

**INDONESIAN EFL TEACHER PERCEPTIONS AND PRACTICES OF USING
AUTHENTIC MATERIALS TO TEACH ENGLISH IN JUNIOR HIGH SCHOOL**

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

Audiva Nur Rahma Putri

21322065

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES**

ISLAMIC UNIVERSITY OF INDONESIA

YOGYAKARTA

2025

APPROVAL SHEET

**INDONESIAN EFL TEACHER PERCEPTIONS AND PRACTICES
OF USING AUTHENTIC MATERIALS TO TEACH ENGLISH IN
JUNIOR HIGH SCHOOL**

By

Audiva Nur Rahma Putri

21322065



Approved on date/month/year

By

Supervisor:

A handwritten signature in black ink, appearing to be 'Willy Prasetya', is written over a horizontal line. The signature is stylized and slanted upwards to the right.

Willy Prasetya, S.Pd., M.A

NIK. 173220502

RATIFICATION SHEET

**INDONESIAN EFL TEACHER PERCEPTIONS AND
PRACTICES OF USING AUTHENTIC MATERIALS TO
TEACH ENGLISH IN JUNIOR HIGH SCHOOL**

By:

Audiva Nur Rahma Putri

21322065

Defended before the Board of Examiner on May 2025 and Declared Acceptable

Board Examiners

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

First Examiner : Banatul Murtafi'ah, S.Pd., M.Pd

Second Examiner : Dwiansari Ramadhani, S.S., M.App.Ling

Department of English Language Education

Faculty of Psychology and Socio-Cultural
Sciences Islamic University of Indonesia

Head of Department,

Puji Rahayu S.Pd., M.L.S.T., Ph.D

NIP. 053310402



STATEMENT OF WORK'S ORIGINALITY

I hereby sincerely declare that this thesis "Indonesian Efl Teachers' Perceptions And Practices Of Using Authentic Material To Teach English In Junior High School" is my own work and does not contain any material written by others, expect where properly cited through quotations and references in accordance with academic standards.

Yogyakarta, 26 May 2025

The Writer,



Audiva Nur Rahma Putri
Audiva Nur Rahma Putri

21322065

MOTTO

“Take every chance you get in life, because some things only happen once”

-Karen Gibbs-

DEDICATIONS

I would like to express my deepest gratitude and praise to Allah SWT, for his endless blessings, guidance, and strength that have enabled me to complete this thesis in good health and perseverance. Without his divine assistance, this journey would not have been possible. I dedicate this thesis to my beloved mother Vera Indarti Djatmika, whose unconditional love, tireless prayers, and countless sacrifices have been the cornerstone of my academic journey. Her support and encouragement in every step of my education have been a source of strength that I will always cherish. I also express my sincerest appreciation to Mr. Willy Prasetya, for his patient, guidance, feedback, motivation throughout the process of writing this thesis. To my best friend, Alya and Auliya, you are truly the greatest, and I am very grateful to have you by my side throughout this journey and for all the support you have given me along the way. Lastly, I dedicate this thesis to myself. Throughout the process of writing, I have gone through many phases both the good and difficult. I am proud of myself for persevering, and still cannot believe I have made it this far. It is my sincere hope that I may bring pride to my mother and contribute meaningfully to the lives of those around me, *Aamiin*.

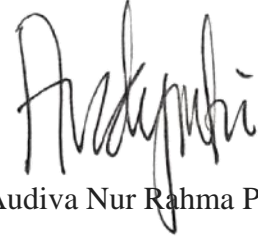
ACKNOWLEDGEMENT

All praise and gratitude are due to Allah, the Lord of the Worlds, for his blessings, guidance, and good health, which have enabled me to complete this thesis. Peace and blessings be upon our beloved Prophet Muhammad. Gratefully and thankfully, I would like to extend my heartfelt appreciation this thesis to:

1. My dearest one and only best mother ever Vera Indarti Djatmika who have unwavering support, heartfelt prayers, and constant encouragement have guided me throughout the completion of this thesis.
2. My supervisor, Mr. Willy Prasetya S.Pd., M.A., for his continuous motivation, guidance, and valuable feedback from the beginning stages of the writing process for the conference until the final completion for my thesis.
3. My academic supervisor, Astri Hapsari S.S., M.TESOL., who has consistently providing unwavering support, guidance, encouragement with kindness and generosity.
4. All lecturers at the English Language Education Program, whose dedication and inspiration have driven me to grow academically and personally.
5. All of my friends who always accompany me in every letter that I explain in this thesis.
6. BPA KM UII, UII Mengabdi, Internship Schoters Team, Sea Teacher Batch 10, Thailand, for the experience that have supported me in completing my journey. Their collaboration and guidance have been invaluable, empowering me to broaden my horizons, overcome challenges, and take confident and courageous steps toward achieving my goals. Each organization has played a

significant role in helping me grow both personally and professionally,
inspiring me to aim higher and pursue excellence in all my endeavors.

Yogyakarta, 26 May 2025

A handwritten signature in black ink, appearing to read 'Audiva Nur Rahma Putri', written in a cursive style.

Audiva Nur Rahma Putri

TABLE OF CONTENTS

APPROVAL SHEET	1
RATIFICATION SHEET	2
STATEMENT OF WORK'S ORIGINALITY	3
MOTTO	4
DEDICATIONS	5
ACKNOWLEDGEMENT	6
TABLE OF CONTENTS	7
ABSTRACT	8
CHAPTER I	10
INTRODUCTION	10
1.1. Background of the Study.....	10
1.2. Limitation of the Problem	12
1.3. Formulation of the Problem	13
1.4. Objectives of the Study	13
1.5. Significance of the Study	13
CHAPTER II	15
LITERATURE REVIEW	15
2.1. Authentic Materials in English	15
2.2. Previous Studies on Teacher using Authentic Materials	16
2.3. Theoretical Framework	18
CHAPTER III	19
RESEARCH DESIGN	19
3.1. Descriptive Qualitative Research	19
3.2. Participants	19
3.3. Data Collecting Techniques	20
3.4. Data Analysis	23
3.5. Trustworthiness	24
CHAPTER IV	26
RESEARCH FINDINGS AND DISCUSSIONS	26
4.1. Findings.....	26
4.2. Discussion	37
CHAPTER V	41
CONCLUSION	41
REFERENCES	42

**INDONESIAN EFL TEACHER PERCEPTIONS AND PRACTICES OF USING
AUTHENTIC MATERIALS TO TEACH ENGLISH IN JUNIOR HIGH SCHOOL**

By:

Audiva Nur Rahma Putri

21322038

ABSTRACT

Authentic materials are used in English Language Teaching (ELT) with the objective of providing utility of English in real-world situations. In addition, authentic materials are intended to bring the learners into direct contact with reality. The study aimed to explore an EFL teacher views on the use of authentic materials and how he incorporates these materials into his teaching practices. The participant of this study was an Indonesian teacher who has been teaching for more than 10 years to teach English at junior high school. Semi-structured interviews and participant teaching artifacts were conducted to collect the qualitative data. The data were then subsequently examined using thematic analysis to obtain a deeper understanding of what the teacher considered using authentic materials and how he included such materials in his classroom. The data findings revealed that the use of authentic materials increased students' enthusiasm for learning, improved the students language skill, and also posed certain challenges for the teacher, particularly in terms of selecting and adapting appropriate materials. The implications and directions for future research are also provided.

Keywords: English language teaching, Authentic materials, English as a Foreign language

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Teaching materials play a crucial role in determining the effectiveness of the teaching and learning process. Epstein and Ormiston (2007) argue that teaching materials are a vital factor that allows teachers to effectively deliver instruction and support students in language learning and acquisition. Among various materials employed by teachers, textbooks are commonly used, aligning with the school curriculum. However, relying solely on textbooks sometimes can lead to a monotonous and book-centered approach, lacking the ability to demonstrate authentic language use (Anam & Munir, 2019). Although there are efforts to restore the balance, textbook representation to the real situations and language is inadequate (Gilmore, 2007).

Gilmore (2007) noted that authentic materials are produced by real speakers and designed to deliver real messages for the learners. The inclusion of authentic materials enables learners to actively interact with authentic language use, providing exposure to real-life situations, idiomatic expressions, and cultural nuances (Tomlinson, 2003). They expose learners to cultural nuances, which fosters greater engagement and topic comprehension. Berardo (2006) suggested that the use of authentic materials in classroom can expose learners in real-language used. Incorporating authentic materials in English Foreign Language classrooms can greatly assist teachers in showcasing real-life language usage and promoting

communicative teaching. According to Peacock (1997) the utilization of authentic materials in foreign language learning positively impacts students' motivation. By engaging with authentic materials, students are exposed to the language as it is naturally used by native speakers, including the nuances of vocabulary, grammar, idiomatic expressions, and cultural references. This exposure helps students develop a deeper understanding of the language and enhances their ability to comprehend and produce language in authentic contexts. It is crucial that the English language presented in the classroom not only enhances students' learning process but also maintains authenticity (Klickaya, 2004). Another study by Akbari and Razavi (2016) investigated the Iranian EFL teachers' perspectives regarding the use of authentic materials at high school level mentioned based on the results, that the teacher consideration of authentic materials are exposing students to the real language.

Authentic materials present learners with authentic language functions and situations, allowing them to practice and apply their language skills in meaningful ways. Incorporating authentic materials in English language instruction fosters motivation and interest among learners. Authentic material helps the students learn English better to connect the material inside and outside the classroom. Through engaging with real-world materials, students can develop their listening, speaking, reading, and writing abilities. According to research conducted by Mamo (2013) the use of authentic materials in teaching listening skill such as songs, radio/TV news, films, and announcements to college students and based on the results, the use of authentic materials on listening skills such should be a connection between the

authenticity of materials and the students' needs. In addition, the effect of using authentic materials on the spoken use of English among Arab secondary school students in Malaysia by Rasheed (2014) found that authentic materials could help the students practice English in real life situations and motivated them to learn English.

Previous studies have examined the teachers' perceptions and the use of authentic materials in senior high school and higher education, primarily employing quantitative methodologies. However, there is limited research focusing on teacher perceptions and practices regarding the authentic materials at junior high school level, particularly using qualitative approaches. This gap highlights the need for further investigation how junior high school teachers perceive and implement authentic materials in English language teaching.

1.2. Limitation of the Problem

This research is limited in scope to investigating the perceptions and practices of a junior high school teacher regarding the use of authentic materials in English language teaching.

1.3. Formulation of the Problem

What are the perceptions and practices of Indonesian teachers about using authentic material in EFL classroom?

1.4. Objectives of the Study

This study aims to explore Junior High School teacher perceptions and practices about using authentic material in teaching English in classroom. This research seeks to gain insight into how teacher understand, implement, and experience the use of authentic material in the English learning process.

1.5. Significance of the Study

This result of this study aims to explore the perceptions and practices of junior high school English teacher in integrating authentic material into classroom instruction. Moreover, it is expected that the findings will serve as a valuable reference for future researchers, offering insights and guidance for further studies in the field of English language teaching in Indonesia.

CHAPTER II

LITERATURE REVIEW

2.1. Authentic Materials in English

Gilmore (2007) emphasize the importance of authentic materials and authenticity in foreign language teaching. Authentic materials present learners with authentic language functions and situations, allowing them to practice and apply their language skills in meaningful ways. According to Shuang (2014) incorporating authentic materials in English language instruction fosters motivation and interest among learners. Authentic materials are often more engaging for learners as they present topics and content relevant to their lives and interests (Brown, 2007). Moreover, Lee (2004) states that authentic materials provide opportunities for learners to develop their communicative competence by practicing language skills in meaningful and realistic contexts. Authentic material helps the students learn English better to connect the material inside and outside the classroom. Through engaging with real-world materials, students can develop their listening, speaking, reading, and writing abilities. According to research conducted by Mamo (2013) the use of authentic materials on listening skills such as song should be a connection between the authenticity of materials and the students' needs. In addition, Akbari and Razavi (2016) mentioned that authentic materials are exposing students to the real language. Other studies on authentic materials by Rasheed (2014) found that authentic materials could help the students practice English in real life situations and motivated them to learn English.

The utilization of authentic materials in language learning encompasses the integration of materials commonly encountered in real-life communication situations, including newspaper texts, audio conversations, and video recordings. As outlined by Genhard (1996, as cited in AlAzri & Al-Rashdi, 2014), authentic materials can be categorized into three types: (1) authentic listening materials, such as radio broadcasts, news segments, cartoons, and songs; (2) authentic visual materials, such as street signs, images from magazines and newspapers, and postcards; and (3) authentic printed materials, such as sports reports, newspapers, restaurant menus, and train tickets. Meanwhile, As stated by Rania (2016) that authentic materials are categorized into four types: (1) authentic listening materials; (2) authentic printed materials; (3) authentic listening-Viewing; (4) authentic visual materials.

When using authentic materials in the classroom, the teacher needs to select resources taken from existing written or spoken discourse that are closely aligned with students' language proficiency level, personal interests, and the specific learning objectives of the lesson. According to McGrath (2002, as cited in Hussein, 2013; Al-Azri & AlRashdi, 2014), there are eight essential criteria that teachers should adhere to when selecting authentic materials: (1) Relevance to course book and the specific needs of the learners; (2) Topic interest to capture the attention and engagement of the learners; (3) Cultural appropriateness to ensure the materials align with the learners cultural background and sensitivity; (4) Linguistic demands, considering the language complexity and proficiency level required; (5) Cognitive demands; (6) Logistical considerations; (7) Quality, ensuring they are accurate, up-to-date and reliable; (8) Exploitability.

Authentic materials provide a window into the target language, sparking curiosity and creating opportunities for students to explore different perspectives, lifestyles, and ideas. Peacock (1997) and Brinton (1991) regard authentic materials as a connection between the classroom and the real world, offering language learners a valuable source of genuine language input. Furthermore, these materials have a significant impact on increasing learners' motivation, capturing their interest, and fostering active engagement in learning activities. Tomlinson (2012) advocates that authentic materials can motivate learners and aid in developing a range of communicative competencies, while also fostering positive attitudes towards the learning. This positive engagement encourages students' to become more actively involved in the classroom, asking questions, and interacting more with their peers and teachers..

2.2. Previous Studies on Teacher using Authentic Materials

Despite the recognized benefits of using authentic materials in English language teaching, further exploration of teachers' perceptions and practices, especially in specific contexts such as Indonesian EFL classrooms, is crucial. By understanding how Indonesian EFL teachers perceive and utilize authentic materials, valuable insights can be gained regarding the challenges, opportunities, and strategies associated with their effective implementation. Rehman & Perveen (2021) examines the teacher perceptions about the use of authentic materials in Pakistani EFL classroom. Data were gathered through a survey questionnaire. The study reveals that teachers perceive authentic can offer greater compared to the standard textbooks used in secondary school. However, the teacher agreed that the teaching with authentic materials is more challenging that using traditional textbooks, they still viewed

authentic materials as generally engaging for teaching vocabulary. Moreover, Mukhalladun, Nidawati & AR (2020) investigates EFL Teachers' Perceptions Toward the Use of Authentic Material in Teaching Reading Comprehension. A mixed-method approach was used to collect the data, combining questionnaires and semi-structured interviews. The results showed that teachers had positive perceptions of using authentic materials for teaching reading. However, they encounter some difficulties such as technical problems, lack of vocabulary, and time-consuming. As researcher Thai & Nguyen (2022) explored teacher perceptions and practices using authentic materials with grade 10 students. The data were collected using a mixed-method, including questionnaires and semi-structured interviews. The study highlights that teachers had positive perceive of authentic materials, particularly to expend the students vocabulary. Numerous findings of the previous studies, there is limited information about teacher perceptions and practices using authentic materials in junior high school. This research aims to explore and examine the perceptions and practices of Indonesian English as a Foreign Language (EFL) teachers regarding the incorporation of authentic materials in their English language instruction within junior high school environments

2.3. Theoretical Framework

In this research, the researcher used Gilmore (2007) framework principles of authentic materials and authenticity in foreign language learning theory are illustrated in the following figure.

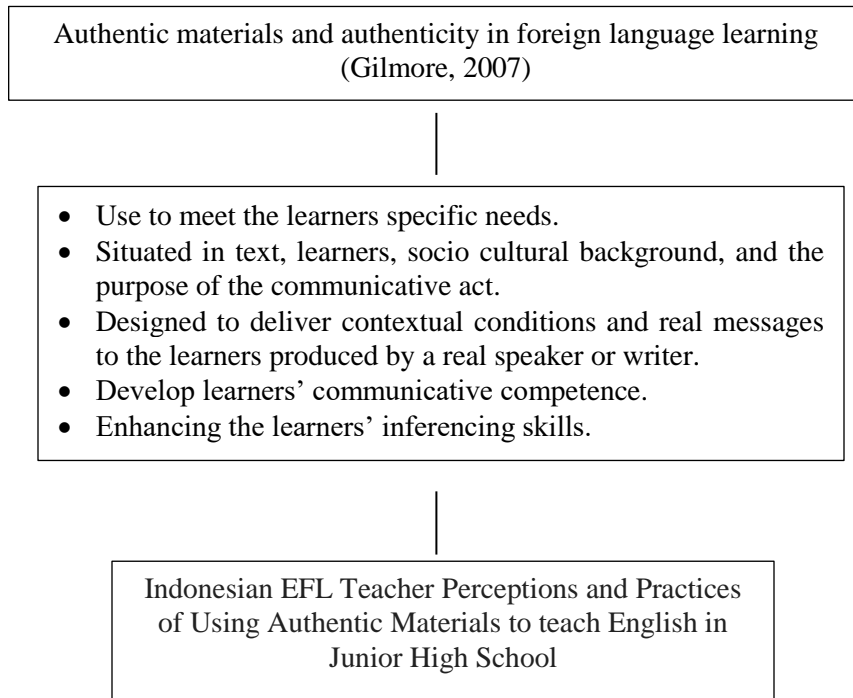


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

3.1. Descriptive Qualitative Research

This study employed a descriptive qualitative research design to capture the teacher perceptions and practices using of authentic materials in English language teaching. A descriptive approach was chosen because it is particularly effective for exploring how an individual understand and engages with a particular topic comprehensively. This design allows the researcher to present a description of the teacher perceptions and practices integrating authentic material. As noted by Sandelowski (2000), this approach is often used to represent real-life experiences or events accurately. This research aligns with qualitative methods in that it focused on understanding participant viewpoints, with data collected through interviews and presented in the form of verbal responses. According to Creswell (2003), the nature of data in qualitative design is expressed in the forms of words.

However, the limitation of this design is that the findings can not be directly generalized to a larger population because the focus is on describing phenomena as experienced by a specific individual and the results are context-bound. Nevertheless, the strength of this approach lies in the capacity to highlight a situated perceptions and practices of teacher, offering valuable insight that may inform future studies or educational practices in similar context.

3.2. Participants

The participant was English teachers from junior high school. The participant

has been teaching English for twelve years at junior high school since 2011 called Bima. Despite his experience as an English teacher, his undergraduate education background is in the English department. He also teaches private lessons in his spare time. In his teaching, Bima sometimes incorporates authentic materials such as song, videos and blogs. Bima also explained that he participated in Musyawarah Guru Mata Pelajaran (MGMP) a collaborative teacher forum aimed at professional and subject-specific development. Within this forum, Bima conducted workshop sessions to equip teachers with create engaging and interactive learning. Based on his qualifications and experiences, he was selected as a participant for this study. The researcher approached the participants to find out more about how the teacher incorporate and utilize authentic materials in teaching English to junior high school students. To be more precise, the researcher investigated the teacher perceptions and practices of using authentic materials at junior high school, based on his teaching background and educational context of his school.

3.3. Data Collection Techniques

Data for this study were collected through two interview sessions conducted with participant. The session were held face-to-face and via Zoom. The interviews lasted approximately 30-45 minutes. This interview focused on exploring the participant perceptions and experiences regarding the use of authentic materials in English language teaching at the junior high school level. With the participant consent, both the interview questions and the responses were audio-recorded to ensure accuracy and reliability of the data collected. To gain insight and confirm the accuracy of the information obtained during the interview, follow up correspondence

was conducted online via Whatsapp. This method allowed the researcher to clarify the points, ask additional questions that emerged during the data analysis. In addition to the interviews and online correspondence, teaching artifacts were also collected to support data triangulation. These artifacts is examples of authentic resources such as songs, videos, and blog articles used by the participant in his classroom. This combination of interviews, online correspondence, and artifact collection allowed the researcher to develop a comprehensive understanding of the participant’s teaching perceptions and practices and regarding the use of authentic materials in junior high school English class.

The interview questions were adapted from Gilmore’s theory of “principles for authenticity and authentic material,” as described below:

Table 3.1
The principles of authentic material and authenticity

Construct	Conceptual definition	Components	Interview question
Authentic materials and authenticity in foreign language learning (Gilmore 2007)	Authentic materials are the real things that were not designed for teaching purposes. The authenticity of material can be printed, visual and audio. The use of authentic material, it may be situated in text, the participants, or the social and cultural as communicative purposes to deliver real messages.	<ol style="list-style-type: none"> 1) Use to meet the learners specific needs. 2) Situated in text, learners, socio cultural background, and the purpose of the communicative act. 3) Designed to deliver contextual conditions and real messages to the learners produced by a real speaker or writer. 4) Develop learners’ communicative competence. 5) Enhancing the learners’ inferencing skills 	<ol style="list-style-type: none"> 1. How do you ensure that authentic materials can meet your students' needs? 2. How do you select to use authentic materials in accordance with the cultural and background of the students to aim the students' communication in the class? 3. How do you use authentic materials in your teaching regarding its purpose in delivering the real message to the learners? 4. How do you ensure that incorporating authentic materials in your teaching will develop learner communicative competence? 5. How do you ensure that integrating authentic material in your class can make the students’ connection to real-world situations?

3.4. Data Analysis

In qualitative research, thematic analysis is commonly employed to systematically identify, analyze, and interpret patterns of meaning within qualitative data (Braun & Clarke, 2006). In this study, thematic analysis was used to analyze the data obtained from the interview. The process began with the researcher transcribing the audio recordings of the interview into Google Docs to ensure accurate representation of the participant responses. Following transcription, the researcher carefully read through the data multiple times to become familiar with the content and to gain a deep understanding of the participant perspectives.

The next step involved initial coding, these codes were cross-checked to ensure consistency and reliability. After refining and organizing the codes, the researcher grouped similar codes into broader themes that reflected key ideas related to perceptions and practices the use of authentic materials in the English teaching process. In addition to the interview and Whatsapp correspondence and teaching artifacts were analyzed to support and validate the themes. These artifacts served as assisting evidence to triangulate the findings, offering concrete examples of how the participant implemented authentic materials in classroom. By integrating artifacts into the analysis, the researcher was able to strengthen the credibility of the study and provide a more comprehensive picture of the participant practices.

3.1. Trustworthiness

According to Nowell (2017), there are five essential criteria to establish the

trustworthiness of a qualitative study: credibility, transferability, dependability, confirmability, and audit trails. In this study, the researcher focused on two of these criteria, including credibility and confirmability. During these two stages to achieve trustworthiness, starting from data collection to development of codes and themes, the researcher consistently confirmed with the participant whether the interpretations aligned with his experiences. After transcribing and analyzing the interview and follow-up correspondence, the findings were shared to the participant via WhatsApp. This process, known as member checking, allowed the participant to review the accuracy of the data, provide clarifications, and validate the interpretations.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1. Findings

The researcher determined the result of the study based on the data collected. There are three themes that were generated. (1) Increasing students' enthusiasm in learning, (2) improving students' language skills, and (3) difficulty in using authentic materials.

4.1.1 *Increasing students' enthusiasm in learning*

The teacher believes that the use of authentic materials in learning can foster students' enthusiasm and interest in the learning process. Before teaching, Bima usually prepares what topics or material might be taught in the next meeting. After determining the topic, he tries to choose authentic materials that are suitable for the students' needs. Generally, Bima uses a variety of authentic texts, such as menus, song lyrics, recipes, videos, blogs, and announcements. Even though Bima did not always use authentic material in every class in teaching English because if the authentic materials for the topics are too complex, students might have difficulty understanding the content. He believes before integrating authentic materials in the teaching process, the students feel learning English is monotonous and boring. In the classroom as usual, Bima used a textbook and students' worksheet in teaching. Most of the students were not paying attention and focused during the class. They were not interested in learning, playing with

their friends and looked so sleepy which suggested that they were bored and unmotivated with the lesson.

Bima realizes that utilizing authentic materials in his teaching makes the students motivated and interested in learning. When exposed to real-life content such as videos, songs, or blogs, they tend to be engaged and responsive. They were active and encouraged during the lesson. The students ask questions, actively respond, share their opinion, and participate in classroom activities. For instance, when he used a popular song to teach a song's topic, the student sang along and asked about the meaning of the lyrics. It showed that the students demonstrate interest and motivation when authentic material is incorporated into the learning process.

"...So the students have become more motivated to learn..."(ISEL/LM/043)

The integration of authentic material into the classroom can encourage students in learning. The students become significantly responsive and actively involved in classroom activities compared to when traditional, non-authentic materials were used. It presented that authentic material is increasing their interest and motivation. When the students were easily bored or fell asleep during the lesson, the use of authentic material can pay their attention and participation throughout the learning process. The students do not feel the class is monotonous and boring. Bima recognizes that the authentic material is an alternative teaching material that can booster students' enthusiasm in learning.

"...It is indeed more effective in increasing students' interest in learning English compared to using traditional materials such as textbooks."(ISEL/LM/077)

In the 9th grade class, Bima incorporated a blog from Tripadvisor as an example of review text in his teaching. In the learning activity, Bima explained about the review text and guided students to explore the blog. They will do it in groups and identify the components of the review text.



Figure 4.1 - Review Text source:

<https://www.tripadvisor.com/>

Further, in the 8th grade, Bima used a passenger announcement video from Youtube Pilot Alexander for his teaching class. Bima selected the video to make the student interested with the material and connect to the real world situation. The students watched the video, listened carefully, took notes to unfamiliar words, and identified what information in the videos.

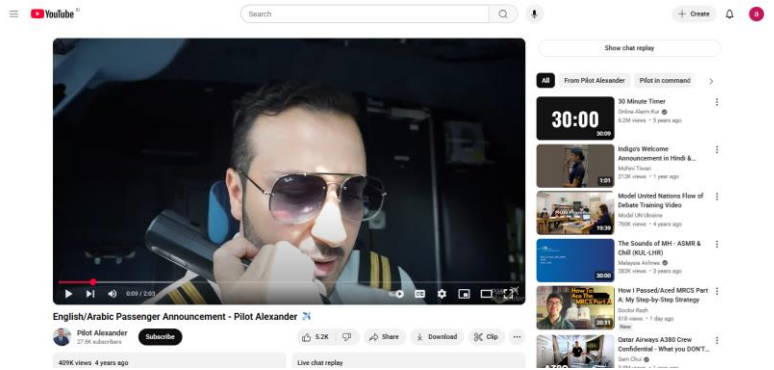


Figure 4.2 - flight announcement source:

<https://www.youtube.com/watch?v=E8jLdPPLcFc>

Additionally, using authentic material into classroom teaching was able to expose students to real-world content. Bima expresses that exposure to real-world context reflects the language and situations learners may encounter in their lives, allowing them to make practical connections between what they learn in class and how it applies outside the classroom. By engaging with relevant and meaningful content, students are more likely to feel curious and motivated, which enhances their enthusiasm in the learning process.

Bima also emphasizes that utilizing authentic material in his class creates a more meaningful learning experience for the students. Through the authentic materials, the students are able to engage with content that feels relevant and purposeful, making their classroom experience more impactful and memorable can feel a meaningful experience.

"With authentic material, I think their learning has become more meaningful."(ISEL/LM/039)

By incorporating the use of authentic materials in learning, the teachers can make students' learning experiences more relevant and meaningful. By connecting lessons to real-life context, students are more enjoyable and related to their lives.

“In my opinion, if they're enjoyable with the material, it can help improve their language skills in because they feel interest in learning English.”(ISEL/LM/077)

Bima believes that authentic material can play a role in increasing students' enthusiasm for learning. When the students engage with the materials that are relevant to their interests, their motivation rises, which in turn encourages active participation.

4.1.2 Improving students' language skill

Authentic material exposes students to the way language is actually spoken and written in various contexts, providing them with valuable exposure to real-world context. The use of authentic materials can improve students' skill in language by providing exposure to real-life content. Unlike traditional textbooks, which often present long text and lack real-world context. Most of the text focuses on specific grammar points, leading the text not in real-life situations. Students only focus on memorizing rules and vocabulary rather than actively using the language. This can create a gap between what students learn in class and what they need for real life situations. That is why integrating authentic material into the classroom has an impact, it allows students to enhance their skill in language.

“It helps students to practice what they have learned in class and how to use it in a real-world context.”(ISSL/CL/059)

By integrating materials such as videos, articles, songs and so on, students are allowed to practice their language skill during the lesson in a more interactive way. Authentic material supports listening, speaking, writing and reading skills. For instance, when using videos as authentic materials, Bima encouraged students to listen carefully and pay attention to pronunciation, the vocabulary and expressions used in the videos. This practice can help students to enhance listening skills by familiarizing them with the natural sound of the words as well as how language is used in real world situations. In speaking, students can mimic the native pronunciation and sentence patterns, enhancing their fluency.

“Of course, it improves their skills ...with authentic materials, their sensitivity to the material naturally increases....”(ISSL/LS/047)

Bima also incorporates reading authentic texts such as articles and blogs to expose students to real-life uses of grammar, vocabulary and cultural contexts. He integrates the authentic material into lessons by selecting content relevant to the students interest and current topics of study. For instance, in a review text topic, Bima might ask the students to share a list of destinations that they want to visit. The students become excitedly mentioning beaches, and cities they dream of exploring. Then, Bima would choose relevant blogs or articles that reflect the students’ preferences. Through these activities,

students are exposed to vocabulary and grammatical structures used in real-life context, allowing them to learn how language functions naturally. Bima encouraged students to focus on language features as they read and follow up with activities such as vocabulary matching, sentence construction, or short writing tasks to reinforce their understanding.

“When students read or listen to the real world content, they were exposed to natural sentence structures, vocabulary, and expressions.”(ISSL/CL/065)

In addition to enhancing language skills, authentic materials also encourage students to engage in more practical and meaningful communication. By using real-world content, students are exposed to language that is relevant and immediately applicable to their daily lives. This material helps students move beyond textbook exercises and encourages them to use the language in real contexts. This direct connection to real-world communication helps the students are better prepared to use their language skills in real-life situations.

4.1.3 Difficulty in using authentic materials

While implementing authentic materials in the class is beneficial for exposing students to real-world language use, it also presents challenges. Bima faces several challenges using authentic material in his teaching. He needs to select the material that contains easy and simple vocabulary to match with the students' level proficiency. In the classroom, students come from diverse backgrounds and have different learning levels of

English proficiency. Definitely makes it challenging for the teacher to choose materials that are suitable for all of the students. Because authentic materials are not designed for learning, they often contain idiomatic expressions, slang and complex grammatical structures that are hard for the learners to understand, especially at the beginner level. This becomes even more challenging in Bima class, where most students have relatively low English proficiency. It makes the use of authentic materials even more difficult, encountering unfamiliar vocabulary or expressions can lead to the students confusion, frustration and reduced their motivation in learning.

"The students' input is indeed low, so their interest in learning English is quite low."(DUAM/SL/077)

Using authentic material in a classroom with mixed proficiency levels requires extra effort in preparation. Bima must spend additional time selecting and adapting the materials. He tries to search for authentic material on internet sources such as Google, Youtube, and Blog. If Bima did not find appropriate authentic material, he will adapt the content that is more understandable and relevant for his students. He tries to simplify the vocabulary or shorten the sentence while preserving the authenticity as possible.

For instance, in a grade 7 class, Bima planned to teach report topics. To make the learning engaging and relevant, he used an authentic English language blog. He noticed that some of the vocabulary in the original text was unfamiliar and complex sentences for his students to understand. He modified the content by simplifying to use similar words and paraphrasing the sentences while maintaining the original structure and

meaning of the text. He also gave some vocabulary with the meaning if the students still did not familiar with the words. In the process of adapting, Bima used several online resources to help him adapt the text for his students, including websites such as Quillbot and Chatgpt. The resources allowed him to quickly rephrase content, check language level suitability, and ensure that the material was still relevant to the original text.

Original Authentic Text

Giant Panda

Learn all about these bamboo eaters.



High in dense bamboo forests in the misty, rainy mountains of southwestern China lives one of the world's rarest mammals: the giant panda, also called the panda. Only about 1,500 of these black-and-white bears survive in the wild.

Figure 4.3 - Report text source:

<https://kids.nationalgeographic.com/animals/mammals/facts/giant-panda>

Adapted Authentic Text



Did you know? 

Giant pandas live in bamboo forests in the mountains of southwest China. They are very rare—only about 1,500 live in the wild.

Pandas eat mostly bamboo—about 99% of their diet. Sometimes they eat other plants, small animals, or fish, but not often. Because bamboo is not very nutritious, pandas eat a lot—up to 12 hours a day.

Their teeth are wide and flat, which helps them chew thick bamboo. They use their front paws to hold the bamboo. These paws have special bones like thumbs for gripping.

Pandas need at least two kinds of bamboo to survive. If bamboo becomes hard to find, pandas may not have enough food.

Adult female pandas weigh around 200 pounds. They can climb high mountains and are also good swimmers. Male pandas sometimes do handstands on trees to relax!

Pandas are shy and avoid people, so they only live in a few areas.

<https://kids.nationalgeographic.com/>

Figure 4.5 - Modified Report Text by the teacher

Bima acknowledges that selecting and choosing authentic materials is not easy. It requires careful thought to ensure the content is not too difficult or too simple, and that remains meaningful, engaging and useful for the students. If the material is too advanced, students might feel discouraged and lose interest. To make the material relevant, he often needs adjusted, simplified, or supported with extra explanations or vocabulary based on students' level. All of these steps desire thoughtful planning and consume a considerable amount of time.

“It's quite challenging for the teachers to find authentic materials, and it definitely takes more time.” (DUAM/TS/061)

In addition, Bima, like many other teachers, must also manage various other responsibilities, such as lesson planning, administrative tasks, students assesment, and so on. These duties can make it challenging to consistently find the time and energy to incorporate authentic material into every lesson.

"Limited time, limited energy, and ability also have an impact—after all, preparing authentic materials is not quick, it takes a long time."(DUAM/TS/091)

The biggest challenge in education is the need for teachers to balance pedagogical ideals with the practical demands of their daily activities. While teachers may have a strong desire to implement creative teaching material such as authentic materials, it is often difficult to achieve due to the heavy workload they face. Bima, like many teachers, is required to teach several classes in a week, with students' who have varying needs and levels of English proficiency. This demand leaves Bima limited time to carefully plan, select and adapt authentic materials to suit his students' learning levels. Despite his awareness of the benefits of using authentic materials such as increased students' enthusiasm, exposure to real world language, he often feels overwhelmed and physically exhausted when preparing the material in his teaching. The process of finding appropriate authentic material, simplifying complex vocabulary, and ensuring relevance to lesson objectives can be time-consuming and mentally draining. This is especially challenging when he has to balance this work with the other teacher responsibilities. Bima sometimes chooses not to use authentic materials and instead relies on textbooks and student worksheets, which are more readily available and require less preparation time. Even though these materials are less engaging and may not capture student interest

or reflect real-life language use, they offer a practical and time efficient solution for teachers working.

"There's a lot of work to do, so I don't have time to prepare for it. So, I just use the textbook or the student worksheet (LKS). What matters is that the learning continues. But I think if we only rely on the textbook and deliver the material as it is to the students, it's really not interesting at all."(DUAM/TS/081)

Bima believes that selecting authentic materials is not necessarily difficult but it does require extra effort and takes time. Despite the challenges involved, Bima acknowledges that authentic materials can increase student interest, especially when students begin to feel bored or disengaged with the textbook. For this reason, he still tries to use authentic materials, particularly when he senses that his students need a boost in enthusiasm. Although time constraints prevent him from using authentic material in every lesson, he sees its potential as an effective tool to create a more engaging classroom learning.

4.2. Discussion

This study explores teacher perceptions and practices in incorporating authentic materials to teach English at Yogyakarta. Based on interview data with participants, it was found that authentic materials play a role in increasing students' motivation in learning. The teacher use of authentic materials such as videos, blogs, songs, and others, has a positive effect on increasing students' enthusiasm and engagement during

classroom learning. These materials provide students with opportunities to interact with the language as it is used in real-life situations, which makes the lessons feel more relevant. This finding is in line with Richard (2001), who stated that authentic materials can have a strong impact on beginning learners in increasing motivation, exposing them to real-life language use, helping them connect classroom learning with practical language applications. Similarly, Dja'far (2022) found the benefit of authentic materials in English, emphasizing the role of authentic materials in fostering learner motivation through exposure to real-world language. The teacher felt that the students responded more actively to lessons incorporating authentic materials compared to traditional textbook materials. He noticed that students actively participated, asked more questions, and were genuinely curious during lessons that included real-world content. Husnawati, Puspitasari & Yundayani (2024) reported that authentic learning materials had a positive influence on student engagement, intrinsic motivation, and cultural awareness. Peacock (1997) emphasized that the use of authentic materials in foreign language learning has a positive impact on student motivation. Therefore, the use of authentic materials can positively increase student enthusiasm in class, because students feel the learning process is more interesting and relevant.

The use of authentic materials not only increases students' enthusiasm and motivation in learning, but also improves students' language skills. Authentic materials expose students to how language is actually spoken and written in various contexts, giving them valuable exposure to real-world contexts. Teachers argue that the use of authentic materials helped students' improve their reading, listening, speaking, and writing abilities by exposing them to real-life content. This finding is in line with

Guariento and Morley (2001), authentic materials provide learners with exposure to real-life language use, which not only improves their linguistic competence but also increases their confidence in understanding and using language in real-life contexts. Authentic materials provide learners with relevant and meaningful input that reflects real-life communication. Kilickaya (2004) argues that authentic texts help bridge the gap between classroom language and real-world communication, allowing students to develop their receptive and productive skills in a more meaningful way.

Additionally, incorporating authentic material allowed students to practice their language skill during the lesson. Gilmore (2007) emphasized that authentic materials expose learners to real language use, including natural vocabulary, grammar, and discourse patterns, which are often lacking in textbook-based materials. This kind of exposure helps students improve their listening, reading, speaking, and writing abilities by familiarizing them with how language is actually used in the real-life context. These findings are supported by Shuang (2014) who highlighted that incorporating authentic materials into language instruction enhances student learning experiences by exposing them to language used in real-life communication. Shuang also pointed out that authentic context plays an important role in helping students use appropriate vocabulary and sentence structures more effectively.

However, the teacher also faced several challenges in implementing authentic material in the classroom. The challenge for the teacher was the additional time required to select and adapt appropriate materials. The teacher explained that he had to simplify complex vocabulary and restructure texts to ensure that the content remained suitable for

the students while retaining the authenticity. This finding is consistent with Al-Azri and Al-Rashdi (2014) noted that many teachers find it difficult to use authentic materials due to the time required for selection and adaptation. Another perspective was explained by Rusmawaty (2018) who stated that one of the main reasons authentic materials are not widely implemented in the classroom is the amount of time required to prepare and modify the content more understandable for the students. Mukhalladun, Nidawati & Muhammad (2020) found that the teacher experienced some obstacles when integrating authentic materials in the learning, including technological difficulties, vocabulary limitation among students, and time-consuming for material preparation. In addition, this phenomenon makes the teacher choose not to use authentic materials and instead relies on textbooks and student worksheets, which are more readily available and require less preparation time.

CHAPTER V

CONCLUSION

This study aimed to investigate Indonesian teacher perceptions and practices in using authentic materials in English Foreign Language classrooms in junior high school. The result indicated that the teachers held both positive and negative perceptions and practices of using authentic material in English teaching and learning. On one hand, the teacher perceives authentic materials as highly beneficial in increasing student enthusiasm and helping improve students' language skills. Authentic materials expose students to real-life language use, promote the development of listening, speaking, writing and reading skills, and increase motivation by connecting lessons to real-world context. On the other hand, despite these positive perceptions, teachers also face considerable challenges in implementing authentic materials effectively. Limited preparation time, heavy teaching workloads, and the necessity to adapt suitable materials to students varying proficiency levels often lead teachers to rely on more accessible materials such as textbooks or students' worksheets. These practical constraints limit the consistent use of authentic materials into every classroom. In response to the research questions, it can be concluded that while Indonesian teachers hold favorable perceptions of authentic materials, their actual practices are shaped by contextual limitations, including time constraints and workload. Authentic materials are used selectively, often depending on how much time and effort teachers can allocate for preparation and adaptation.

These findings highlight the importance of supporting teachers by reducing workload, and strategies to adapt authentic materials efficiently. Future studies could explore methods or tools to assist teachers in selecting and modifying authentic content. Additionally, future research investigates student outcomes more closely to better understand how authentic materials impact long-term language acquisition across different school contexts. By exploring these dimensions, researchers could contribute valuable knowledge that supports more informed teaching practices and curriculum design.

In conclusion, while authentic materials present clear pedagogical benefits, their effective use in EFL classrooms requires thoughtful planning and practical solutions to help teachers bridge the gap between ideal instruction and daily classroom realities.

REFERENCES

- Akbari, O., & Razavi, A. (2015). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 4(5). <https://doi.org/10.5861/ijrse.2015.1189>
- Al Azri, R. H et al., (2014). The Effect Of Using Authentic Materials In Teaching. *International Journal Of Scientific & Technology Research*, 3(10). www.ijstr.org
- Anam, K et al. (2019). Teachers' perception about authentic materials and their implementation in the classroom. *IJET (Indonesian Journal of English Teaching)*, 8(1), 1–8. <https://doi.org/10.15642/ijet2.2019.8.1.1-8>
- Berardo, S. A. (2006). The Use of Authentic Materials in the Teaching of Reading. *The Reading Matrix: An International Online Journal*, 6(2).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a second or foreign language* (4th ed.). National Geographic Learning.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Day, R.R. (2004). A Critical Look at Authentic Materials. *The Journal of Asia TEFL*, 1(1), 101–114.
- Dja'far, V.H. (2022). Using Authentic Materials To Enhance Language Learning: Benefits And Practical Considerations. *Transformational Language, Literature, And Technology Overview In Learning*, 2(1). <https://doi.org/10.55047/transtool.v2i1.1374>
- Epstein, R., & Ormiston, M. (2007). *Tools and Tips for Using ELT Materials*. University of Michigan Press.
- Gebhard, J. G. (1996). *Teaching English as a foreign language: A teacher self-development and methodology* (3rd ed.). Michigan University Press.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118. <https://doi.org/10.1017/s0261444807004144>

- Hartatik, S. F., & Rahmah, T. H. (2016). Investigating the students' views on the authentic materials used in basic speaking class. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 1(1), 1. <https://doi.org/10.21093/ijelatal.v1i1.4>
- Husnawati, N., Puspitasari, M., & Yundayani, A. (2024). Enhancing intrinsic motivation and listening skills through integrating authentic learning materials. *English Review: Journal of English Education*, 12(2), 559–566. <https://doi.org/10.25134/erjee.v12i2.976>
- Klckaya, F. (2004). Authentic Materials and Cultural Content in EFL classrooms. *The Internet TESL Journal*, 10(7). <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>
- Mamo, K. (2013). *The use of authentic materials in teaching listening skills to college students: The case of Bonga College of Teacher Education* (Unpublished master's thesis). Addis Ababa University, School of Graduate Studies.
- McGrath, I. (2016). *Materials evaluation and design for language teaching*. Edinburgh University Press.
- Mukhalladun, W et al. (2020). EFL Teachers' Perceptions Toward the Use of Authentic Material in Teaching Reading Comprehension. *Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh*, 7(2), 114–127. <https://doi.org/10.37598/pjpp.v7i2.812>
- Nunan, D. (1999). *Second language teaching and learning*. Heinle and Heinle Publishers.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144–156. <https://doi.org/10.1093/elt/51.2.144>
- Rasheed, A. K. (2014). *The effect of using authentic materials on the spoken use of English verb tenses for English as a foreign language among Arab secondary school students in Malaysia* (Unpublished doctoral dissertation). Universiti Utara Malaysia.
- Rehman, A., & Perveen, A. (2021). Teachers' Perceptions about the Use of Authentic Material in Pakistani EFL Classrooms. *International Journal of Language Education*, 5(2). <https://doi.org/10.26858/ijole.v5i2.15241>
- Rusmawaty, D et al. (2018). Teachers' beliefs of authentic materials for teaching reading in Indonesian EFL classrooms. *Journal of Language Teaching and Research*, 9(3), 608–613. <https://doi.org/10.17507/jltr.0903.21>
- Sabri, R. (2015). *Investigating Theusefulness Of Audio-Authentic Materials As A Motivational Factor To Enhance Efl Learners' Speaking Skill: The Case Of Third Year*

Students At The Section Of English (Unpublished master's thesis). University of Biskara.

Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334–340. [https://doi.org/10.1002/1098-240x\(200008\)23:4<334::aid-nur9>3.0.co;2-g](https://doi.org/10.1002/1098-240x(200008)23:4<334::aid-nur9>3.0.co;2-g)

Shuang, L. (2014). Authenticity in language teaching. *Applied Mechanics and Materials*, 543–547, 4294–4297. <https://doi.org/10.4028/www.scientific.net/amm.543-547.4294>

Thai, H. B. P., & Nguyen, H. B. (2022). Using Authentic Materials In Teaching Speaking To Grade 10 Students: Teachers' perceptions And Practices. *European Journal of Foreign Language Teaching*, 6(2). <https://doi.org/10.46827/ejfl.v6i2.4396>

Tomlinson, B. (2003). Developing Principled Frameworks for Materials Development. In B. Tomlinson (Ed.), *Developing Materials for Language Teaching* (pp. 107-129)

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179. <https://doi.org/10.1017/s0261444811000528>

APPENDIX I

Interview Data Transcription and Coding

Interviewer : Audiva Nur Rahma Putri
 Participant : Mrs. Bima
 Time : 20.40 – 21.27
 Date : 11 Oktober 2024
 Place : SMP Negeri 2 Pakem

According to the principles of authentic material and authenticity by Gilmore (2007)

- (1) Use to meet the learners specific needs.
- (2) Situated in text, learners, socio cultural background, and the purpose of the communicative act.
- (3) Designed to deliver contextual conditions and real messages to the learners produced by a real speaker or writer.
- (4) Develop learners' communicative competence.
- (5) Enhancing the learners' inferencing skills

Construct	Theme	Sub-Theme	Codes
Teacher perceptions and practices using Authentic Materials	Increasing students' enthusiasm in learning	1. Learning motivation	ISEL/LM
		2. Connect into real world	ISEL/RW
	Helped improve students skill in language	1. Contextual language use	ISSL/CL
2. Language skill enhancement		ISSL/LS	
Difficulty in using Authentic Material	Difficulty in using Authentic Material	1. Student level	DUAM/SL
		2. Time-consuming preparation	DUAM/TS

Sub	Line	Transcription	Coding	
E	001	Ya mungkin ya Mbak.		
A	002	Ya.		
E	003	Ya, namanya, nama saya Erwin Didiwina RK, guru mata pelajaran Bahasa Inggris SMP. Saya sudah mengajar sejak tahun 2012. sampai sekarang. Untuk instansi tempat saya bekerja saat ini adalah di SMP Negeri 2 Pakem. Sebelumnya saya di SMP Negeri 4 Kalasan, mulai dari 2012 sampai terakhir 2022. Kemudian saya pindah ke SMP Negeri 2 Pakem, jadi sekitar dua tahun lebih sedikit ya SMP Negeri 2 Pakem kemudian selain mengajar saya juga e.. punya bimbel kecil-kecilan ya jadi...		
A	004	Private gitu ya pak?		
E	005	Privat		
A	006	Ohiya		
E	007	Gimana?		
A	008	Privat gitu ya pak..		
E	009	Iya privat ya, dan yang menjalankan saya sendiri. Itu saya kerjakan di sela-sela atau setelah pulang mengajar di sekolah itu.		
A	010	Oh nggih baik, sebelumnya Pak Erwin lulusan apa ya? Sama jurusan apa sebelumnya?		
E	011	Saya dari Universitas Negeri Yogyakarta, S1 Pendidikan Bahasa Inggris.		
A	012	Oh iya, PBI juga ya Pak ya?		

E	013	Iya, PBI juga.		
A	014	Ohiya, Berarti 12 tahun itu Pak Erwin sudah menggeluti langsung jadi guru bahasa Inggris ya Pak?		
E	015	Langsung jadi guru bahasa Inggris, jadi dari awal itu memang penugasannya udah langsung jadi guru bahasa Inggris		
A	016	Oh iya iya, baik baik. Nah mungkin langsung ke pertanyaan pertama aja ya Pak ya		
E	017	Oke silakan		
A	018	mungkin pertanyaan yang pertama tuh apa yang bapak ketahui tentang materi autentik dalam pembelajaran, ini secara general dulu sih Pak, mungkin ya. Belum masuk ke bahasa Inggrisnya mungkin. Jadi kayak secara general dulu.		
E	019	Secara umum dulu berarti ya		
A	020	Ya, secara umum dulu. Ya, seperti itu.		
E	021	Ini nanti mau untuk kaitannya sama seminari jenengan apa berarti?		
A	022	Soal itu mencari tahu tentang persepsi dari guru sih Pak. Sejauh mana pertanyaan ini akan mencakup atau menggali sejauh mana sih guru-guru itu atau misalnya apa ya, partisipan saya itu tahu tentang materi autentik itu secara general.		
E	023	Oh, seperti itu		
A	024	Iyaa		
E	025	Kalau setahu saya ya, materi autentik itu materi yang tidak dibuat untuk tujuan	Teacher perception of	

		pembelajaran, tapi sekarang sudah banyak digunakan dalam pembelajaran sesuai dengan kondisi siswa	about definition of authentic material	
A	026	Oh ya.		
E	027	He'eh, Jadi, mungkin langsung diberi contohnya saja ya.		
A	028	Boleh, boleh, Bapak.		
E	029	Diberi contohnya ya. Kalau saya mau mengajar teks deskripsi contohnya saya biasanya menampilkan contoh teksnya melalui blog darii website jadi tidak hanya berupa teks di buku saja, jadi mereka bisa menghubungkan teks deskripsi itu dalam dunia nyata itu ini contohnya bisa didapatkan di mungkin di media sosial atau di blog pribadi, nah itu mengaitkan materi dengan kondisinya tadi lapangan. Kalau setahu saya seperti itu.	Practices of using authentic material to make the learning materials more contextual and relevant	
A	030	Oh nggih, Selama ini Bapak mengajar dari tahun 2012 tuh, apakah sudah pernah, apa dari awal sudah pernah familiar gitu Bapak sama material autentik ini, dan apakah sudah pernah menggunakan material tentu ini dalam pembelajaran bahasa Inggris dalam kelas?		
E	031	Kalo itu awal-awal ya materi ini memang belum begitu populer ya mbak jadi 2012 suruhan masih apa ya kalau seingat saya ya itu penekanannya dulu malah lebih ke textbook yang fokus ke grammar ya, tapi kalau semakin kesini semakin kesini kan sudah banyak digunakan mapel bahasa Inggris pun, jadi, grammar memang diajarkan memang penting, tapi pembelajarannya itu tersirat jadi tidak langsung, tapi dalam belajar nanti di dalamnya ada		

		grammarnya nah itu baru nanti kita...		
A	032	Oh iya		
E	033	jadi kalau sekarang memang materi otentik ini memang istilahnya apa ya, baru populer-populernya dalam pembelajaran bahasa inggris terutama dengan kurikulum...		
A	034	dengan kurikulum yang baru, ya Pak ya apalagi ya, Iya mungkin ini sih pak kalau saya lihat tuh kan kurikulum sekarang itu kurikulum merdeka ya itu sudah banyak-banyak materi-materi gitu ya, yang di... saya kurang... kalau nggak salah itu saya pernah ada tugas untuk textbook, fase kalau nggak salah itu fase D ya untuk..		
E	035	Iya untuk SMP itu		
A	036	SMP ya, itu kan banyak materi autentiknya kan ya pak, salah satunya tuh kayak ada ada link barcode tuh ada di apa ya diarahin untuk video gitu		
E	037	Iyaa betul		
A	038	ada juga beberapa kayak foto-foto atau misalnya beberapa potongan-potongan yang dimasukkan ke dalam buku-buku ini nah menurut Bapak, mungkin secara general dan secara spesifik gitu, tentang adanya material otentik ini kan berarti sudah dimasukkan ke..., diwajibkan kan untuk kita ajarkan ke anak-anak juga, ke student-nya juga. Menurut Bapak tuh bagaimana material otentik ini bisa memenuhi kebutuhan pembelajaran dalam bahasa Inggris? Apakah itu cukup membantu siswanya untuk meningkatkan ketertarikan mereka belajar? Atau, sebenarnya sama aja sih sebenarnya kayak gitu atau bagaimana		

		menurut Bapak?		
E	039	<p>kalau untuk peserta didik itu dengan materi otentik ini menurut saya mereka belajarnya jadi belajar istilahnya sekarang ada pembelajaran yang bermakna ya, Jadi mereka belajar itu tujuannya jadi lebih jelas jadi oo saya belajar ini ternyata di dunia nyata itu ada, jadi nanti mau saya pakai di dunia nyata contohnya saya belajar, peserta didik belajar tentang announcement ya, pengumuman itu nanti kalau saya ngasih materi yang ini di pengumuman ini ada loh, di airport Nah itu kan kalau saya menyajikan materi itu ke anak-anak dengan menggunakan materi otentik tadi anak-anak jadi sadar oh nanti kalau saya ke airport dengar pengumuman seperti ini saya menjadi paham kalau saya ke stasiun kereta ada notice atau pemberitahuan seperti ini saya jadi paham, oh saya belajar bahasa Inggris ini jadi tujuannya jelas tapi kalau ketemu teks-teks ini nanti saya jadi lebih mudah untuk memahami teks tersebut gitu</p>	Increasing their motivation to make the learning meaningful	ISEL/LM/039
A	040	Berarti lebih relevan gitu ya Pak ya? Sama dunia nyata gitu ya pak		
E	041	Ya, sangat relevan.	Teacher perception	
A	042	Berarti itu kayak meningkatkan ketertarikan siswa juga ya dalam pembelajaran bahasa Inggris?		
E	043	<p>Betul sekali. Jadi anak-anak jadi lebih termotivasi untuk belajar karena mereka tahu manfaatnya mereka belajar ini. Itu nanti akan saya temukan di dunia nyata. Terus kalau kaitannya sama, mungkin ini nanti nggak tahu ditanyakan atau tidak ya. Assessment itu juga sekarang assessmentnya itu ada pertanyaan yang</p>	Increasing student motivation in learning	ISEL/LM/043

		menanyakan contohnya seperti ini in which real context can you find this kind of text		
A	044	Oh iya		
E	045	dari dalam konteks real apa kalian bisa menemukan konteks seperti ini, karena aslinya kan materi otentik juga kan		
A	046	berarti kayak, itu masuknya ke apa ya, apakah itu meningkatkan selain mungkin ketertarikan dan motivasi ke siswa itu masuk untuk meningkatkan skill mereka juga nggak sih Pak?		
E	047	Tentu sekali, tentu saja meningkatkan skill mereka. Karena dengan materi autentik, otomatis kan kepekaan mereka terhadap teks tersebut kan jadi ini. Jadi lebih tinggi, kemudian memenuhi kebutuhan mereka juga.	Improve students skill in learning	ISSL/LS/047
A	048	Oh iya iya, Berarti konteks memenuhi kebutuhan itu seperti apa ya? Saya mau tahu, Pak, lebih dalam.		
E	049	Memenuhi kebutuhan mereka?		
A	050	Iyaa		
E	051	Kebutuhan dalam hal dunia nyata atau untuk assessment?		
A	052	Boleh dua-duanya, Pak.		
E	053	Oh, dua-duanya. Kalau untuk assessment dulu mungkin ya yang contoh lebih mudah. Karena kalau di SMP di Yogyakarta kan sekarang masih ada ASPD ya, Assessment Standarisasi Pendidikan Daerah itu untuk mencari SMA. Pakai nilai itu dan yang diteskan itu ada 4 mapel Matematika, Bahasa Indonesia, Bahasa Inggris, IPA.		

A	054	oh kayak ujian nasional zaman dulu bukan sih pak?		
E	055	ya namanya dulu ujian nasional tapi kan setelah era Nadiem itu kan dihilangin ujian nasional		
A	056	Iya saya adalah salah satu siswa terakhir yang ujian nasional		
E	057	<p>cuma di Yogyakarta kan tetap harus punya standar pendidikan yang tinggi juga kan. Jadi untuk salah satu syarat mereka bisa melanjutkan ke jenjang berikutnya harus mengikuti ASPD ini. Dan nilai ini akan digunakan untuk pertimbangan mencari SMA.</p> <p>Nah, dalam tes bahasa Inggris atau ASPD bahasa itu banyak sekali. Ya, enggak banyak sekali. Ada beberapa soal yang memang kaitannya sama materi otentik. Seperti yang saya contohkan tadi. Kira-kira di mana menemukan teks ini kalau di dunia nyata, kalau guru bisa menyampaikan, ini nanti muncul di tes soal seperti ini, anak-anak kan jadi jadi saya butuh harus belajar tentang materi ini.</p>		
A	058	Berarti memudahkan siswa juga ya pak?		
E	059	<p>iya, melibatkan anak-anak juga karena diberi materi otentik langsung yang bisa mereka kaitkan dengan dalam dunia nyata, ya mungkin seperti yang saya sampaikan di depan tadi. Anak-anak mungkin bisa melihat contoh di tempat-tempat umum, itu kan sering juga pakai bahasa Inggris ya. Jadi malah lebih banyak pakai bahasa Inggris kalau nggak salah di tempat-tempat umum. Jadi kalau anak-anak mau bisa memahami teks yang ada di tempat-tempat tersebut, ya memang mereka harus belajar. Jadi materi otentik ini</p>	<p>Engaging the students connect to real-world context</p> <p>The students can practice with the</p>	<p>ISEL/RW/059</p> <p>ISSL/CL/059</p>

		membantu siswa untuk mempraktikkan apa yang telah mereka pelajari di kelas dan bagaimana menggunakannya dalam konteks dunia nyata.	material related with real-worl situation	
A	060	Mmm, Iya, betul Pak. Berarti menurut Bapak itu efektif untuk digunakan di dalam kelas, Pak?		
E	061	Ya, cuma kadang ini kesulitan bagi guru untuk mencari materi-materi yang otentik itu dan memang membutuhkan waktu sih yang jelas. Dan kalau dikatakan kesulitan dalam mencari, saya kira tidak kesulitan. Cuma memang butuh sedikit effort waktu dan meluangkan waktu untuk mencari. Kan kadang-kadang waktunya sudah habis ya sudah pakai teks yang ada di buku saja yang ada sajalah gitu.	Time-Consuming to prepare the material	DUAM/TS/061
A	062	Ohiya, iya. Berarti selama ini Bapak itu sudah pernah pakai material autentik apa aja ya di dalam kelas?		
E	063	Materi autentik ya untuk yang terbaru ini saya ngajarkan menu atau resep ya, ngajarkan materi resep, jadi anak-anak tak bawakan ini tapi baru sekali sih itu tak bawakan buku resep, cuma ininya dalam bahasa Inggris mbak, Bahasa yang dipakai itu bahasa Inggris, jadi dibawain buku resep, terus mereka tak tunjukin ini loh, ada resep yang bisa kita gunakan dalam pembelajaran.	Teacher practices using authentic in the classroom	
A	064	Berarti kayak selain itu mungkin ada nggak Pak, kayak mungkin lagu atau video, atau misalnya kayak...		
E	065	Lagu ada, ada materi song lirik ya. Ada materi song lirik di kelas... Sebenarnya setiap jenjang ada materi song lirik Kelas 7 di akhir semester, Kelas 8 juga sama, kelas 9 juga sama dan song lirik ini materi wajib yang pasti keluar di soal	Teacher practices using authentic in the classroom	

		<p>ASPD Pasti ada di soal ASPD Jadi mau nggak mau mereka harus belajar tentang lagu ini. Jadi ketika mereka disuguhkan materi yang konteksnya berhubungan dengan dunia nyata, mereka itu secara langsung belajar struktur kalimat, kosakata, dan ekspresi yang alami. Meskipun saya merasa kesulitan juga ya untuk menyampaikan materi song ini Anak-anak pun kesulitan untuk menerima pelajaran materi song lirik ini. Karena apa kata-kata yang dipakai dalam lagu itu kan biasanya bukan kata-kata yang dipakai sehari-hari. Kata-katanya kiasan. Untuk memberi contoh kepada anak-anak, ya otomatis kita gunain lagu sesungguhnya, kemudian diputar ke anak-anak, kemudian biasanya kalau soal yang muncul, itu nanti pesan apa yang ada dalam lagu Kemudian kira-kira peran penulis lagu ini sebagai siapa Terus temanya apa, Kemudian ada makna-makna lirik Jadi disuruh memparafrasa ke dalam kalimat lain</p>	<p>Exposure to the natural language use</p> <p>Student level of english proficiency is low</p>	ISSL/CL/065
A	066	<p>Agak lumayan menantang juga ya Pak Walaupun itu seperti icebreaking untuk nyari lagu yang mudah untuk dipahami itu juga cukup kesulitan juga ya Pak</p>		
E	067	<p>Jadi selain buat ice breaking memang ada materi materi song lirik mbak, dan temanya itu memang temanya udah disesuaikan dengan dunia anak SMP ya enggak mungkin temanya tentang love, itu tidaklah kalau anak SMP mungkin tentang family tentang friendship tentang motivation atau effort. dan itu nanti enggak enggak hanya saya memberikan lirik tulisannya saja tapi saya harus kasih lagunya juga jadi biar anak-anak tahu ini lagunya itu memang benar-bener ada dan kalau kamu dengerin lagu itu ya enggak cuma buat refreshing saja tapi kira-kira ininya</p>		

		pesannya apa sih dalam lagu tersebut		
A	068	ya baik		
E	069	kalau kaitannya sama penelitiannya jenengan itu lebih ke apa materi apa apa yang mau digali?		
A	070	Semuanya sih Pak, materi autentik semuanya itu apakah itu works atau tidak digunakan dalam pembelajaran bahasa Inggris.		
E	071	Oh iya		
A	072	<p>Sekarang itu kan ada level-levelnya ya Pak ya, kayak yang SMP, terus yang SMA. Nah, di penelitian saya itu lebih fokus ke jenjang SMP, karena masih banyak yang kurang membahas, banyak yang belum banyak yang membahas soal anak-anak SMP itu seperti apa sih, atau misalnya dari teachernya itu apakah sudah memaksimalkan material autentik itu digunakan di dalam pembelajaran bahasa Inggris, gitu, kalau misalnya, SMA itu menurut saya agak lumayan mudah untuk membangkitkan kerta tarikan mereka ya, interesting mereka dalam pembelajaran bahasa Inggris, apalagi di zaman sekarang sih Pak, tapi kalau SMP itu kan kadang challengingnya macam-macam ya Pak. entah itu mereka itu pengaruh mereka itu apalagi bahasa Inggris menurut saya itu tidak semua anak atau bisa dibilang bahasa Inggris itu sama seperti pembelajaran matematika ya kan Pak, banyak yang tidak menyukai pembelajaran bahasa Inggris, karena katanya susah, nggak ngerti apa dan sebagainya nah, apakah dengan material otentik ini Itu membantu mereka apa enggak. sebenarnya enggak harus Membantu juga sih Pak, tapi kalau misalnya Saya lihat dari Tantangan Pak</p>		

		Erwin ternyata emang Pak Erwin masih kesulitan Untuk mencari materi autentik, Oh berarti belum works di Di SMP Pakem gitu Contohnya ya Pak, seperti itu Jadi saya tuh mencari Mencari persepsi dari guru sebenarnya apakah itu works nggak ya...		
E	073	Works di kelas nggak gitu?		
A	074	Iya, works di kelas apa nggak ya? Bagaimana prosedurnya kayak dari pemilihannya, penggunaannya apa aja sih yang udah dipakai gitu? Atau masih belum dipakai? Nah itu yang saya pengen cari tahu		
E	075	Berarti ini spesifik di SMP 2 Pakem mbak atau gimana?		
A	076	Sebenarnya general sih Pak, karena nanti nggak bakalan saya mention juga sekolahnya Karena emang lebih ke junior high school ya Pak, Cuma ya saya ambil data di SMP 2 Pakem Seperti itu Karena lingkungannya masih Jogja		
E	077	Kalau challenge saya sih Kalau di sekolah saya ya Ini kalau bicara tentang pengalaman saya ya Itu memang input anak-anaknya itu memang rendah ya di sana Jadi ketertarikan mereka untuk belajar bahasa Inggris memang low. Jadi pakai bahasa Indonesia saja, pelajaran bahasa Indonesia saja mereka kesulitan. Tapi menurut saya kalo materinya cukup bisa merekena nikmati maksudnya menarik buat mereka, itu bagus dapat membantu siswa meningkatkan kemamouannya karna mereka merasa tertarik untuk belajar. Tapi tidak bisa dipungkiri memang anak-anaknya sih kalau di tempat saya mungkin ininya low sih inputnya tapi kalau mungkin di sekolah lain yang mungkin akademiknya lebih bagus mungkin lebih	Student level of english proficiency is low Interesting to learn	DUAM/SL/077 ISSL/LM/077

		<p>enak dijalankan ya ini ya untuk materi autentik ini. Tapi kalau guru mau kreatif, mau meluangkan waktu untuk mencari materi autentik ini, saya kira kalau diterapkan di kelas memang lebih efektif untuk meningkatkan ketertarikan anak terhadap pembelajaran bahasa Inggris daripada materi reguler materi biasa yang ada di textbook. Iya di textbook</p>	<p>Effectiveness of authentic materials compared to traditional materials in attracting students' interest in learning</p>	<p>ISEL/LM/077</p>
A	078	<p>Iya itu sih Pak, karena kan textbook itu yang kita tahu ya apalagi mungkin saya masih mahasiswa tapi yang saya aja sebagai mahasiswa itu kalau dibidang soal textbook itu kayaknya saya kayak aduh textbook gitu yang apa ya kalau zaman dulu apa sih namanya lembar-lembar kerja siswa gitu-gitu kan Pak.</p>		
E	079	<p>LKS ya.</p>		
A	080	<p>Iya LKS benar. Yang kayak monoton ada.. ada teks nih panjang habis itu ada dikasih pertanyaan.. ya udah kayak tidak apa ya tidak membuat saya tertarik untuk Belajar Bahasa Inggris sih lebih tepatnya</p>		
E	081	<p>Tapi kalau Memang dulu Ini sih Kalau Saat menerima Seperti pelatihan Atau Kumpul MGMP Dengan guru lain Memang idealis Kita memang muncul ya Nanti kalau Balik ke sekolah Saya mau Dan guru lain memang idealis kita memang muncul ya. Nanti kalau balik ke sekolah, saya mau nyiapin materi, nyari materi otentik, kemudian saya terapkan di kelas saya. Tapi ternyata setelah langsung terjun ke lapangan, ya itu tadi tidak sesuai dengan yang diharapkan. Ada beberapa faktor yang mempengaruhi ya. Mungkin banyak kerjaan, jadi nggak sempat nyiapin. Terus yaudah pakai textbook aja, yaudah pakai LKS aja. Yang penting jalan</p>	<p>Time-Consuming</p>	<p>DUAM/TS/081</p>

		pembelajarannya dan dan saya kira memang kalau akhirnya berdasarkan textbook dan disampaikan langsung apa adanya ke anak-anak memang materinya itu tidak menarik sama sekali ya kalau secara konten memang sesuai dengan, kalau sekarang CP ya tapi kalau secara menarik atau tidaknya itu cenderung ketidak menarik si textbook itu, lebih menarik jauh lebih menarik kalau pakai teks sebenarnya yang mereka jumpai di dunia nyata.	prepare for the material Material can connect into real world	ISEL/RW/081
A	082	Iya, iyaa. tapi.. Apakah itu cukup membantu ya itu? tapi balik lagi ya Pak ya, karena sebenarnya tergantung teachernya punya, kalau Pak erwin kan tantangannya mungkin kesulitan di waktu karena memang itu membutuhkan waktu yang cukup banyak ya Pak ya		
E	083	Iya, soalnya kan kalau saya udah pulang dari ngajar itu kan nanti udah di rumah udah gak ngurusin, udah gak mikirin pekerjaan di sekolah lagi.		
A	084	Iya sih		
E	085	Udah privat, ada keluarga, dan lain-lain. Udah mikirin yang lain. Jadi memang ini, kalau mau totalitas ya sulit sih. Meskipun tuntutananya kalau profesional ya emang harus totalitas, harus nyiapin materi, dan modul ajar, dan seterusnya.		
A	086	Ohiya iya, itu tadi Bapak Erwin tadi sempat mention soal pelatihan itu emang pelatihan seperti itu ada Pak untuk bahan ajar gitu		
E	087	kalau untuk bahasa Inggris sendiri itu kalau di kalau terjadwal emang ga ada ya mbak, tapi kadang itu satu semester itu minimal sekali ada, jadi semua guru bahasa Inggris yang SMP Kabupaten		

		Sleman itu biasanya diundang untuk mengikuti pelatihan dan itu forumnya itu di MGMP yang musyawarah guru mata pelajaran nanti mendatangkan pemateri-pemateri dari luar dan mungkin materinya nanti beragam ada yang tentang membuat media ajar kemudian tentang assesmen nanti tergantung agendanya apa		
A	088	ya berarti kalau berarti menurut Bapak ini material autentik ini kurang works kalau digunakan di... kita tidak usah berbicara soal di sekolah ya, Bapak mungkin kita langsung in general aja berarti kayak e.. Penyesuaian terhadap kebutuhan siswa dan level studentnya kali ya Pak ya		
E	089	Iya menyesuaikan dengan ini... menyesuaikan dengan ini, input anak-anak sama pendidiknya juga jadi gurunya juga itu kan		
A	090	Oh iya		
E	091	Keterbatasan waktu keterbatasan tenaga kemampuan itu juga berpengaruh kan enggak tidak sebentar kan menyiapkan materi yang otentik itu butuh waktu yang panjang	Limited time to preparation to make it challenges in using authentic material	DUAM/TS/091
A	092	tapi kalau dalam misalkan dalam satu semester kayak gitu Pak tapi adalah ya kayak satu dua kali untuk kali untuk menggunakan materi autentik di dalam pembelajaran bahasa Inggris		
E	093	ya ada cuma enggak secara keseluruhan gitu cuma ya porsinya cuma sedikit sih materi autentik dengan berbagai tantangan itu tadi mungkin cuma sekali dua kali tapi tuntutananya memang kalau di assessment ada sih di ASPD itu pertanyaan yang mengarah ke materi	Challenges in selecting	

		otentik itu ada pertanyaannya mungkin muncul berapa soal ya maksimal lima soal yang menanyakan tentang itu di di konteks apa atau kira-kira gimana kamu bisa menemukan teks seperti ini yang itu mengarah ke situ		
A	094	ia diarahkan untuk mencari material otentik ya		
E	095	Iya		
A	096	Iya baik pak, Saya sudah dapat poinnya sih pak, Saya bisa menyimpulkan mungkin bisa dikoreksi ya pak		
E	097	Iya silahkan		
A	098	Saya bisa menyimpulkan bahwa Ternyata menurut Bapak Material otentik itu bisa 50-50 sih Itu kayak bisa meningkatkan ketertarikan siswa Tapi dilihat dulu. Berdasarkan dari kemampuan siswanya Kalau misalnya siswanya emang Mungkin apa ya.. kemampuannya udah Bisa dibidang intermediate Kali Pak ya		
E	099	iya		
A	100	Mungkin itu akan lebih meningkatkan... apa ya... skill mereka dalam berbahasa Inggris dan ketertarikan mereka dalam pembelajaran tapi kalau misalnya kita ketahui kalau misalnya di bawah itu akan agak sulit untuk menyesuaikan dengan kebutuhan siswanya ya karena balik lagi siswanya agak sedikit sulit untuk memahami dan teachernya juga sulit untuk memilih dan memilah Materi autentik apa yang cocok untuk mereka pahami begitu ya Pak ya		
E	101	ya betul sekali. ya ini lagi mungkin		

		yang.. yang apa mau digalih lagi mungkin Mbak mungkin ada yang bisa saya bantu mbak		
A		soalnya kalau dari saya itu saya bukan ketertarikan saya sudah menyimpulkan sih sudah dapat pembahasan apa yang akan dibahas, walaupun memang dalam penelitian itu kan tidak selalu benar ya Pak, tidak selalu iya jawabannya		
E	102	tapi mungkin lebih ke diarahkan kemana, itu kan ada toh mbak? penelitiannya		
A	103	Enggak sih Pak cuma perspektif guru saja gitu perspektif guru saja, persepsinya bagaimana tentang material autentik itu di jenjang junior high school tapi kalau kemarin itu saya tuh mikirnya saya ngambil judul ini karena saya pikir ada di salah satu sekolah itu sekolah vocational pak itu emang sebenarnya itu sama kayak		
E	104	SMK berarti?		
A	105	iya SMK tuh dia susah banget ternyata tuh mereka belajar bahasa inggris itu bener-bener kayak anak elementary school gitu yang bener-bener baru Apple, Apple aja tuh mereka mau pronounce itu susah banget kayak gitu-gitu kayak, saya kan jadi kayak mikir kok bisa ya ada? maksudnya saya nggak nyangka bahwa mereka tuh kurang banget di bahasa Inggris gitu akhirnya dosen saya bilang mungkin kita bisa menggunakan material autentik kayak flashcard gitu untuk membuat mereka tertarik. juga anak-anaknya sampai itu mungkin kayak ngapain saya belajar bahasa Inggris soalnya saya lulus udah nggak ada hubungannya sama bahasa Inggris, soalnya saya lulus udah gak ada hubungannya sama bahasa Inggris juga		

		gitu		
E	106	Padahal kalau vocational itu malah ini kan, kaitannya sama bahasa Inggris kan mereka lebih ini kan		
A	107	iya sih Pak, tapi...		
E	108	Lebih praktikal kan		
A	109	Lebih yang bikin saya tertarik itu adalah kayak, kok bisa ya anak SMK kayak gitu tuh, dan mereka kan fokus mereka itu cuma bilang kayak gini sih Pak, kayak saya tuh Mbak, abis lulus ini, saya ini kerja, apa masuk sekolah aja ini kayak habis ini saya bilang kerja saya nggak mau kuliah kayak mbak gitu-gitu jadi langsung ini yang		
E	110	motivasi mereka memang ini ya nggak ada istilahnya itu		
A	111	Iya		
E	112	Iya mereka belajar bahasa Inggris buat apa itu kan mereka belum ini ya belum sadar		
A	113	Iya betul Pak jadi makanya saya penasaran gitu kayak oh ternyata terus dapat persepsi juga dari guru SMK-nya. Mbak, emang kalau di SMK itu mereka nggak fokus untuk belajar bahasa Inggris. Jadi motivasinya kurang. Entah karena emang mereka itu orientasinya lulus langsung kerja. Jadi saya mikir oh, kayaknya kalau misalnya saya udah dapet persepsi untuk anak, apa ya, untuk sekolah SMK gitu ya, udah dapet persepsi juga soal SMA tuh, SMA juga kayak ininya responnya positif sih Pak karena emang anak-anaknya kan nggak yang low banget gitu level bahasa Inggrisnya, jadi mereka kayak dikasih		

		materi begitu mereka bener-bener interest, nah saya penasaran dengan kalau SMP seperti apa ya gitu.		
E	114	Oh gitu. Berarti kemarin mbak ngajar di SMK-nya itu?		
A	115	Enggak pak, saya di ceritain dosen saya aja. praktik mengajar di SMK.		
E	116	Oh, praktik mengajar.		
A	117	Dapat perlakuan yang agak kurang dari siswanya. Jadi kayak memberikan saya itu, kalau mereka nggak masuk materi, maka autentik juga cuma flashcard sih pak, yang agak menarik mereka, karena mereka suka oh ada gambarnya gitu-gitu.. oh ini ini ini tuh yang sering dibilangin tuh ini gitu. Jadi mereka berbicara kayak anak SD Ini bacaannya apa? Apa ini? Apple gitu Apa-apa Pak.. ternyata emang material autentik tuh Emang harus menyesuaikan juga sih		
E	118	Iya menyesuaikan tingkat ini ya Iya enggak enggak enggak bisa juga kita memaksakan memakai materi otentik pada siswa yang memang posisinya low itu kan nanti malah enggak jalan dikelaskan. materi enggak tersampaikan kemudian tujuannya enggak sampai	Challenges in students level	
A	119	saya setuju banget, betul- betul banget makanya saya bilang tadi karena saya udah dapat kesimpulannya ya jadi kayak emang materi autentik itu nggak selalu walaupun saya tuh positif sih Pak kayak kalau saya pun jadi student saya tertarik gitu tapi ternyata emang itu tuh nggak selalu works di beberapa kondisi salah satunya mungkin level studentnya yang pengaruh besar banget ya kayak itu kenapa nggak works tuh ternyata disitu dan tidak lain juga emang untuk mencari materi otentik itu memang		

		membutuhkan waktu yang lebih dan effort yang lebih juga.		
E	120	Betul sekali, mbak. Ini berarti untuk penelitian S2, Mbak?		
A	121	Saya? Oh, enggak sih, Pak. Masih S1 saya, Pak.		
E	122	Oh, saya kira udah lulus terus mau lanjut S2.		
A	123	Insha Allah aja ya, Pak. Saya berdoa untuk itu.		
E	124	Pendidikan juga, kan, Mbak?		
A	125	Iya, pendidikan.		
E	126	Oh, pendidikan. Pendidikan itu kalau sekarang mau ngajar harus ngambil ini ya PPG atau kalau mau jadi dosen ya S2		
A	127	Iya S2 betul. Sekarang udah dituntut juga sih Pak untuk S3		
E	128	Iya berarti lebih ke ini ya bukan guru tapi dosen itu		
A	129	ya Iya Inshaallah sih Pak.. ya tapi perjalanan saya masih jauh		
E	130	Sukses nanti biar diberi kemudahan amin		
A	131	Terima kasih banyak ya Pak Erwin atas bantuannya mphon maaf banyak mengganggu		
E	132	Kalau saya bisa dan waktunya bisa dan saya bisa menjawab Inshaallah saya bantu nanti kalau ada apa lagi hubungi aja kalau kalau saya luang Inshaallah saya bisa membantu.		

A	133	Ya Terima kasih banyak ya Pak Erwin ya sama-sama ya maaf mengganggu waktunya		
E	134	Sebentar ini saya baru sadar namanya nama adik saya itu loginnya.		
A	135	Iya tidak apa-apa terima kasih banyak ya pak ya		
E	136	sama-sama mbak saya tutup mau lanjutkan kerjaan mbak		
A	137	Terima kasih banyak ya pak saya tutup Wassalamualaikum Wr Wb		

