggak (laugh)		
	I	:	Ok. Sekarang challenge and the opportunities yah. What are the advantages when you use song, and movies,..		
298	R	:	The advantages?		
	I	:	Yeah. Or the opportunities		
299	R	:	Umm I can attract their attention first.	OPP.CHL	I/2/OPP.CHL /299-300
	I	:	Hu hmm		
300	R	:	And I can uhh catch up their focus.	OPP.CHL	
	I	:	Focus?		
301	R	:	My students can focus first,		
	I	:	Hu uhm		
302	R	:	And they can enjoy my learning activities very excited.		
	I	:	Oh.so the first is to engagement, another advantages? When you bring these materials?		
303	R	:	Advantages? Uhmm I am interested as well.		
	I	:	Interested as well. Others?		
304	R	:	Others? What else?		
	I	:	Other than just to engage?		
305	R	:	Uhmmm I have a spare time	OPP.CHL	I/2/OPP.CHL /305-308
	I	:	Spare time?		
306	R	:	To take a rest.		
	I	:	Oh		
307	R	:	Yeah I don't need to taaaaalk		
	I	:	Ok (laugh)		

308	R	:	(laugh) so I need spare time to take a rest for awhile.		
	I	:	Ok. For awhile		
309	R	:	For awhile		
	I	:	Others?		
310	R	:	Uhhh nope		
	I	:	Nope, oke. Uh so what are the difficulties, the problems when you use song for low achiever learners?		
311	R	:	Yeah. Sometimes the song I think it is a song is very easy. But for them, it is very difficult first. And second, uhh ... I have difficulties in searching on the music based on the considerations that I told you previously,	OPP.CHL	I/2/OPP.CHL /311
	I	:	Uh hm		
312	R	:	Uhh .. and then something, there is a trouble, there is a trouble with the speaker,	OPP.CHL	I/2/OPP.CHL /312
	I	:	Oh so the, the, teknis banget ya		
313	R	:	Ya teknis		
	I	:	What about the students?		
314	R	:	About the students? I think they, they are okey, but sometimes the result, is not satisfied. Not satisfied		
	I	:	Not satisfied Because? Why? Why? It's not satisfied		
315	R	:	It sometimes the low grades have low, low skill so, wa'alaikumsalam (someone is coming)		
	I	:	Wa'alaikumsalam		
316	R	:	So, So I think they still need more time		
	I	:	More time		
317	R	:	So, ah! For example for the listening songs, I will record it three times. But the lower grade I think they need more three times. Haa so it is the difficulties.	OPP.CHL	I/2/OPP.CHL /317
	I	:	(laugh) The difficulties because the words maybe?		
318	R	:	Yeah, the words and then their ability as well.		
	I	:	Their ability		
319	R	:	What they listen and what they write is very different.		
	I	:	What it's mean? What the difference?		
320	R	:	Yeah for example, a slang they write assist. That's very different.		

	I	:	Okey so the vocabularies.		
321	R	:	Vocabularies		
	I	:	Still low?		
322	R	:	Hhu uhm		
	I	:	How about the difficulties when you use movies, short movies?		
323	R	:	Short movies? Difficulties? When searching for the uh suitable movies.	OPP.CHL	I/2/OPP.CHL /323-325
	I	:	From the internet again?		
324	R	:	Reason, eh related to the material, and then attract the students, haa it is very difficult. To find ...	OPP.CHL	
	I	:	To find the most suitable.		
325	R	:	The most suitable one.	OPP.CHL	
	I	:	How about the content?		
326	R	:	What do you mean?		
	I	:	How about the content from the movies?		
327	R	:	The contents? Yeah. The content uh should be educating. Not, not there is no sexy, sexy, sexy, or bitchy people (laugh)	SLCTN, OPP.CHL	I/2/SLCTN/3 27-328, I/2/OPP.CHL /327-328
	I	:	(laugh)		
328	R	:	It is must be educating. That is the most difficult one. You know that western movie, most of them have this part, so you must be careful..	SLCTN, OPP.CHL	
	I	:	Ok. Ehmm how about the short stories?		
329	R	:	Short stories? I think about short stories, should be interesting	SLCTN	I/2/SLCTN/3 29-332
	I	:	Interesting		
330	R	:	Yeah. If Cinderella, snow white is, many, is too mainstream,	SLCTN	
	I	:	Uh hum,		
331	R	:	So we have to look for different	SLCTN	
	I	:	So you need to look for interest, another interesting one		
332	R	:	Another interesting one	SLCTN	
	I	:	When will you...		
333	R	:	Are you listening to me? (talk to her baby)		
	I	:	When you use, when you use it in the classroom? What are the difficulties?		

334	R	:	What do you mean?		
	I	:	Ah, I mean, those materials, ah when you bring in front of your students, is there any something uh difficulties? Difficulties?		
335	R	:	No. Sometimes I find the difficult words. But it is okay		
	I	:	It is okay. Oke. For them? For the low learners?		
336	R	:	For me as well		
	I	:	(laugh) so they can uhmm engage with the materials. Uhh what is the authentic materials do you found the most challenging?		
337	R	:	The most challenging?		
	I	:	Hu uhm		
338	R	:	Uhhh for the lower?		
	I	:	Iyaps		
339	R	:	Song.		
	I	:	Song? (laugh) song. Is it suitable song?		
340	R	:	Challenging berarti dia ini, paling menantang?		
	I	:	Menantang iya.		
341	R	:	Oh, movies!		
	I	:	Movies?		
342	R	:	Iya.		
	I	:	Why?		
343	R	:	You know that song, they have difficulties, movies? This is the most difficult ever (laugh)	OPP.CHL	I/2/OPP.CHL /343 – 349
	I	:	(laugh) ah why? Why? Why you think that movies is challenging?		
344	R	:	Yeah. If it is in a song, I put an English in a song, every rhythm has space.		
	I	:	Ok		
345	R	:	Masih bisa pelan. Slow. It can slow. Slow. Slow. But ...		
	I	:	For the movie?		
346	R	:	about the movie, about our conversation, it is too fast		
	I	:	Hu uhm		
347	R	:	And can you imagine?		
	I	:	(laugh) especially for low learners.		
348	R	:	For low learners. Something like, ms. Itu ngomong apa?		

	I	:	Oh the students.		
349	R	:	Hu uh. Bis, bisa nggak dikasih subtitle Indonesia		
	I	:	Oh because you don't put any subtitle for them		
350	R	:	Something in lagu, ms itu nyanyi apa sih? Kayak gitu	OPP.CHL	I/2/OPP.CHL /350 - 352
	I	:	(laugh) they're ask for the meaning or the vocabulary?		
351	R	:	Yeah. Meaning. Because the vocabulary		
	I	:	The whole meaning?		
352	R	:	Yeah the whole meaning		
	I	:	Oh, (laugh) the most challenging is a movie. Because it difficult for them. Is there any reasons why movie is challenging for learners?		
353	R	:	No		
	I	:	No. just because the rhythm?		
354	R	:	Hmm. The rhythm,. the sentences.		
	I	:	And how do you, okey. ah, how did you think the use of these materials		
355	R	:	Uh?		
	I	:	These materials, that, that are not specifically for teaching, uhm will, would facilitate your student's language learning? How did you think? Songs, and movies, and short stories,		
356	R	:	Can you repeat once more?		
	I	:	How do you think that the use of authentic materials would facilitate your students' language learning?		
357	R	:	Yeah		
	I	:	How?		
358	R	:	Pardon? Pardon? (laugh) I cannot focus		
	I	:	How, the song, and the, the movies, and short stories, and other authentic materials would facilitate your students language learning? How?		
359	R	:	How?		
	I	:	How those materials will help your students?		
360	R	:	Yeah because it is interesting.		
	I	:	Interesting		
361	R	:	Song., the rhythm is interesting, and the movies, the, the artist, the performance, yeah it will be contextual	OPP.CHL	I/2/OPP.CHL /361

	I	:	Contextual?		
362	R	:	Yeah		
	I	:	What do you mean by contextual?		
363	R	:	Contextual mean, nah! We use in our daily life is contextual (laugh)		
	I	:	(laugh) oh because its contextual		
364	R	:	Yeah. Contextual. Jadi bermakna gitu lho. Bahasa inggrisnya itu benar-benar kita... kita belajar bahasa inggris nggak, beneer- bener kita gunakan, nggak, kita belajar yang terlalu high, tapi ternyata di our daily life kita tidak menggunakan itu. Itu meaningless	OPP.CHL	I/2/OPP.CHL /364
	I	:	Oh jadi you assume that those materials are very helpful to connect the students with		
365	R	:	Haaa to connect,, to assist them		
	I	:	To daily conversation?		
366	R	:	Hmm yeah		
	I	:	Ok. So Any others?		
367	R	:	No		
	I	:	No (laugh) So what do you think about the use, you mention , you before mention that you choose and select or search the materials based from the internet. So what do you think about the use of technology especially internet to help you find the ... to select the materials?		
368	R	:	Repeat once more		
	I	:	Uhh what do you think about the use of technology,		
369	R	:	Oh yeah technology is very helpful		
	I	:	Especially for the internet		
370	R	:	Yeah internet is very helpful. Helpful for this era.		
	I	:	In this era		
371	R	:	In this modern era. Yeah. As a teacher we have to balance our, our age with the students. Yeah so internet is very helpful	OPP.CHL	I/2/OPP.CHL /371
	I	:	Very helpful.		
372	R	:	Not conventional		
	I	:	Not conventional. So more contextual.		
373	R	:	Hu uhm		
	I	:	So how this internet help you?		

374	R	:	How?		
	I	:	How?		
375	R	:	I can search more information about the internet. What, what, what, what are happening now, what are the recently word teenagers use, and I can uhh I can learn it. And I will apply it in my learning activity eh activities. And the students, if the students feel comfortable with us, think that we are umm easy going or open minded with them, and it will, it will help her to like our learning materials.	OPP.CHL	I/2/OPP.CHL /375
	I	:	So how the internet help you to find the material?		
376	R	:	How to find the materials? What do you mean?		
	I	:	I mean, how how, you use the internet ?		
377	R	:	Google?		
	I	:	For example google, you use google to find the material		
378	R	:	Sometimes instagram,		
	I	:	Instagram?		
379	R	:	Instagram, ada kan posting posting yang kata-kata baru	OPP.CHL	I/2/OPP.CHL /, 379-380
	I	:	Ahh		
380	R	:	Something like YOLO, I knew it from the instagram. You only live once		
	I	:	How about, how about when do you want to find the material ?		
381	R	:	In google	OPP.CHL	I/2/OPP.CHL /381
	I	:	In google		
382	R	:	Blog		
	I	:	Blog?It's very helpful for you to find the material and select the material. So it is very helpful.		
383	R	:	Yeah. Very helpful		
	I	:	Uhhh what the website that you usually use when you want to find the material?		
384	R	:	Google. And then I only type what I want to look for. If I want to look for uhh short stories, yaa English short stories for the ele, eleven graders.		
	I	:	Ohh on the google		
385	R	:	Just type the keywords.	OPP.CHL	I/2/OPP.CHL /385

	I	:	Hmm. Ok. Any others?		
386	R	:	No		
	I	:	(laugh) so what do you think about the use of authentic materials in your class that has different culture. I mean, those materials mostly the movies, mostly produce by native or by foreign learners, foreign, foreign people, foreigners, what do you think that materials uhh will be affect to your students?.... I mean what do you think about the use of authentic materials in your class that has different culture? Those materials are produce by foreigners, by native, and those materials you use in your class. This is Indonesia, that has different culture, what do you think?		
387	R	:	Yeah, we have to be selective.		
	I	:	Selective?		
388	R	:	As I call you prev, as I told you previously, I must be selective there is no bitchy words yeah you know that we have different culture, and uhh probably safe, uhh amannya, (laugh) in English I don't know,	SLCTN	I/2/SLCTN/3 88-390
	I	:	(laugh)		
389	R	:	Amannya, it's about friendship. Or about the hero. Or about the the self-esteem.		
	I	:	Self-esteem. What do you mean by self-esteem?		
390	R	:	Self-esteem itu kayak ini kan ... juga nggak tau. Tapi tuh kayak ehmm motivasi diri gitu bukan sih?		
	I	:	Hu uh, oh to motivate		
391	R	:	To motivate ourself hu uh, to make it better. You know that, that western movie, western song is very different from the Indonesia song. If Indonesian song is merely, about love, love, love, broken heart, love, love, love, sorrow,, (laugh) blue, blue, ah, not blue, ehmm gloomy, gloomy songs, but we can we can make, we can find much better, much better (laugh) we can find better song from the western. We can motivate our self, it is about friendship, and I think the lyric is so sweet.	OPP.CHL	I/2/OPP.CHL /391
	I	:	So sweet. So ..		
392	R	:	Not merely, about love love love and broken heart.		
	I	:	So the culture from the native, the song from the native is more better for		

393	R	:	Yeah. We can choose the appropriate one.		
	I	:	Uhh do you think that there will be affect your students when you use different culture in your class?		
394	R	:	Of course yes. Different culture in case of the good culture. Not the bad culture.	OPP.CHL	I/2/OPP.CHL /394-395
	I	:	Good culture. Hmm. What do you think about that? The good culture		
395	R	:	The good culture from the, for the example, you know that foreign people has the big potential to make a .. to have apa ya great, great self-esteem, I mean great motivation. And I hope that students can imitate them, not about the bad, the bad, a bad thing from them.		
	I	:	Oh, so you hope that the students will get the positive motivation from the movie?		
396	R	:	Yap		
	I	:	Is there any something different culture that you think, it's different from Indonesia but you use it, in your class?		
397	R	:	Uhhh. Friendship?		
	I	:	Friendship		
398	R	:	Friendship.		
	I	:	Don't we have any friendship?		
399	R	:	Eh, sek sek. What do you mean?		
	I	:	I mean, is there any different culture, from the materials that you bring in your class from your students different culture?		
400	R	:	Different culture? Pronunciation		
	I	:	Pronunciation		
401	R	:	I mean, yeah. If we learn about English word, and if the students can listen the appropriate pronunciation, I think it will shape the better pronunciation. Yak an?		I/2/OPP.CHL /401
	I	:	Uh huh.		
402	R	:	Although, we have the different culture. So the this way.		
	I	:	Oh ok. So, its very helpful when they uh yeah expose to different culture.		
403	R	:	Hu uhm.		
	I	:	Is there any something else? From the different culture?		
404	R	:	Uhh different culture? Can you stimulate me?		

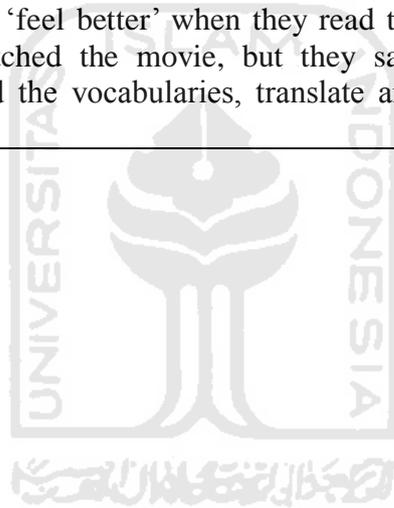
	I	:	Hahaha, for example the movie maybe, the movie from.. you know some ...		
405	R	:	Hardwork		
	I	:	Hardwork.		
406	R	:	Yeah. You know that foreign people are more hardwork than Indonesian people.	OPP.CHL	I/2/OPP.CHL /406-408
	I	:	Hardwork, so you		
407	R	:	Independent,		
	I	:	Independent		
408	R	:	Nah independent. So we can still find our students still depends on their friends. But, we can, we can uuhhh learn more about the foreign people about the independent		
	I	:	Hmm		
409	R	:	Ha independent		
	I	:	Oke. That's from the different culture. Okey.		
410	R	:	Would you like to drink first?		
	I	:	It's okay		
411	R	:	It's okay		
	I	:	It's okay. *** I found that some materials are adapted from the online (inaudible). For example this adapted from this website. Do you use this one?		
412	R	:	Yeah. Vampire, reading		
	I	:	Ohh, so the statements, and the vocabularies. For all the students? How many activities that you cover in each session?		
413	R	:	I don't remember. It depends on the how many meetings that it should be finished. In syllabus.		
	I	:	Ok.. In syllabus. I think that's all.		
414	R	:	Oh it is finish?		
	I	:	Yeah. Finish.		
415	R	:	Waaah		
	I	:	Finally. Finish		
416	R	:	After long interview. (laugh) I am so sorry there are many disturb it. Something like my baby, my father in law, I am so sorry		
	I	:	It's okay. I am done.		

CLASSROOM OBSERVATION NOTE
AT SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA

Observation No : 1
 Date/Time : 15 April 2016/ 07.55 - 08.55 WIB
 Grade : X
 Teachers : Teacher 1
 Topic : Narrative Text

No	Component	Observation Note	Theme	Code
1	Type of authentic materials	- Short Story (man who wants to be a detective) - Youtube: Short Movie (Cartoon – Hasel and Greetel)	TYPE	O/TYPE/1
2	Classroom Activity	- Teacher distributed short story - Teacher asked students to find difficult vocabularies while they are read the story - Students identified the language features like verb, noun, adverb, adjective, and put the vocabulary into correct category - Teacher helped students to translate the word and categorized it by give a clue - Teacher discussed what they have learned from the story (include the character, conflict, moral value) - Then, teacher played the short movie on youtube without subtitle - teacher asked students to watch the movie without subtitle - Teacher and Students discussed about the movie. What is the movie talked about, who is the character, the conflict, and the ending - Teacher asked students feeling after ready story and watched the movie - In the end, teacher explain the purpose of narrative text and features of narrative text like its pattern based on the module (orientation, character, conflict, language features) and students identified all of it by analyzing the movie.	COM.ACT	O/ COM.ACT/1

3	Challenges and Opportunities	<ul style="list-style-type: none"> - Students enthusiast and curious asked what kind of the story it is. - Students got difficulty on find out the meaning and categorized some word. They also cannot catch teacher's clue - Students got boredom and frustrate because of difficulty to find the meaning and identify the words. 2 students tried to disturb the teacher's laptop. One student stopped her work and started playing with her friends. The other have chit chat. - They took long time to finished read a whole story - Students got engaged and interested when teacher started playing short movie - But the electricity turn off - Students familiar with the story so they could answer and follow the discussions -Students said 'feel better' when they read the story and watched the movie, but they said 'susah' to find the vocabularies, translate and categorized it. 	OPP.CHL	O/OPP.CHL/1
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CLASSROOM OBSERVATION NOTE
AT SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA

Observation No : 2
 Date/Time : 18 April 2016/ 10.30 – 12.00 WIB
 Grade : XI
 Teachers : Teacher 2
 Topic : I love reading short stories

No	Component	Observation Note	Theme	Code
1	Type of authentic materials	None (due to students' slow progress, the teacher need to cancel to bring authentic materials in the class)		
2	Classroom Activity	<ul style="list-style-type: none"> - The class doing a quiz - The quiz about TO BE - Teacher and students checked the answer - The class dismissed 		
3	Challenges and Opportunities			

CLASSROOM OBSERVATION NOTE
AT SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA

Observation No : 3
 Date/Time : 18 April 2016/ 13.15 – 14.45 WIB
 Grade : X
 Teachers : Teacher 1
 Topic : Narrative, Congratulation

No	Component	Observation Note	Theme	Code
1	Type of authentic materials	<ul style="list-style-type: none"> - Google translate - History text (Majapahit) - Web Application (Socrative.com) - Google, Website 	TYPE	O/TYPE/3
2	Classroom Activity	<ul style="list-style-type: none"> - Teacher distributed the history text of Majapahit - Teacher explain what is the text talk about - The students were asked to find difficult vocabularies by using google translate - Teacher asked students to find words, meaning, and part of speech - the students one by one read aloud the story and translate it. Teacher asked and helped the whole class to interpret the meaning of each paragraph and discuss it - The students asked to open a web 'socrative.com' - Teacher asked students to create an account. Teacher gave instructions how to login, put the name and password, and confirm their email. - Teacher asked students to play race game (vocabularies) - Students could check the meaning from <i>google translate</i> - The result was displayed on projector - Teacher asked students what new vocabularies they have learned - Teacher introduced new topic about congratulation by showing the example of congratulation card from google image - Teacher gave instruction to make a congratulation card in web app- 	COM.ACT	O/ COM.ACT/3

		<p>socrative.com</p> <ul style="list-style-type: none"> - Teacher showed an example of congratulation card from google image, asked students what they know about congratulation expressions, when to use it, and so on. - Teacher told they are going to make congratulation card by using application - Before make congratulation card, one by one students share their best achievement in life in Bahasa - Teacher gave instruction to make a congratulation card in web app-socrative.com - Students make the congratulation card to whoever they want (but still their friends in the class) - students can <i>googling</i> to any websites to see the example of congratulation card and they can check the correct vocabulary on google translate - teacher helped students on using the application include how to operate the features on web - students read one by one their congratulation card and after that send it to email 		
3	Challenges and Opportunities	<ul style="list-style-type: none"> - Students got difficulties to translate the words and sentences, and to interpret the meaning of sentences. Teacher need to help them. -Students learn new vocabulary and imitate the way to pronounce the word correctly from google translate and - Students opened unrelated websites so teacher need to walk around the students to warned them. - Students got difficulty on how to log in to web and how to use the web to make congratulation card because unclear instructions. Teacher need to repeat the instruction, twice, and then change the instruction in Bahasa. Two students depended on the teacher and asked the teacher to help them on make the congratulation card at first. - After several minutes, all students got engaged on the activity and focused on making their own e-card - Students enthusiast on playing 	OPP.CHL	O/OPP.CHL/3

		vocabulary racing game through web application because they are motivate to compete with their friends.		
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CLASSROOM OBSERVATION NOTE
AT SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA

Observation No : 4
 Date/Time : 25/04/16 - 10.30 – 12.00 WIB
 Grade : XI
 Teachers : Teacher 2
 Topic : Narrative

	Component	Observation Note	Theme	Code
1	Type of authentic materials	Movie (Pursuit of Happyness)	TYPE	O/TYPE/4
2	Classroom Activity	<ul style="list-style-type: none"> - Teacher explained the title of the movie and briefly explained what is the movie talked about - teacher asked students to work in pair with their friends who sit next to them - the students were asked to pay attention to the movie and write any difficult word they have heard - teacher played the movie, and students watched the movie - Teacher forwarded the movie - Before the end of the movie, the teacher stopped the movie, and asked students to share and discuss with their friends about the main character, the conflict, the setting, what they think about the movie. 	COM.ACT	O/COM.ACT/4
3	Challenges and Opportunities	<ul style="list-style-type: none"> - Although the movie is released long time ago (2006), most of students did not watch it yet, so they look interested - first, students seemed happy to watch movie, but later students get confused because they don't understand the movie since there is no subtitle, they cannot catch up the meaning. That is make students uninterested. Students talked to each other and busy with their own stuffs. Teacher got angry and started to discipline them and put subtitle after students ask for it. - Students actively follow the discussion about the movie. And share with their friends. They cannot said some words related to what the character do, but they visualize it according to what appear in movie. - Students made a noise tried to imitate 'bad' spell word 	OPP.CH L	O/OPP.CHL/4

CLASSROOM OBSERVATION NOTE
AT SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA

Observation No : 5
 Date/Time : 28/4/16 - 10.30 – 12.00 WIB
 Grade : XI
 Teachers : Teacher 2
 Topic : Expressing love and sorrow

No	Component	Observation Note	Theme	Code
1	Type of authentic materials	Songs (Let Her Go)	TYPE	O/TYPE/5
2	Classroom Activity	<ul style="list-style-type: none"> - Teacher asked students to listen a song, but before teacher asked whether the students ever heard and know the story - teacher played the song, and asked students to fill in the blank that provided in module - they checked the answer together followed by sing together - teacher and students discussed the meaning of the song, mentions several expressions of love, use of love expressions that not only about interpersonal love 	COM.ACT	O/ COM.ACT/5
3	Challenges and Opportunities	<ul style="list-style-type: none"> - Some students know the song. Students looked curious, excited, and enjoy to listen a song - Students miss to write the lyric. Teacher need to repeat it. But after repetition for several times, students get bored so teacher asked to sing along. - Students interpret the meaning of song because they seems familiar with the story of the song 	OPP.CHL	O/OPP.CHL/5

Module Grade X



Module Grade XI



Syllabus

Unit 1 What a FUNNY story! In this unit, you will learn how to **understand English funny story**. Since the materials are related to something happened in the past, so the grammar focus of this unit is about **Past Continuous Tense**.

Unit 2 What a nuisance! Here, you will learn about how to **express anger, embarrassment, and annoyance**. The grammar focus will be **Present Continuous Tense**.

Unit 3 I love reading short stories Do you like reading short stories? Here you will not only read short stories but also you will **make a short story report**. Moreover **Relative Clause** will be discussed in this unit.

Unit 4 You're falling head over heels. Do you like listening to music? You will listen to love song in this unit to identify expression of love and sorrow.

Unit 5 It would be better to.. Here, you will learn how to think critically and give **suggestion**. You will learn **passive voice** as well. What is passive voice? Hmm.. we will learn it together in this unit.

Unit 6 My Research Poster. Do you know the content of research poster? In this unit, you will learn how to make **a good research poster** in group.

CHAPTER 3

I love Reading Tales

In this chapter you
will learn:

Listening

Responding to narrative texts.

Speaking

Performing a monologue of a
narrative text.

Reading

Identifying meanings and
information in a narrative
text.

Writing

Developing a paragraph of
narrative texts.

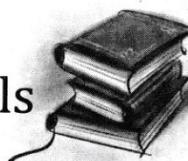


FUN ENGLISH Grade X|6

4

You're falling head over heels

Expressing love and sorrow



LISTENING

Part A

Listen to the song and fill the blanks.

Well, you only need the (1) _____ when it's burning low,

Only miss the sun when it (2) _____ to snow,

Only know you love her when you let her go.

Only know you've been high when you're feeling low

Only hate the road when you're (3) _____ home

Only know you love her when you let her go.

And you let her go.

(4) _____ at the bottom of your glass

Hoping one day you'll make a dream last

But dreams come slow, and they go so fast

You see her when you close your eyes

Maybe one day you'll understand why

Everything you touch (5) _____ dies

But you only need the light when it's burning low

Only miss the sun when it starts to snow

Only know (6) _____ her when you let her

Only know you've been high when you're feeling low

Only (7) _____ the road when you're missing

Only know you love her when you let her go

(8) _____ at the (9) _____ in the dark

Same old empty feeling in your heart

'Cause love comes slow, and it goes so fast

Well you see her when you fall asleep

But never to touch and never to keep

Cause you loved her too much, and you (10) _____

deep

Well you only need the light when it's burning low

Only miss the sun when it starts to snow

Only know you love her when you let her go

Only know you've been high when you're feeling low

Only hate the road when you're missing home

Only know you love her when you let her go

And you let her go

(11) _____ you only need the light when it's burning low

Only miss the sun when it starts to snow

Only know you love her when you let her go

Only know you've (12) _____ when you're feeling low

Only hate the road when you're missing home

Only know you love her when you let her go

Cause you only need the light when it's burning low

Only miss the sun when it starts to snow

Only know you love her when you let her go

Only know you've been high when you're feeling low

Only hate the road when you're missing home

Only know you love her when you let her go

And you let her go



The song expresses love. The word love has many different meanings in English, from something that gives a little pleasure ("I loved that meal") to something one would sacrifice for (ideals, family). It can describe an intense of feeling of affection, an emotion or an emotional state. In ordinary use, it usually refers to interpersonal love. Probably due to its psychological relevance, love is one of the most common themes in art and music.

Activity 3

Listen to the recording entitled "The Greatest Treasure." and answer these following questions based on the recording given.

1	What is the story about?	
2	How does the story begin?	
3	What happen to the main character?	
4	How does the story end?	
5	What is the moral value that you perceived?	

Pronunciation Practice

Pronounce these words after your teacher.

- | | |
|------------------|-----------------------|
| 1. dug /dʌg/ | 6. dance /dɑ:ns/ |
| 2. salt /sɔ:l/ | 7. death /deθ/ |
| 3. pour /pɔ:/ | 8. stupid /'stju:pɪd/ |
| 4. chase /tʃeɪs/ | 9. village /'vɪlɪdʒ/ |
| 5. throw /θrəʊ/ | 10. quarrel /'kwɒrəl/ |

NO	ENGLISH WORDS	BAHASA INDONESIA	PART OF SPEECH
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

TITA : (Oh, my God! What must I do? Do I like him? Maybe, but how about Elsa? She is my classmate and my good friend. It hurts to know this. Oh, no.... I will not do it. And tomorrow I will tell him. I must find time to say it. Iwan....I don't mean to hurt you. I can't love you. Please don't hate me. Let's be friends till the end of time, but don't love me. I can't do that, you know. Oh God, help me explain it to him. I really don't know what I will do if I meet Elsa tomorrow.)

Part B
Answer the following questions.

1. How many character you can find in the story?
2. Who are the characters of the story?
3. Where does the story mostly take place?
4. Who is telling the story? Is it a character in the story or an observer?
5. What moral value you can learn from the story?

ELEMENTS OF NARRATIVE



Do you know what are the elements of narrative text?

Elements of Narrative

Setting
Where did the story take place?
When did it take place?

Characters
Who are the characters in the story?

Characterization
What can you tell about the characters in the story?

Plot
Orientation : introduction of the setting, character and characterization
Complication : a problem arises (kick off) followed by the other problems
Resolution : the end of the story/ solution of the problem

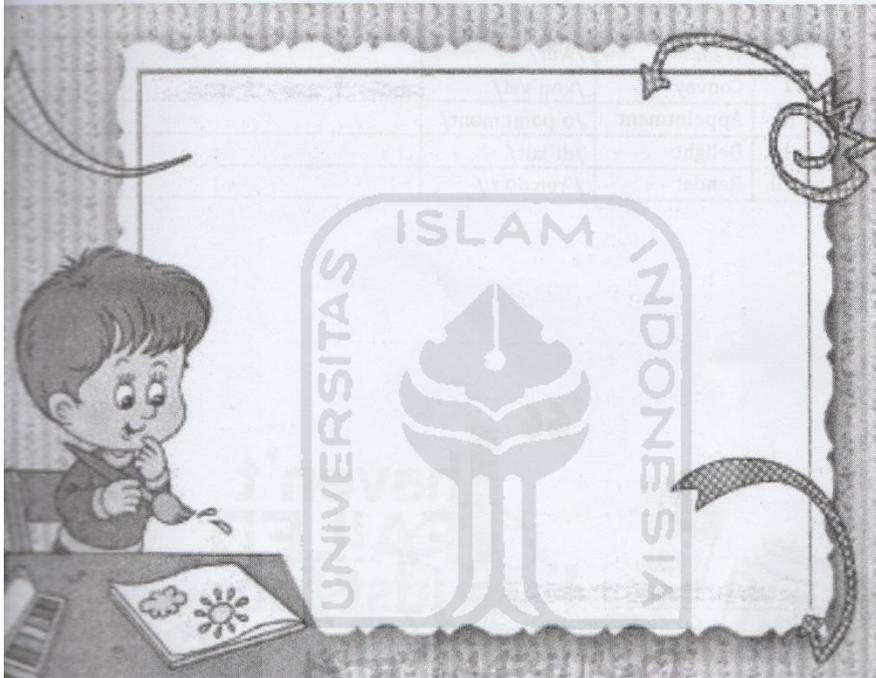
Point of View
Who is telling the story and how does that affect how it is told?

Moral Value
Good or bad behavior, fairness, honesty found in the story.

Writing

Activity 5

Please make your own congratulation card to your beloved one.



CHAPTER 4

Congratula
tions! You
did it
well.

In this chapter you
will learn:

Listening

Responding to video of
congratulation.

Speaking

Performing a dialogue of
expressing congratulation.

Reading

Reading a short functional
text of congratulation.

Writing

Writing a card about
congratulating someone.



APPENDIX C

DATA ANALYSIS



ANALYSIS OF INTERVIEW DATA: TYPES OF AUTHENTIC MATERIALS IN SMA BUDI MULIA DUA

No	CODE	STATEMENTS	Type of Authentic Materials				Kind of AM / Sources (Example)
			Audio-Visual	Audio	Printed	Internet-Mediated	
1	I/1/TYPE/3-4	<p>“Untuk listening biasanya <u>kami menggunakan lagu</u> atau <u>kalau tidak download dari apa namanya materi di internet</u>”</p> <p><u>“Web dari bahasa inggris gitu. ESL</u> atau apa gitu”</p>		v			Song
2	I/1/TYPE/37-39	<p>“Oh, kalau semua yang ada disini (modul) ya sudah.”</p> <p>“Yang dibawa, apa.. bukunya aja.”</p> <p><u>“Kalau lagu ya yang listening dibawa lah sih.</u> Tapi kalau Koran dan sebagainya udah udah disitu. (modul)”</p>		v			Song
3	I/2/TYPE/7-9	<p>Yeah. Of course yes. Because actually we use tv <u>or movies</u> or sometimes <u>we use song to encourage students</u></p> <p>To, <u>to be more active in learning vocabulary.</u></p> <p>So in many occasion <u>I give them uhh some song text and I asked them to fill in the blank based on the song that I play,</u> on my uhh tape recorder, and <u>my students must full must fill in the English text carefully uhhh in the case I will test their listening skill in order to achieve or understand the words that I put</u></p>	v	v			Song, movie

No	CODE	STATEMENTS	Type of Authentic Materials				Kind of AM / Sources (Example)
			Audio-Visual	Audio	Printed	Internet-Mediated	
		<u>in the black</u>					
4	I/2/TYPE/11	<u>Sometimes song</u> , sometimes <u>movie</u>	v	v			Song, movie
5	I/1/TYPE/13	<u>ada cerita rakyat gitu terus ada gambarnya</u> , tak <i>setelke</i> itu nanti mereka sudah ngadep apa ya kayak kuisisioner sheet gitu. Kuisisioner sheet mereka ngisi berdasarkan cerita tadi uhh apa di movie gitu. <u>Tapi movienya ya short aja sih. Cuma 5 sampai 10 menit aja gitu. Untuk movie saya biasanya seperti itu.</u> Cuma untuk yang saat ini .. ya karena sering banget kelas ini kutinggalkan dalam satu semester itu sudah berulang kali sih kutinggalkan jadi memang nggak begitu terhandle dengan baik. Gitu	v				Movie
7	I/2/TYPE/15-16	<u>“But movies, I think movie is also great, but it is not uhh serial movies. I mean, we have many episodes, but I took the shortest,”</u> <u>“The shortest one. So, I can start that movie at that time and movie can finish at that time”</u>	v				Movie
8	I/1/TYPE/ 17, 166-167	<u>Novel yang yang sangat sangat simplified.</u> Ya hu’uh. <u>“Untuk ini sih itu. Tujuannya tuh biar vocabnya mereka meningkat. Oh gitu”</u> <u>“Jadi saya kasih novel.”</u>			v		Literature (Novel)
9	I/1/TYPE/153-155	<u>“Uhhh ini, fable ada. Fable ada. Trus ya ini cerpen. Trus ya ada cerpen, biasa manusia gitu. Detektif.”</u> <u>“Diambil dari buku”</u>			v		Literature (Short Story) - Fable/ Detective (Part of Story book)

No	CODE	STATEMENTS	Type of Authentic Materials				Kind of AM / Sources (Example)
			Audio-Visual	Audio	Printed	Internet-Mediated	
		“Buku. Buku cerita. Buku cerita . Kayak yang simplified banget.”					
10	I/2/TYPE/32	I think <u>song</u> maybe. Short stories. Short stories kan like Cinderella.		v	v		Song, Literature (Short Story)
11	I/2/TYPE/57	In narrative. Fable, fairytale , something like I search on the internet, uh listening section about short stories , and they will uhh I think they will be interested.			v		Literature (Short Story)
12	I/1/TYPE/25, 28	“Kalau seringnya sih yang printed. Karena mereka sudah punya modul kan gitu. Uhh tapi pernah juga meskipun tidak sering saya pakai ini apa namanya pakai internet. ” “Blandspace sama satu lagi aku pake apa ya ... saya agak lupa. Socrative po yo”				v	Web Application
13	I/1/TYPE/68-69	“Membuat mereka ini tadi.. lebih tertarik” “Sama tadi kan tadi saya ceritakan anak-anak sekarang kan suka nya apa ya dengan visual yang auditory jadi lebih menarik buat mereka. Daripada dengerin guru nya ngomong terus entar,”	v	v			
14	I/2/TYPE/158-160	<u>Purpose? Yeah to attract their excitement, to attract their attention first, that, do you know that if we, if we attract their attention, attention first, and they feel attracted</u> “They feel, uh no no no. I think, our uh learning materials is attractive and they are	v	v			

No	CODE	STATEMENTS	Type of Authentic Materials				Kind of AM / Sources (Example)
			Audio-Visual	Audio	Printed	Internet-Mediated	
		interested, interesting of that.” “They will join it, from the beginning until the end.”					
15	I/2/TYPE/147, 152	Ok. Actually, based on my experience, you know that the module is very bored. So, if we learn something by the books, and there is no more pictures, interesting pictures, and especially for the senior high school, there is no interesting picture like the children has, Yeah. <u>To assist. And to uhm stimulate the students or to uh .. attract their interest</u>					
16	I/2/TYPE/167-168	Hu uh. Their interest first,, <u>and for my media, uhm, to apa ya, modified the activities, to be more interesting.</u> <u>Because if we only focus on the text, on the textbook, I think it is boring. Very boring. So we need some entertainment, but we can still learning. So, I will apply learning by playing.</u>					
17	I/2/TYPE/70-74	“Just test. Hu’uh. Just test. Test. But <u>to stimulate their uh excitement, I will use song or video.</u> ” So because if we interested on something, uh we have to (laugh) <u>we have to add the most interesting activity learning first</u> , and they will, <u>they will feel uhh comfortable and excitement and then the material will be understood</u> well. Hu uhm, <u>stimulate first.</u>					

No	CODE	STATEMENTS	Type of Authentic Materials				Kind of AM / Sources (Example)
			Audio-Visual	Audio	Printed	Internet-Mediated	
		<u>So if the learning materials feels bored, or we feel, we, we think that it is boring learning activities, the material cannot be catch up properly.</u>					



ANALYSIS OF INTERVIEW DATA: AUTHENTIC MATERIAL SELECTION IN SMA BUDI MULIA DUA

No	CODE	STATEMENTS	Consideration							Note	
			Relevance	Topic Interest	Cultural Appropriateness	Linguistic Consideration	Cognitive Demands	Logistical Consideration	Quality		Exploitability
1	I/1/SLCTN/63	Kalau selalu .. ya <u>tergantung materinya sih. Kalau listening ya bawa materi listening. Kalau materinya reading ya, ya depends on the material.</u> Tapi kalau sudah ada di situ ya udah gak perlu. Jadi <u>tergantung materi hari itu apa? Kebutuhannya apa?</u> Gitu.	v								Depends on the material/ topic
2	I/2/SLCTN/23-27	<p>“Hu uh, <u>It depends on my topic. If the topic related to the photograph,</u></p> <p>“I will use it as many as possible. Uhh <u>if the materials related to the advertisement, I will use, I will use it also. And if the materials related to the vocabulary, I will use songs, or movies,</u> or something like (<i>someone talk</i>) duh kepotong”</p> <p>“Vocabulary. And then about <u>short stories, if the materials related to the narrative,</u>”</p> <p>“Recount”</p> <p>“And then recount, terus apa namanya, you know that kind of short texts,”</p>	v								Depends on the material/ topic

No	CODE	STATEMENTS	Consideration							Note
			Relevance	Topic Interest	Cultural Appropriateness	Linguistic Consideration	Cognitive Demands	Logistical Consideration	Quality	
3	I/1/SLCTN/53	“Uhh... pertama kan ini apa .. apa itu namanya? <u>Validitasnya. Kira-kira, kalau pakai materi ini itu cukup valid nggak? Cukup sesuai nggak dengan SKL nya (Standar Kompetensi Lulusan). Cukup sesuai nggak dengan apa namanya .. tingkat kemampuan anak-anak.</u> Kayak gitu. Ini kan biasanya sih <u>carinya yang memang sudah terpercaya. Kayak ESL terus disesuaikan juga sih dengan tingkat .. wa’alaikum salam. (orang masuk ruangan), disesuaikan dengan ini tingkat kemampuan anak. Bahasanya dicari yang nggak susah gitu.</u> Biasanya kayak gitu”	v			v	v		v	Related to the standard competency, suit to students’ ability Reliable (from credible resource)
4	I/2/SLCTN/14	I think children song it will would be *greated. Children song, children <u>song is not appropriate for my students. You know that my students is senior high school not kindergarten or elementary school.</u> Yeah	v							Appropriate to senior high school student
5	I/2/SLCTN/75	Yeah. It is uhhh <u>reasonable or not.</u> It is <u>related to the our daily activity or not.</u> It is, it will be meaningless if we teach the students of words but it, it cannot be used in our daily life	v							Relevance to real life
6	I/2/SLCTN/128	“By Mariah Carrey. Yeah hero. So you know that the meaning of the hero itself uhh it teach us how to be uhhh how to be a strong people. Uh not to give up easily, and also the <u>vocabulary also reasonable, and understandable.</u> And I will choose it if there is uhm <u>a chance related to the topic.</u> Yeah but first when we choose the song,...:”	v			v				understand able and relevant vocabulary, Relevance to the topic
7	I/2/SLCTN/140-	“Oh yeah. Movie? Movie, hu’uh movie. But I think the							v	Up to date

No	CODE	STATEMENTS	Consideration							Note
			Relevance	Topic Interest	Cultural Appropriateness	Linguistic Consideration	Cognitive Demands	Logistical Consideration	Quality	
	141	<p><u>students will be more interested if the movie is recently, recently come. I mean the new comer</u></p> <p>“Yeah. <u>The new comer. They will be more excited</u>”</p> <p>“<u>Rather than the old story, the old movies</u>”</p>								
8	I/2/SLCTN/329-332	<p>“Short stories? I think about short stories, <u>should be interesting</u>”</p> <p>“Yeah. If Cinderella, snow white is, many, is too mainstream,”</p> <p>“So <u>we have to look for different,</u>”</p> <p>“<u>another interesting one</u>”</p>		v						Interesting text / Unusual story
9	I/2/SLCTN/98-106, 115-117	<p>“What are the considerations? The first there is <u>no uhh bitchy words.</u>”</p> <p>“Bitchy words”</p> <p>“(laugh) swear words”</p> <p>“Ok? <u>I mean bitchy words something like fuck,</u></p>			v					No inappropriate word

No	CODE	STATEMENTS	Consideration							Note	
			Relevance	Topic Interest	Cultural Appropriateness	Linguistic Consideration	Cognitive Demands	Logistical Consideration	Quality		Exploitability
		<p>“Fuck your up, or shit, shit ah”</p> <p>“shit something like ...</p> <p>“hu’uh”</p> <p>“So <u>dirty mind.</u> So my consideration <u>is there is no dirty words, or swear words, and then there is no uhh bullying</u>”</p> <p>“or mooking, or mocking”</p> <p>“<u>I will not choose them.</u>”</p> <p>“Yeah <u>because it can uncouns, unconsciously it will affect their behaviour.</u>”</p> <p>“You know that senior high school can imitate anything that related to the dirty mind.”</p>									
10	I/2/SLCTN/107-111	<p>“And then the first is <u>they can learn the moral value</u>”</p> <p>“<u>Moral value about life, friendship, love, and the ... parenting</u>”</p>			v						Positive Content

No	CODE	STATEMENTS	Consideration							Note	
			Relevance	Topic Interest	Cultural Appropriateness	Linguistic Consideration	Cognitive Demands	Logistical Consideration	Quality		Exploitability
		<p>yeah</p> <p>Not love in uh</p> <p>“Not love, I mean <u>not love in case of relationship, but love in a parents, or with the friendship, or bestfriend, and love with the others.</u>”</p>									
11	I/2/SLCTN/327-328	<p>“The contents? Yeah. The <u>content uh should be educating. Not, not there is no sexy, sexy, sexy, or bitchy people (laugh)</u></p> <p>“<u>It is must be educating. That is the most difficult one. You know that western movie, most of them have this part, so you must be careful.</u>”</p>			v						positive content
12	I/2/SLCTN/388-390	<p>“As I call you prev, as I told you previously, I must be selective <u>there is no bitchy words yeah you know that we have different culture, and uhh probably safe, uhh amannya,</u> (laugh) in English I don’t know,”</p> <p>“<u>Amannya, it’s about friendship. Or about the hero. Or about the the self-esteem.</u>”</p>			v						positive content

No	CODE	STATEMENTS	Consideration							Note	
			Relevance	Topic Interest	Cultural Appropriateness	Linguistic Consideration	Cognitive Demands	Logistical Consideration	Quality		Exploitability
13	I/1/SLCTN/13, 156-158	<p>Kan <u>disesuaikan dengan tingkat kemampuan mereka.</u></p> <p>Ya, <u>saya mencari yang sesuai dengan tingkat kesulitan anak-anak.</u></p> <p><u>Cari yang sangat simplified banget.</u></p> <p><u>Sesuai dengan kemampuan</u></p>	v			v	v	v			<p>Suit to ability</p> <p>Text difficulty</p> <p>Simplified text</p>
14	I/1/SLCTN/250	<p>Hu uhmm ***..... (suara kertas dibuka) <u>oh waktu, waktu video itu little red hood. Kan yang disini terlalu susah, jadi saya cariin yang lain</u></p>				v	v				Text difficulty
15	I/2/SLCTN/79-81	<p>“Hu uhm. Yeah. Yeah <u>ability first</u>, and then we can... so if we give them, so for example <u>if my students in the lower grade, and I give them the difficult, the most difficult materials, and its, actually it is suitable for the highest level students, it will be meaningless. Because the, it, it is not, it it doesn't suit with their ability and I think it will be meaningless.</u>”</p> <p>“So we have to considered the skill first”</p> <p>“Yeah the <u>ability first</u>. Then we can uhh improve the next step. The learning”</p>	v			v	v				<p>suit to ability</p> <p>Not same for high level students</p>
16	I/1/SLCTN/171	<p>Ya Ya kan sudah disesuaikan. <u>Jadi saya cari yang benar-bener</u></p>					v			v	can gain vocabulary

No	CODE	STATEMENTS	Consideration							Note	
			Relevance	Topic Interest	Cultural Appropriateness	Linguistic Consideration	Cognitive Demands	Logistical Consideration	Quality		Exploitability
		<u>mereka nggak kira-kira nambah vocab tapi nggak susah. Jadi ya sudah. Ya tidak banyak mengalami kesulitan gitu</u>									suit to ability
17	I/1/SLCTN/159	<u>Nggak mungkin yang tebal-tebal susah gitu enggak.</u>						v			Length of text
18	I/2/SLCTN/15-16	“But movies, I think movie is also great, but it is not uhh serial movies. I mean, we have many episodes, but <u>I took the shortest.</u> ” “ <u>The shortest one. So, I can start that movie at that time and movie can at that time</u> ”						v			The length of the text
19	I/2/SLCTN/129, 131	“ <u>I will not consider by myself, but I will consult it with English team first</u> ” “ <u>For all the students. Hu’uh. For all levels. So every teachers has right to say it is proper or not.</u> ”	v								according to discussion
20	I/1/SLCTN/196	Kalau kayak gitu udah disesuaikan sih. Jadi kami sudah .. kalau video kan biasanya saya cari sendiri. <u>Yo kuwi videonya cari yang kartun gitu. Yang gampang.</u> Itu sudah sudah dipertimbangkan. <u>Sudah disesuaikan. Kalau lagu juga sebenarnya sudah di diskusikan juga gitu. Kira kira yang untuk semua level bisa. Tapi nggak sebebas seenaknya gitu</u>	v			v					according to discussion Suit to ability

**ANALYSIS OF INTERVIEW DATA: CLASSROOM TASK AND ACTIVITIES
OF USING AUTHENTIC MATEIRALS IN SMA BUDI MULIA DUA**

No	Kind/ Sources of Authentic Materials	CODE	STATEMENTS	DETAIL ACTIVITY	Characteristic of Authentic Classroom Task or Activiteis				
					Reflect Communicative Purpose of Text	Appropriacy Task, Response & Engagement	Appropriate Real-Life Task	Activate learners' existing knowledge	Involve Purposeful Communicative Between LEarners
1	SONG	I/1/ACT/15	<p><u>Karena kalau untuk lagu ya anak-anak sekarang kan mereka sangat familiar dengan lagu. Jadi .. harapannya sih membuat mereka seneng dulu lah. Membuat mereka seneng dulu. Nyaman dulu. Oh iya dulu per jadi inget. Pernah dengan lagu judul lagu, saya play musik. Abis itu mereka nebak judul lagu. Judul lagunya itu nanti diartikan. Kayak gitu. Jadi untuk attract ah senengnya mereka dulu gitu lah. Karena kalau yang low kan intinya untuk membuat mereka nyaman dulu.</u> Untuk yang teks reading yaaa. Dingin? Enggak?. Untuk yang reading teks ya untuk sampai saat ini kami belum menemukan metode lain selain menggunakan teks untuk pembelajaran. Dan. Kemudian sejauh ini kami juga melihat bahwa itu masih yang paling efektif lah</p>	<ul style="list-style-type: none"> - Listen a song - Guess the title - Translate the title 	v	v			

No	Kind/ Sources of Authentic Materials	CODE	STATEMENTS	DETAIL ACTIVITY	Characteristic of Authentic Classroom Task or Activiteis					
					Reflect Communicative Purpose of Text	Appropriacy Task, Response & Engagement	Appropriate Real-Life Task	Activate learners' existing knowledge	Involve Purposeful Communicative Between LEarners	
			untuk mereka gitu. Kemarin juga sempet saya kasih aaah novel. Itu juga simplified. Simplified nya simplified banget. Mereka saya minta untuk baca terus retell story. Satu satu itu. Awalnya pake bahasa inggris. Tapi karena mereka kesulitan dalam bahasa Inggris jadi yaudah pakai Bahasa Indonesia yang penting kalian paham. Ya kayak buku report gitu modelnya konsepnya. Gitu							
2	SONG	I/1/ACT/75-78	<p>“Oh.. yaa ... <u>Pertama suruh apa suruh ini dengerin</u> ,”</p> <p>“<u>mendengarkan dulu gitu.</u> Kalau lagu biasanya satu dulu. <u>Satu full didengerin. Terus abis itu nanti perbagian.</u> Kalau”</p> <p>“Perbagian per .. itu <u>kan ada ini nya tuh ... apasih namanya? ada ..liriknya</u>”</p> <p>“<u>Kan liriknya per bagian bagian</u> gitu. <u>Kalau masih kesusahan ya nanti setiap lirik eh setiap apa baris itu nanti berhenti</u>”</p>	<ul style="list-style-type: none"> - Play full song first - listen for each part of lyric - listen for each sentences - Pause when get difficulties - Fill the blank spaces - Replay the song - Ask the students to sing along 	v	v	v			

No	Kind/ Sources of Authentic Materials	CODE	STATEMENTS	DETAIL ACTIVITY	Characteristic of Authentic Classroom Task or Activiteis				
					Reflect Communicative Purpose of Text	Appropriacy Task, Response & Engagement	Appropriate Real-Life Task	Activate learners' existing knowledge	Involve Purposeful Communicative Between LEarners
			gitu. Jadi tergantung tingkat kesulitan mereka gitu . <u>Kalau mereka bisa paham banyak ya oke langsung jebret. Kalau nggak ya dikit-dikit.</u> Seperti itu.”						
3	SONG	I/1/ACT/3-6, 215-218	<p>“<u>Untuk listening biasanya kami menggunakan lagu</u> atau kalau tidak download dari apa namanya materi di internet”</p> <p>“Web dari bahasa Inggris gitu. ESL atau apa gitu”</p> <p>“<u>Lalu kami ini apa namanya uhh putarkan ke anak</u>”</p> <p>“Ugh <u>blank blank spaces gitu jadi ada teks terus mereka mengisi blank seperti itu untuk listening</u>”</p> <p>Lagu sih ya <u>dengerin terus diulang lagi ntar nyanyi bareng, kayak gitu</u></p> <p>“Biasanya kalau di akhir-akhir udah selesai, ayuk nyanyi bareng”</p>						

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			<p>“Ya biar seneng aja hehe”</p> <p>“Biar nggak bosan”</p>						
4	SONG	I/2/ACT/7-9	<p>Yeah. Of course yes. Because actually <u>we use tv or movies or sometimes we use song to encourage students</u></p> <p>To, <u>to be more active in learning vocabulary.</u></p> <p>So in many occasion <u>I give them uhh some song text and I asked them to fill in the blank based on the song that I play,</u> on my uhh tape recorder, and <u>my students must full must fill in the English text carefully</u> uhhh in the case I will test their listening skill in order to achieve or understand the words that I put in the black</p>	<ul style="list-style-type: none"> - Play song - Give the students song lyric - Asked students to fill in the blank 	v	v	v		
5	SONG	I/2/ACT/173, 272-273	<p>Oh. <u>Listen to the recording and fill in the blank.</u></p>	<ul style="list-style-type: none"> - Listen to the song - Fill in the blank 	v				

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			<p><u>It should be personal</u></p> <p><u>Yeah individual. So if we, I think if they work in group about listening about song, it will, it will be not uhmm it will not meaningful because they can cheat ya.</u> (laugh)</p>	- Students work individually					
6	MOVIE	I/2/ACT/174	<p>Terus, eh and then, watch the movie, and please <u>write down the difficult words and then find the meaning of words on the dictionary and submit it today.</u></p>	<p>- Work in group chosen by students</p> <p>- Watch the movie without Indonesian Subtitle to test listening skill (but then put the subtitle)</p>					
7	MOVIE	I/2/ACT/202-204	<p>Hu uh, watch first, and then find the difficult words</p> <p>Hu'uh. Find difficult words</p> <p>“Yeah. Write. Write. Something like <u>if I have watch the movie, I will give to, to make them pay attention on what the video or the short movie, I will give some uhmm some questions related to the movies something</u></p>	<p>- Find the mearning of words (difficult words)</p> <p>- Answer questions from the movie e.g who are the main character what happen to the main character, where is the setting.</p> <p>- Sharing meaning,</p>	v	v	v		v

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			<u>like who are the main characters, what happen to the main character, and what are the, what are the, what where is the setting,</u> something like that.”	sharing whatever they want to share in group					
8	MOVIE	I/2/ACT/232-233	uhmm movie sometimes we use movie uh without any Indonesian subtitle Yeah. So it will test their listening, listening skill.						
9	MOVIE	I/2/ACT/281	<u>In the movie they can sharing ya. Sharing the meaning, and sharing whatever they want to share.</u> But If about the song, I will ask them in personal						
10	MOVIE	I/2/ACT/286-289	Yeah from the beginning. Hu uhm, from the beginning. No, they <u>can choose by themselves.</u> If they choose by themselves, if they like with their partner, they will excited to do that						
11	MOVIE	I/1/ACT/13	ada cerita rakyat gitu terus ada gambarnya,	- Play the movie					

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			<u>tak setelke</u> itu nanti mereka sudah <u>ngadep apa ya kayak kuisisioner sheet gitu.</u> <u>Kuisisioner sheet mereka ngisi berdasarkan cerita tadi uhh apa di movie gitu.</u> Tapi movienya ya short aja sih. Cuma 5 sampai 10 menit aja gitu. Untuk movie saya biasanya seperti itu. Cuman untuk yang saat ini .. ya karena sering banget kelas ini kutinggalkan dalam satu semester itu sudah berulang kali sih kutinggalkan jadi memang nggak begitu terhandle dengan baik. Gitu	- Answer questions sheets to check understanding about the story					
12	MOVIE (SHORT – VIDEO CARTOON)	I/1/ACT/101- 105	<u>Tak kasih kertas, jadi mereka menjawab pertanyaan</u> <u>Berdasarkan video. Jadi pemahaman video dan listening sih jadi satu.</u> Gitu <u>Ada karakter biasanya, konfliknya apa, kan kalau narrative resol .. apa sih namanya orientation, resolution,</u> eh resolution eh apa sih jadi lupa. Uhh <u>konfliknya apa, trus gimana resolusinya, karakternya siapa aja, eh karakternya...</u>	- watch and listen the movie - Answer questions sheets to check video understanding e.g character, conflict, part of text (orientation, resolution), moral value - To make students learn and understand, not only watching	v	v	v		

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			<p><u>siapa, trus bagaimana karakterisasinya gitu.. moral value.</u> Ya kayak gitu gitu aja sih.</p> <p>moral valuenya</p> <p>Ya biar mereka paham. Nggak cuma nonton aja. (tertawa)</p>						
13	NOVEL	I/1/ACT/15	<p>Karena kalau untuk lagu ya anak-anak sekarang kan mereka sangat familiar dengan lagu. Jadi .. harapannya sih membuat mereka seneng dulu lah. Membuat mereka seneng dulu. Nyaman dulu. Oh iya dulu per jadi inget. Pernah dengan lagu judul lagu, saya play musik. Abis itu mereka nebak judul lagu. Judul lagunya itu nanti diartikan. Kayak gitu. Jadi untuk attract ah senengnya mereka dulu gitu lah. Karena kalau yang low kan intinya untuk membuat mereka nyaman dulu. Untuk yang teks reading yaaa. Dingin? Enggak?. Untuk yang reading teks ya untuk sampai saat ini kami belum menemukan metode lain selain menggunakan teks untuk pembelajaran. Dan. Kemudian sejauh ini</p>	<ul style="list-style-type: none"> - Read the whole novel - Find the difficult word - Translate difficult word - Retell the story one by one -First in English but changed into Bahasa because the students get difficulties - Discussed about the novel - The main aim is to make students understand what they have read 	v	v	v		v

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			kami juga melihat bahwa itu masih yang paling efektif lah untuk mereka gitu. <u>Kemarin juga sempet saya kasih aaah novel. Itu juga simplified. Simplified nya simplified banget. Mereka saya minta untuk baca terus retell story. Satu satu itu. Awalnya pake bahasa inggris. Tapi karena mereka kesulitan dalam bahasa Inggris jadi vaudah pakai Bahasa Indonesia yang penting kalian paham.</u> Ya kayak buku report gitu modelnya konsepnya. Gitu						
14	NOVEL	I/1/ACT/166-167, 84-92	<p>“Untuk ini sih itu. Tujuannya tuh <u>biar vocabnya mereka meningkat.</u> gitu”</p> <p>“Jadi saya kasih novel.”</p> <p>“<u>Baca, lalu cari arti bukan arti, cari kata-kata susah</u>”</p> <p>“menerjemahkan”</p> <p>“<u>Menerjemahkan kata-kata itu. Terus</u></p>						

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			<p><u>abis itu nanti uhh menceritakan kembali. Gitu</u>”</p> <p>“<u>Mereka retelling</u>”</p> <p>“Anu apa <u>oral. Satu-satu</u>”</p> <p>“Satu-satu”</p> <p>“Pakai Bahasa Inggris mereka terlalu susah, jadi akhirnya pakai bahasa Indonesia. <u>Jadi tohokannya mereka paham apa yang mereka baca.</u> Karena saya kasih dua tipe cerita yang berbeda aa di ada kan sepuluh anak kan jadi lima lima gitu. Jadi biar mereka bener-bener baca nggak saling contek mencontek gitu. Jadi yang gitu”</p> <p>Hu’uhm (silent 3 seconds) dan ada sesi tanya jawab juga.</p> <p>Jadi saya tanya detail-detail gitu. Untuk memastikan bener-bener baca nggak</p>						

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16	SHORT STORY	I/2/ACT/178-179	<u>Read the short stories, and find the meaning of the difficult their words, and then retell the stories in front of the class,</u> based on your language, Consult your dictionary if it is needed. Or if, if it is necessary		v	v	v		
17	SHORT STORY	I/2/ACT/208-210	<u>Short stories, read the following short stories, and find the difficult meaning, and for the speaking skill I will ask them to retell the short stories in front of the class using their own words</u> Hu'uh. It something like retell. But not use their, not imitate Yeah. For low learners.	- Read the story - Find meaning of the difficult words - Check dictionary for difficult words - retell stories in front of class using students own language (no plagiat) - Analyze the character, the setting, and the story, to check understanding					
18	SHORT STORY	I/2/ACT/243	So. To test their understanding <u>I will give them some questions related to the stories. Something like what happen to the main characters? Where is the, where is, where does the uhh story take places? Or something like that. So I will test their understanding based on that, those questions.</u> And it is for reading sections,						

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19	SHORT STORY	I/1/ACT/9-10	<p>Untuk reading, ... ehmm sebentar saya ingat ingat dulu ya. <u>Untuk reading, ya biasanya teks, teks teks gitu. Lalu mencari kata-kata susah</u></p> <p><u>Nyari kata-kata susah.</u> Jadi yang penting mereka temukan dulu makna kata yang tidak tau. <u>Setelah itu baru membaca. Karena kalau mereka langsung baca itu kadang nggak dong maksudnya apa gitu. Jadinya ya udah. Cari dulu kata-kata susah. Kalian baca sekali terus mana yang susah kalian cari terus uhh cari artinya di kamus gitu.</u> Lalu di kelas yang low juga... mulai semester dua kemarin .. itu setiap pagi saya minta mereka satu orang bergiliran itu memberi kata-kata baru. Satu anak tiga kata. Nanti temennya menebak siapa yang bisa nanti dapat additional score karena permasalahannya kan sebenarnya vocab ya kalau mereka gitu...</p>	<ul style="list-style-type: none"> - Scanning to Find difficult words - Translate the difficult words and read the story - 	v	v	v		
20	Internet-mediated	I/1/ACT/26	Karena keterbatasan ini juga sih. Kelasnya kan kami leveling. Dan kebetulan dapat	- Make congratulation card through internet					

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	(Web)		kelasnya tidak di lab Mozart karena seringkali tabrakan gitu. Ketika .. tapi pernah juga jadi mereka membuat ucapan ... ucapan apa ya selamat congratulation card itu yak lewat internet. Jadi saya minta mereka untuk membuat ucapan. Lalu membuat kartu itu didesain itu pernah juga. Terus kalau yang kelas ini uhh .. oh ini waktu saya pelatihan di Malaysia kemarin kan dapat apa ya pengetahuan tentang penggunaan internet salah satu aplikasi internet untuk pembelajaran. Itu namanya blendspace sama saya lupa yang satunya lagi	- Use blendspace to explain material - Use socrative to make question and students answer it. The students' answer will appear on projector	v	v	v		
21	Internet-mediated (Web)	I/1/ACT/29	Hu'uhm. Itu. Jadi kalau yang blendspace itu saya menerangkan dengan menggunakan aplikasi itu. Kalau yang socrative itu saya bikin pertanyaan terus mereka menjawab dari untuk mereka jadi setiap anak bisa menjawab terus nanti hasilnya bisa ditampilkan di layar gitu. Itu pernah.						

**ANALYSIS OF INTERVIEW DATA: OPPORTUNITIES AND CHALLENGES OF USING AUTHENTIC MATERIALS
IN SMA INTERNASIONAL BUDI MULIA DUA**

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
1	I/1/OPP.CHL /178-182	<p>“Siapa? Uhh Yaa. <u>Tonggakannya lebih ke vocab sih</u>, kalau untuk grammar masiih belum.”</p> <p>“Belum. Susah. (inaudible) seneng .. nambah vocab. untuk memahami, seek pelan-pelan. Vocabnya dulu. <u>Tapi kan secara otomatis, dan tidak disadari mereka niteni bentuk-bentuk kayak gitu sih</u>. Semoga sih seperti itu”</p> <p>Niteni... memperhatikan</p> <p>Hu’uh kalau ini bentuknya begini. Kayak gitu</p> <p>Kalau grammar bukan jadi tohokan. Tetapi kan kalau membaca, otomatis mereka ya lihat kan disitu bentuk-bentuknya gitu ya harapannya mereka bisa apa ya... <u>secara nggak sadar mereka itu memperhatikan itu lho</u>. Secara nggak sadar. Tapi tohokan pertama nya bukan itu. Tohokannya sih lebih ke vocab.</p>			v				Gain vocabulary Aware to language structure (grammar)
2	I/1/OPP.CHL /184-185	<p>Hu uh. Membiasakan mendengarkan, gitu.</p> <p>Orang berbicara, orang native berbicara</p>			v				Learn Pronunciation
3	I/1/OPP.CHL	“Dua hal.. jadi memahami cerita secara visual dan juga mendengarkan juga			v				Interpret the

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
	/188-190	<p>kan gitu.”</p> <p>“Ya <u>kalau dari segi visual kan mereka dibantu untuk menerjemahkan toh daripada hanya mendengarkan . kalau mendengarkan yo mereka me .. mengimajinasikan sendiri. Tapi kalau ada video kan mereka dibantu untuk menerjemahkan. Jadi itu memudahkan buat mereka gitu sambil mereka mendengarkan. Kalau ada kata-kata yang nggak tau tapi diperagakan kan mereka bisa menebak-nebak, oh kira-kira itu tadi maksudnya ini kayak gitu.”</u></p> <p>“Tidak diberikan untuk menebak, maksudnya kan <u>kalau secara visual kan ada ar .. uh listeningnya mereka nggak ngerti kata-katanya. Sementara mereka melihat gerakan, jadi mereka bisa oh tadi kira-kira artinya ini itu. Karena orang itu melakukan ini gitu lho.</u> Jadi kalau visual malah mereka bisa lebih apa ya, uhhh otak mereka lebih bekerja karena berfikir dan mendengar. Mendengar, apa sih, Visual dan listeningnya itu jalan dua-duan ya gitu lho.”</p>							meaning from movement object
4	I/1/OPP.CHL /191	Yaa .. <u>visual itu memudahkan mereka memahami cerita.</u>			v				Understand the content by visual
5	I/2/OPP.CHL /41	Song. <u>Because you know that when people listen to the song, they can uhmmm catch up the meaning, although actually they don't really like English but when they listen to the music, they uhh unconsciously they will like it whether they do know the meaning or not. And it will encourage them to search the meaning on the internet. And uhh you know from this way they can learn the vocabulary</u> from that way.			v				Expose new vocabulary
6	I/2/OPP.CHL	“ <u>The vocabulary, the pattern of the sentences, and the slang</u> ”			v				Learn vocabulary,

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
	/49-50	“Yeah. So for example in <u>uhmm in formal eh in the formal conversation, we use going to or give me. But in a video or in a music, we cannot we rarely find that.. we often point the way they speak gimme or gonna or lemme, lemme means let me. Something like that. And they can know the synonym of the vocabulary. I mean uhh if learn, if we learn about English, we use ... something like general words. I mean everybody knows about that. But when we find it on a short movie, or a video, or a song, we can see or we can understand the synonym”</u> ”							the pattern of the sentences, the slang
7	I/2/OPP.CHL /401	I mean, yeah. <u>If we learn about English word, and if the students can listen the appropriate pronunciation, I think it will shape the better pronunciation.</u> Yak an?			v				Learn Pronunciation
8	I/1/OPP.CHL /71	<u>Memahami apa sih namanya? Orang. Auditory apa ya. Pronunciation orang kayak gitu. Lebih kesitu.</u>			v				Learn Pronunciation
9	I/2/OPP.CHL /364	Yeah. <u>Contextual. Jadi bermakna gitu lho. Bahasa inggrisnya itu benar-benar kita... kita belajar bahasa inggris nggak, beneer- bener kita gunakan, nggak, kita belajar yang terlalu high, tapi ternyata di our daily life kita tidak menggunakan itu. Itu meaningless</u>			v				Relate to real life context
10	I/2/OPP.CHL /361	<u>Song., the rhythm is interesting, and the movies, the, the artist, the performance, yeah it will be contextual</u>				v			Attract students’ interesting
11	I/1/OPP.CHL /30-31	“Sebenarnya kalau, gini sih pengennya yang digital ya” “Hu’uh. <u>Karena mereka terlihat lebih tertarik gitu.</u> Gitu ..”				v			Attract Students’ Interest
12	I/1/OPP.CHL /43	<u>Membantu untuk membuat mereka tertarik untuk belajar.</u>				v			Learning Motivation
13	I/1/OPP.CHL	Karena ya pastikan additional material itu <u>membuat anak-anak tertarik.</u>				v			Attract Students’

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
	/44								Interest
14	I/1/OPP.CHL /69	Sama tadi kan tadi saya ceritakan <u>anak-anak sekarang kan suka nya apa ya dengan visual yang auditory jadi lebih menarik buat mereka. Daripada dengerin guru nya ngomong terus entar,</u>				v			Attract Students' Interest
15	I/1/OPP.CHL /45	Ya seperti itu. <u>Tadi kan membawa, bawa lagu gitu ya. Mereka jadi lebih tertarik untuk mendengarkan gitu. Kalau ngedengerin gurunya ngomong terus kan juga bosan. Gitu Lebih inovatif</u> aja sih. <u>Biar nggak bosan.</u>				v			Attract Students' Interest
16	I/1/OPP.CHL /172-174	Anak-anak juga nggak buku minded gitu Ya itu tadi sih. <u>Biar nggak bosan. Biar lebih inovatif, biar anak-anak nggak buku banget.</u>				v	v		Innovative, Avoid boredom
17	I/2/OPP.CHL /147-149	“Ok. Actually, based on my experience, you know that <u>the module is very bored. So, if we learn something by the books, and there is no more pictures, interesting pictures, and especially for the senior high school, there is no interesting picture like the children has,</u> ” Eh like children have “So, <u>I need some audio or some assistant something like songs, or video to make it more contextual, meaningful, and then interesting</u> ”				v			Attract Students' Interest, Avoid Boredom
18	I/2/OPP.CHL /194-196	“The highest students I think because they think that they are cap, capable enough to do that, so they will underestimate it, and will ‘ngeremehke’, I don’t know the English words of ‘ngeremehke’ (laugh) yeah”				v			More excited, enthusiast and hardworking in

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
		<p>“Yeah. Low learners. Yeah. They feel so excited. So I love teaching in the lower grades. Yeah”</p> <p>“The more enthusiast, and hardworking”</p>							learning
19	I/2/OPP.CHL /299-300	<p>“Umm I can attract their attention first.”</p> <p>“And I can uhh catch up their focus.”</p>				v			Attract students’ attention
20	I/2/OPP.CHL /59	<p><u>This learning materials, uhh it can be said that they are very excited. They can enjoy my activities from the beginning aa until the end.</u></p>				v			More excited Students enjoy the activities
21	I/2/OPP.CHL /48	<p><u>I feel happy. I feel that my students enjoy it as well. Because you know that my students uhh in the age of them, in the age of them? (laugh) I think they like listening to the music, searching from the newest film, yeah, and then watching ooh from the newest the .. new arrival film, and I think they enjoy it. They can enjoy the entertainment, while they can still learning English</u></p>				v			Students enjoy and can still learn English
22	I/2/OPP.CHL /391	<p>“<u>To motivate ourself hu uh, to make it better. You know that, that western movie, western song is very different from the Indonesia song.</u> If Indonesian song is merely, about love, love, love, broken heart, love, love, love, sorrow,, (laugh) blue, blue, ah, not blue, ehmm gloomy, gloomy songs, but we can we can make, <u>we can find much better, much better (laugh) we can find better song from the western. We can motivate our self, it is about friendship, and I think the lyric is so sweet.</u>”</p>				v	v		Learn about friendship The content motivate students

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
23	I/2/OPP.CHL /394-395	<p>“Of course yes. <u>Different culture in case of the good culture. Not the bad culture.</u>”</p> <p>“<u>The good culture from the, for the example, you know that foreign people has the big potential to make a .. to have apa ya great, great self-esteem, I mean great motivation. And I hope that students can imitate them, not about the bad, the bad, a bad thing from them</u>”</p>					v	Good culture from western	
24	I/2/OPP.CHL /406-408	<p>“Yeah. <u>You know that foreign people are more hardwork than Indonesian people.</u>”</p> <p>“Independent”</p> <p>“<u>Nah independent. So we can still find our students still depends on their friends. But, we can, we can uuhhh learn more about the foreign people about the independent</u>”</p>					v	Learn good culture from foreigners	
25	I/1/OPP.CHL /231	Ya <u>dapat materi, apa, pengen cari video gitu, tinggal aja browsing</u>					v	easy to find source by browsing the materials	
26	I/1/OPP.CHL /232	<u>Cari yang cocok yang mana, ya sangat membantu sih. Ya karena banyak banget. disitu juga aplikasi yang tadi saya bilang kayak socrative, blendspace, itu kan butuh internet. Dan .. itu menarik, baru sebenarnya. Baru buat anak-anak. Ya feature-feature nya bagaimana menggunakan teknologi itu</u>					v	Find applications from internet, Learn technology	
27	I/2/OPP.CHL /371, 375,	“ <u>In this modern era. Yeah. As a teacher we have to balance our, our age with the students. Yeah so internet is very helpful</u> ”					v	Search information from internet	

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
	379-380	<p><u>“I can search more information about the internet. What, what, what, what are happening now, what are the recently word teenagers use, and I can uhh I can learn it. And I will apply it in my learning activity eh activities. And the students, if the students feel comfortable with us, think that we are umm easy going or open minded with them, and it will, it will help her to like our learning materials.”</u></p> <p><u>“Instagram, ada kan posting posting yang kata-kata baru”</u></p> <p><u>“Something like YOLO, I knew it from the instagram. You only live once”</u></p>							
28	I/2/OPP.CHL /381, 385	<p><u>“In google”</u></p> <p><u>“Just type the keywords.”</u></p>					v	type the keywords on search engine to find materials	
29	I/2/OPP.CHL /305-308	<p><u>“Uhhmmm I have a spare time”</u></p> <p><u>“To take a rest.”</u></p> <p><u>“Yeah I don’t need to taaaaalk”</u></p> <p><u>“(laugh) so I need spare time to take a rest for awhile”.</u></p>					v	Help teacher to reduce their work load	
30	I/1/OPP.CHL /116	<u>Karena memang ceritanya meskipun simplified tapi buat mereka mungkin ya harus ada waktu untuk memahami. Biar nggak memberatkan.</u>			v		v	Time consuming	
31	I/1/OPP.CHL /197	<u>Ya paling mereka nggak dong artinya. Op ... itu tadi ngomong apa? Kayak gitu.</u>			v			Cannot understand the meaning and	

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
									pronunciation
32	I/2/OPP.CHL /211	<u>But we still need more time to do that. I mean uh not for one meeting but I think it can be two meetings. So, in fact they still uhm find the difficulties and ask me, ask me the English words,</u>			v			v	Time consuming Students ask the words meaning
33	I/2/OPP.CHL /350 - 352	Something in lagu, <u>ms itu nyanyi apa sih? Kayak gitu</u> Yeah. Meaning. Because the vocabulary Yeah the whole meaning			v				Cannot catch up the spoken Do not understand the vocab and the whole meaning
34	I/2/OPP.CHL /234	Yeah, we , sometimes it works, <u>sometimes when it is difficult for them, I will give the Indonesian subtitle.</u> (laugh)			v				Need to put subtitle
35	I/2/OPP.CHL /311	Yeah. <u>Sometimes the song I think it is a song is very easy. But for them, it is very difficult first. And second,</u> uhh ... I have difficulties in searching on the music based on the considerations that I told you previously,			v				Easy for teacher but Difficult to students
36	I/2/OPP.CHL /317	So, ah! <u>For example for the listening songs, I will record it three times. But the lower grade I think they need more three times. Haa so it is the difficulties.</u>			v			v	The difficulties of text required more time to understand it
37	I/2/OPP.CHL /343 – 349	You know that song, they have difficulties, movies? This is the most difficult ever (laugh) Yeah. If it is in a song, I put an English in a song, every rhythm has space.			v				Cannot catch up the meaning from fastest speech without subtitle

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
		Masih bisa pelan. Slow. It can slow. Slow. Slow. But ... <u>“about the movie, about our conversation, it is too fast”</u> And can you imagine? “For low learners. <u>Something like, ms. Itu ngomong apa?”</u> “Hu uh. Bis, bisa nggak dikasih subtitle Indonesia”							
38	I/1/OPP.CHL /200	<u>Nanti kalau wes bosen, duh paling banyak berapa nggak apal ya. Ngko nek wes bosen dadine udah next nya... nanti didiskusikan dulu. Kayak gitu. Tapi nggak sampai sepuluh gtu sih enggak. Karena wes bosen berulang kali diputer lagi gitu.</u>				v			Students get boredom by repeated texts
39	I/1/OPP.CHL /202, 212	<u>“Dan males baca”</u> <u>“Yaaa membuat mereka tidak males baca. Hehehe”</u>				v			Students not interested in reading
40	I/2/OPP.CHL /213	Huu uhm enjoy. <u>However first they will criticized, oh it is difficult ms, or I don’t want to do it. But if I tell them that</u> ‘oh no, I will score you. I will put your score on your rate, on your ..’				v			Students criticized and think it is difficult
41	I/1/OPP.CHL /203	<u>Paling internet</u>						v	Internet connection is lost
42	I/1/OPP.CHL /204	<u>Di listrik. Listriknya mati.</u>						v	Black out
43	I/2/OPP.CHL	Uhh .. and then something, <u>there is a trouble, there is a trouble with the</u>						v	Speaker is trouble

No	CODE	STATEMENTS	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
	/312	speaker,							
43	I/1/OPP.CHL /32	<u>Cuman negative nya nggak ada apa namanya bukti bukti apa ya printed nya gitu nggak ada gitu. Karena semuanya ada di laptop apa di computer gitu.</u>					v		Difficult to archived the materials
44	I/2/OPP.CHL /311	Yeah. Sometimes the song I think it is a song is very easy. But for them, it is very difficult first. And second, uhh ... I have difficulties in searching on the music based on the considerations that I told you previously,					v		Searching for suitable texts
45	I/2/OPP.CHL /323-325	Short movies? <u>Difficulties? When searching for the uh suitable movies.</u> Reason, eh related to the material, and then attract the students, <u>haa it is very difficult. To find ...</u> <u>The most suitable one.</u>					v		Searching for suitable texts
46	I/2/OPP.CHL /327-328, 117	“The contents? <u>Yeah. The content uh should be educating. Not, not there is no sexy, sexy, sexy, or bitchy people (laugh)</u> ” “It is must be educating. That is the most difficult one. <u>You know that western movie, most of them have this part, so you must be careful..</u> ” “You know that senior high school can imitate anything that related to the dirty mind.”				v	v		Inappropriate culture, Searching for suitable text

ANALYSIS OF OBSERVATION DATA: TYPES OF AUTHENTIC MATERIALS IN SMA BUDI MULIA DUA

No	CODE	OBSERVATION NOTE	Type of AMs				Kind of AM – (Sources/ Example)
			Audio- Visual	Audio	Printed	Internet- Mediated	
1.	O/TYPE/1	<ul style="list-style-type: none"> - Short Story (man who wants to be a detective) - Youtube: Short Movie (Cartoon – Hasel and Greetel) 	v		v	v	Short story (man who want to be a detective) Youtube (Short Movie –Cartoon Hasel and Greetel)
2.	O/TYPE/3	<ul style="list-style-type: none"> - History text (Majapahit) - Web (Web application ‘socrative.com’, google, website, google translate) 			v	v	Short Story Web (Web app ‘socrative.com’, website, google)
3.	O/TYPE/4	Movie (Pursuit of Happiness)	v				Movie (Pursuit of happiness)
4.	O/TYPE/5	Songs (Let Her Go)		v			Song (Let Her Go)

**ANALYSIS OF OBSERVATION DATA: CLASSROOM TASK AND ACTIVITIES
OF USING AUTHENTIC MATERIALS IN SMA BUDI MULIA DUA**

No	Kind/Source of Authentic Materials	CODE	Observation Note	Activity	Characteristic of Authentic Classroom Task or Activities				
					Reflect Communicative Purposes of Text	Appropriacy Task, Response & Engagement	Appropriate Real-Life Task	Activate learners' existing knowledge	Involve Purposeful Communicative Between Learners
1	SHORT STORY	O/ACT/1	<ul style="list-style-type: none"> - Teacher distributed short story - Teacher asked students to find difficult vocabularies while they are read the story - Students identified the language features like verb, noun, adverb, adjective, and put the vocabulary into correct category - Teacher helped students to translate the word and categorized it by give a clue - Teacher and students discussed what they have learned from the story (include the character, conflict, moral value) - Teacher asked students feeling after ready story and watched the movie 	<ul style="list-style-type: none"> - Read short story - Find difficult vocabulary and identify language features - teacher helped students to identify new words -Discusss what they have learned from the story - Ask students' feeling after read the story 	v	v	v	v	v
2	HISTORY TEXT, google translate	O/ACT/3	<ul style="list-style-type: none"> - Teacher distributed the history text of Majapahit - Teacher explained what is the text talk about 	<ul style="list-style-type: none"> - Read story - Find difficult vocabularies using google translate - read aloud one by one per 	v	v	v		v

			<ul style="list-style-type: none"> - The students were asked to find difficult vocabularies, words, part of speech and meaning by using google translate - the students one by one read aloud the story and translate it. Teacher asked and helped the whole class to interpret the meaning of each paragraph and discuss it 	<ul style="list-style-type: none"> paragraph - discuss the meaning of each paragraph 					
3	MOVIE (Short Movie) on youtube	O/ACT/1	<ul style="list-style-type: none"> - Then, teacher played the short movie on youtube without subtitle - teacher asked students to watch the movie without subtitle - Teacher and students discussed about the movie. What is the movie talked about, who is the character, the conflict, and the ending - Teacher asked students' feeling after ready story and watched the movie - In the end, teacher explain the purpose of narrative text and features of narrative text like its pattern based on the module (orientation, character, conflict, language features) and students identified all of it by analyzing to the movie. 	<ul style="list-style-type: none"> - Play movie - watch movie - discuss the character, the conflict, the ending - teacher asked students feeling - teacher explain the features of narrative - analyse the movie according to narrative text pattern: orientation, character, conflict 	v	v	v	v	v
4	MOVIE	O/ACT/4	<ul style="list-style-type: none"> - Teacher explained the title of the movie and briefly explained what is the movie talked about - teacher asked students to work in pair with their friends who sit next to them - the students were asked to pay attention to the movie and write any difficult word they have heard 	<ul style="list-style-type: none"> - Work in pair to watch the movie - pay attention to the movie and write any difficult word - share and discuss about the main character, the conflict, the setting, what they think about the movie 	v	v	v		v

			<ul style="list-style-type: none"> - teacher played the movie, and students watched the movie - Teacher forwarded the movie - Before the end of the movie, the teacher stopped the movie, and asked students to share and discuss with their friends about the main character, the conflict, the setting, what they think about the movie 						
5	SONG (Let Her Go)	O/ACT/5	<ul style="list-style-type: none"> - Teacher asked students to listen a song, but before teacher asked whether the students ever heard and know the story - teacher played the song, and asked students to fill in the blank that provided in module - they checked the answer together followed by sing together - teacher and students discussed the meaning of the song, mentions several expressions of love, use of love expressions that not only about interpersonal love 	<ul style="list-style-type: none"> - listen a song - fill in the blank - check the answer together - Sing along together - discussed the meaning of the song, and several expressions of love 	v	v	v	v	v
6	WEB (Google translate, Web Application)	O/ACT/3	<ul style="list-style-type: none"> - The students asked to open a web 'socrative.com' - Teacher asked students to create an account. Teacher gave instructions how to sign up, login, put the name and password, and confirm their email. -Teacher asked students to play race game (vocabularies) -Students could check the meaning from 	<ul style="list-style-type: none"> - Open socrative.com - Teacher give an instruction to sign up login, put the name and password, and confirm the email - play vocabulary race game - check the meaning from google translate - discuss new vocabularies 	v	v	v	v	v

			<p><i>google translate</i></p> <ul style="list-style-type: none"> -The result was displayed on projector - Teacher asked students what new vocabularies they have learned 	students have learned					
7	WEB (Google translate, Web Application, Google, Website)	O/ACT/3	<ul style="list-style-type: none"> -Teacher introduced new topic about congratulation - Teacher showed an example of congratulation card from google image, asked students what they know about congratulation expressions, when to use it, and so on. -Teacher told they are going to make congratulation card by using application - Before make congratulation card, one by one students share their best achievement in life in Bahasa - Teacher gave instruction to make a congratulation card in web app- socrative.com - Students make the congratulation card to whoever they want (but still their friends in the class) - students can <i>googling</i> to any websites to see the example of congratulation card and they can check the correct vocabulary on google translate - teacher helped students on using the application include how to operate the features on web - students read one by one their congratulation card and after that send it to email 	<ul style="list-style-type: none"> - teacher show an example of congratulation card from google image - asked students knowledge about congratulation expressions, when to use it, and so on - students share their best achievement in life - Teacher give instruction to make congratulation card in web app - student make congratulation card and googling to any websites to see the example - check correct vocabulary on google translate - teacher help students - students read one by one their congratulation and send it to email 	v	v	v	v	v

ANALYSIS OF OBSERVATION DATA: CHALLENGES AND OPPORTUNITIES OF USING AMs IN SMA BUDI MULIA DUA

No	CODE	OBSERVATION NOTE	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
1	O/OPP.CHL/1	<u>Students enthusiast and curious asked what kind of the story it is.</u>				v			students enthusiast and seems curious with the material
2	O/OPP.CHL/1	<u>Students got engaged and interested</u> when teacher started playing short movie				v			Students engaged and interested
3	O/OPP.CHL/1	<u>Students familiar with the story so they could answer and follow the discussions</u>				v			Familiarity of story make students engaged to follow discussion
4	O/OPP.CHL/3	<u>Students enthusiast on playing vocabulary racing game through web application because they are motivate to compete with their friends</u>				v			enthusiasts and motivate to compete
5	O/OPP.CHL/3	After several minutes, <u>all students got engaged on the activity and focused on making their own e-card</u>				v			got engaged on the activity
6	O/OPP.CHL/3	<u>Students learn new vocabulary and to imitate the way to pronounce the word correctly from google translate</u>				v			learn to pronounce
7	O/OPP.CHL/4	Although the movie is released long time ago (2006), most of students <u>did not watch it yet, so they look interested</u>				v			unusual text attract student

No	CODE	OBSERVATION NOTE	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
8	O/OPP.CHL/4	Students <u>actively follow the discussion about the movie. And share with their friends.</u> They cannot said some words related to what the character do, but <u>they visualize it according to what appear in movie.</u>			v	v			Actively following the activity Interpret the meaning by visualize
9	O/OPP.CHL/5	Some <u>students know the song. Students looked curious, excited, and enjoy to listen a song</u>				v			familiarity of text
10	O/OPP.CHL/5	Students <u>interpret the meaning of song because they seems familiar with the story of the song</u>			v				Familiarity of the song help to interpret the meaning
11	O/OPP.CHL/1	Students <u>got difficulty on find out the meaning and categorized some word. They also cannot catch teacher's clue</u>			v				difficult to find the word meaning and categorized it
12	O/OPP.CHL/1	They <u>took long time to finished read a whole story</u>			v				Need more time to read
13	O/OPP.CHL/1	<u>Students got boredom and frustrate because of difficulty to find the meaning and identify the words. 2 students tried to disturb the teacher's laptop. One student stopped her work and started playing with her friends. The other have chit chat</u>				v			get boredom and frustrate because difficulty
14	O/OPP.CHL/1	<u>Students said 'feel better' when they read the story and watched the movie, but they said 'susah' to find the vocabularies, translate and categorized it.</u>				v			Enjoy as an entertainment not learning sources
15	O/OPP.CHL/3	<u>Students got difficulties to translate the words and sentences, and to interpret the meaning of sentences.</u> Teacher need to help them.			v				Difficulty text make hard to interpret the meaning
16	O/OPP.CHL/3	<u>Students opened unrelated websites</u> so teacher need to walk around the students to warned them.						v	Open unrelated website
17	O/OPP.CHL/3	Students <u>got difficulty on how to log in to web</u> and <u>how to use the</u>			v				unclear instructions

No	CODE	OBSERVATION NOTE	CHALLENGE	OPPORTUNITY	ASPECTS				Note
					Linguistic	Motivation	Culture	Resource	
		<u>web to make congratulation card because unclear instructions.</u> Teacher need to repeat the instruction, twice, and then change the instruction in Bahasa. Two students depended on the teacher and asked the teacher to help them on make the congratulation card at first.							
18	O/OPP.CHL/4	first, students seemed happy to watch movie, but <u>later students get confused because they don't understand the movie since there is no subtitle, they cannot catch up the meaning.</u> That is make students <u>uninterested.</u> Students talked to each other and busy with their own stuffs. Teacher got angry and started to discipline them and put subtitle after student ask for it.			v	v			Cannot catch the meaning without subtitle lost interest without subtitle
19	O/OPP.CHL/4	Students made a noise <u>tried to imitate 'bad' spell word.</u>					v		Imitate inappropriate word
20	O/OPP.CHL/5	Students <u>miss to write the lyric. Teacher need to repeat it. But after repetition for several times, students get bored so teacher asked to sing along.</u>			v	v			students miss the lyric Bored by repetition
21	O/OPP.CHL/1	Electricity off					v		black out

APPENDIX D

RESEARCH ADMINISTRATION





UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA

Program Studi Psikologi (S1), Program Studi Ilmu Komunikasi (S1), Program Pendidikan Bahasa Inggris (S1),
Program Studi Hubungan Internasional (S1), Program Magister Profesi Psikologi (S2)

Tanggal : 07 April 2016
Nomor : 379 / Dek / 70 / Div. Um. RT / W / 2016
Hal : Permohonan Ijin Pengambilan Data untuk Skripsi

Kepada Yth.

Kepala Sekolah SMA Internasional Budi Mulia Dua Yogyakarta

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama : Endah Sri Elyawati
Nomor Mahasiswa : 12322025
Judul Skripsi : *THE USE OF AUTHENTIC MATERIALS TO TEACH INTEGRATED SKILL FOR THE LOW ACHIEVER LEARNERS IN SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA*

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb.

Dekan,


Dr. Ter. nat. Arief Fahmie, S.Psi., MA., Psiklog

Dosen Pembimbing,


Intan Pradita, S.S., M.Hum



SURAT KETERANGAN
Nomor : 3664/SMAI BMD/IX/2016

Yang bertanda tangan di bawah ini :

nama : Tien Tresnasih Utari, S.E.
jabatan : Kepala SMA Internasional Budi Mulia Dua Yogyakarta,
alamat : Jl. Raya Tajem, Wedomartani, Ngemplak, Sleman.

menerangkan bahwa :

nama : ENDAH SRI ELYAWATI,
NIM : 12322025,
Program/Jurusan : SI / Pendidikan Bahasa Inggris,
perguruan tinggi : Universitas Islam Indonesia,

Benar – benar telah melaksanakan kegiatan penelitian untuk Tugas Akhir dengan judul
"THE USE OF AUTHENTIC MATERIALS TO TEACH ENGLISH FOR LOW ACHIEVER
LEARNERS IN SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA" pada
tanggal 7 April – 21 September 2016.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya,

Yogyakarta, 21 September 2016,

Kepala Sekolah

Tien Tresnasih Utari, S.E.

APPENDIX E

GALLERY



GALLERY



Use ICT



Teacher guide Students on using ICT



Listed difficulties vocabularies on whiteboard



Watch Hazel & Gretel



Watch Pursuit of Happiness

