

**TEACHERS' PERCEPTION ON THE USE OF AUTHENTIC
MATERIALS TO TEACH LISTENING**
(A Descriptive Study at SMP PGRI 1 Tamalate Makassar)



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University as Partial Fulfillment of the Requirement
for the Degree of Education in English Department*

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2019**

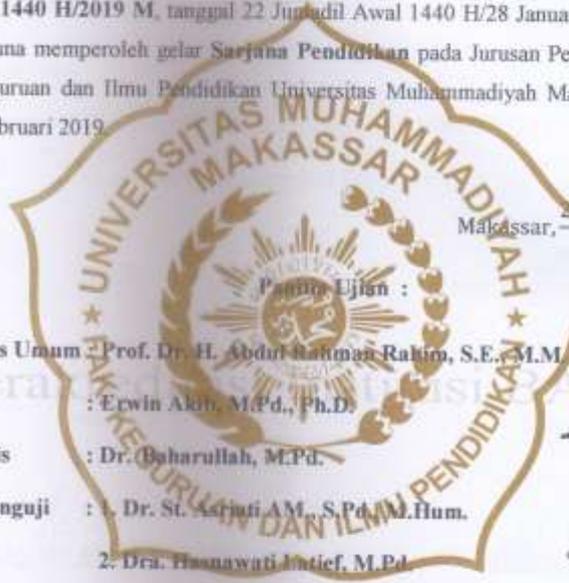


**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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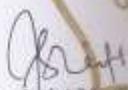
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30/12/18		Fix the abstract & title page ACC	

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TABLE OF CONTENTS

TITLE OF PAGE	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PERJANJIAN	vii
SURAT PERNYATAAN	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURE	xv
LIST OF APPENDICES	xvi
ABSTRACT	xvii
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement	4
C. Objectives of the Research	4
D. Significance of the Research	5
E. Scope of the Research	5
CHAPTER II REVIEW OF LITERATURE	
A. Previous Research Findings	6
B. Some Pertinent Ideas	8
1. Concept of Perception	

a.	Definition of Perception	8
b.	Factors Affecting Perception	9
c.	Types of Perception.....	10
2.	Authentic Material	
a.	Definition of Authentic Material	12
b.	Types of Authentic Material	13
c.	Sources of Authentic Material	14
d.	Authentic Listening Material Selection	17
e.	Advantages of Using Authentic Material	19
f.	Disadvantages of Using Authentic Material	20
g.	Using Authentic Material to Teach Listening	21
3.	Listening Skill	
a.	Definition of Listening.....	21
b.	The Importance of Listening	23
c.	Types of Listening.....	24
d.	Process of Listening	26
e.	Problem that Learners Face with Listening Comprehension	28
f.	Types of Listening Material	30
C.	Conceptual Framework	32

CHAPTER III RESEARCH METHODOLOGY

A.	Research Design	34
B.	Population and Sample	34
C.	Instrument of the Research	34

D. Data Collection Method	35
E. Techniques of Data Analysis	36

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings.....	37
1. Kinds of Authentic Material Used by the Teachers to Teach Listening	37
2. Teachers’ Perception on the Use of Authentic Materials to Teach Listening	38
B. Discussion	44

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	47
B. Suggestion.....	47

BIBLIOGRAPHY	49
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APPENDICES

CURICULUM VITAE

LIST OF TABLES

Table 2.1:	Comparison about the advantages and disadvantages of using authentic material	20
Table 4.1:	Kinds of Authentic Material Used by The Teachers to Teach Listening.....	38
Table 4.2:	Teachers' Perception on the Use of Authentic Material to Teach Listening.....	39

LIST OF FIGURE

Figure 3.1 Conceptual Framework.....	32
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LIST OF APPENDICES

Appendix A: Interview Guideline.....	54
Appendix B: Transcript of Interview Teacher 1	55
Appendix C: Transcript of Interview Teacher 2	57
Appendix D: Observation Sheet.....	59
Appendix E: Documentation	

ABSTRACT

ANUGRAH. 2018. Teachers' perception on the Use of Authentic Materials to Teach Listening (A Descriptive Study at SMP PGRI 1 Tamalate Makassar). A Thesis of English Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Siti Asriati AM and Ardiana.

This study aimed at finding out: (1) Kinds of authentic materials used by the teachers to teach listening, (2) Teachers' perception on the use of authentic materials to teach listening. The method of this research was descriptive qualitative method. Data of the research were collected through interview and observation. The data was taken from two English teachers of SMP PGRI 1 Tamalate Makassar.

The findings of the research revealed that teachers believe that authentic materials provide positive influence for students to get the knowledge especially in listening lesson because it contains the real material produced by native speaker. In addition, authentic material is suitable for all level of students. The researcher also found that teacher has a important role to determine the kinds of materials that are appropriate with learning objectives.

According to the findings of the research, it is noticed that teachers' perception strongly shape teachers' instructional practices and the selection of the materials that will be taught to the students. It is considered important to identify the beliefs of teachers since it is the fundamental concepts to develop foreign language teaching.

Keywords: Teachers' Perception, Authentic Materials, Listening Skill.

ABSTRAK

ANUGRAH. 2018. Keyakinan Guru dalam Menggunakan Materi Otentik untuk Mengajar Menyimak (Penelitian Deskriptif di SMP PGRI 1 Tamalate Makassar). Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Siti Asriati AM dan Ardiana.

Penelitian ini bertujuan untuk mengetahui: (1) Jenis materi otentik yang digunakan oleh guru untuk mengajar menyimak, (2) Keyakinan guru dalam menggunakan materi otentik untuk mengajar menyimak. Metode penelitian ini adalah metode deskriptif kualitatif. Data penelitian dikumpulkan melalui wawancara dan observasi. Data diambil dari dua guru Bahasa Inggris di SMP PGRI 1 Tamalate Makassar.

Hasil penelitian mengungkapkan guru percaya bahwa materi otentik memberikan pengaruh positif bagi siswa untuk memperoleh pengetahuan terutama dalam pelajaran menyimak karena terdiri dari materi asli yang dihasilkan oleh penutur asli. Selain itu, materi otentik sesuai untuk digunakan setiap tingkatan siswa. Peneliti juga menemukan bahwa guru memiliki peran penting dalam menentukan jenis materi yang sesuai dengan tujuan pembelajaran.

Berdasarkan hasil penelitian, diketahui bahwa keyakinan guru sangat mempengaruhi guru dalam memilih materi yang akan diajarkan di dalam kelas. Pentingnya untuk mengidentifikasi kepercayaan guru karena itu merupakan konsep dasar untuk mengembangkan pengajaran bahasa asing.

Kata kunci: Keyakinan Guru, Materi Otentik, Keterampilan Menyimak.

CHAPTER I

INTRODUCTION

A. Background

English is a language that occupies the first position in the world to communication. It is the important language in the all fields including in educational world. In this country, the government has been actively expanding the teaching of English as an essential part of the school curriculum because by mastering English, students can obtain various of information and develop their knowledge.

However, it cannot be separated from the role of a teacher. The teachers have something to do with the success of students in learning English. In general, all of English teachers have certain perception about the best approach in teaching English. Some factors such as their previous educational experiences, cultural backgrounds, and social interaction, may further shape their perception about English teaching.

Perception defines variously by different scholars as Chee (2002) state that perception of stimuli that can be influenced by an individuals' mental awareness, past experience, knowledge, motivation, and social interactions. The perception of an individual eventually give rise to an individuals attitudes. Millikan (2004) also state that perception is way of understanding natural sign, or better of translating natural sign into intentional signs.

In learning English, there are four skills that must be mastered; listening, speaking, reading and writing. In the scope of English as International Language, listening is considered as an important ability that has to be mastered because its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation.

Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. The relationship between listening and language learning is that language learning depends on listening because it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken language. Considering the importance of listening skill in daily communication, listening need to be taught to students comprehensively as the fundamental language skill.

Although listening is an important skill, it is also the most difficult skill to learn and teach in classroom. The students are not accustomed to listen sounds in English produced by native speaker. They need some more time to process the message they have just heard. It can make the students are not interest toward the materials given by teacher so as they are not motivated to learning English.

In addition, the other difficulties come from the teacher. They do not know what and how to teach in listening classroom. The teachers are confused to find listening materials and they are difficult to make their own material because the lack of experience and skill in designing listening materials. Besides, it takes more time to make interest listening materials that are relevant for the students.

Dealing with the problem stated above, providing authentic materials in teaching and learning process is one of the ways to minimize the problem. Harmer (1983:146) defines authentic texts, either written or spoken, which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language. The use of authentic materials in teaching English has been discussed since the approach of Communicative Language Teaching (CLT) appeared in 1970s. It is also in line with the need of real communication that is the characteristic of CLT.

In this era, authentic materials are inexpensive because the teachers do not need much money to get the materials. Besides, the access to the materials is quite easy because they can be obtained from many sources such as internet. Based on recent research done by Nurmala Cahyani (2015) entitle *The Effectiveness of Using Authentic Material in Teaching Students' Reading Comprehension at Senior High School level in Tangerang* resulted that using authentic material in teaching students' reading comprehension of news item is effective. It proves that authentic materials is the appropriate material for students to improve their understanding in the learning process.

From the above statements, the researcher interest to know teachers' perception on the use of authentic materials to teach listening in SMP PGRI 1 Tamalate Makassar. The researcher would use a descriptive qualitative research design as the method to investigate the teachers' perception.

B. Problem Statement

Based on the previous background, the researcher formulates research question as follow:

1. What kinds of authentic materials are used by the teachers to teach listening at SMP PGRI 1 Tamalate Makassar?
2. What are the teachers' perception on the use of authentic materials to teach listening at SMP PGRI 1 Tamalate Makassar?

C. Objective of the Research

The objective of the research is to find out:

1. Kinds of of authentic materials used by the teachers to teach listening at SMP PGRI 1 Tamalate Makassar.
2. Teachers' perception on the use of authentic materials to teach listening in SMP PGRI 1 Tamalate Makassar.

D. Significance of the Research

The result of this research is expected to give significant theoretical and practical contribution to English particularly listening ability.

1. Theoretical significance

The researcher expects that the result of this study can give contribution to provide additional information to the existing studies about teachers' perception on the use of authentic materials to teach listening.

2. Practical significance

- a. For the teachers, the result of this study can be used as sources for teacher to explore what their perceptions about authentic materials in teaching listening.

- b. For the students, the results of this study can provide a set of information for the students about the importance of authentic materials in listening skill so that they can use the materials to learn English inside or outside of the classroom.

E. Scope of the Research

In this study, the researcher formulated the scope on kinds of authentic materials in teaching listening (audio and song) and teachers' perception on the use of authentic materials in teaching listening namely importance of using authentic material in listening, teachers' role using authentic material in listening, level of students ability, and students' achievement.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The previous related studies that have been conducted are expected to help the researcher in writing this research. Some of their findings as follow:

1. Mamo (2013) conducted the research with sample of first year students and all of the available English instructors in Bonga College of teacher education. Result of this study showed that instructors had an easy access to authentic listening materials. The instructors also indicated that students' level, interest, relevance and quality of the material should be considered in selecting appropriate authentic listening materials. Besides, instructors mentioned TV/video, radio, audiotapes and the internet as the main sources to obtain authentic listening materials.
2. Mandasari (2015) conducted a research at Islamic High School 1 Surakarta with interviewing two English teachers who taught listening skill for the tenth grade to take the data about teachers' beliefs on the use of authentic materials to teach listening. The researcher found out that authentic materials are materials produced by a native speaker of the target language not for a teaching purpose that introduce English in the real context. It can improve students' English competence in both spoken and written, introduce the culture of native speaker, and motivate the students to learn autonomously.

3. Huda (2017) in journal about the use of authentic materials in teaching English at State Islamic Junior High School level revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their gender, teaching experience, and academic degree. The reason for such an attitude was to expose the students to the real English language and to motivate them in learning English.
4. Mousavi and Iravani (2012) in their journal about the impact of the authentic versus non-authentic listening materials on the listening comprehension of Iranian EFL claimed that the participants who were instructed on the basis of authentic radio-tapes had gained a higher degree of listening comprehension and proficiency than non-authentic groups. Besides, the use of aural authentic listening materials in EFL classrooms improves learners' listening comprehension, and has positive effects on EFL learners.

Based on the result of previous research above, the researcher found that using authentic materials in teaching listening is one of way to improve students' English competence because it can motivate them to more interest in learning English and also it can introduce to students about real context of English.

B. Some Pertinent Ideas

1. Concept of Perception

a. Definition of Perception

According to Barry (1998) perception is the set of process by which we recognize, organize, and make stimuly in our environment the key distinction between the two main theories of perception the emphasize each gives to the role of sensation and higher cognitive process in perception.

Perception defines variously by different scholars as Chee (2002) state that perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowladge, motivation, and social interactions. The perception of an individual eventually give rise to an individuals attitudes. Millikan (2004) also state that perception is way of understanding natural sign, or better of translating natural sign into intentional signs.

Perception is a psychologycal function that stars from the sensation, continued multiple stimuliat once. Stimulus that received and grouped in such a way is then interpreted into an individual subjective meaning.

The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was

the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world.

From the above explanation it became clear that perception is something more than sensation. It correlates, integrates and comprehends diverse sensations and information from many organs of the body by means of which a person identifies things, objects, and the sensations.

b. Factors Affecting Perception (*Hussein,2017*)

There were individual differences in perceptual abilities. Each people may perceive the same stimulus differently. The factors affecting the perceptions of people are:

1) Perceptual learning

Every one of the community learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skill jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.

2) Mental set

Set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepared with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

3) Motives and needs

Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

4) Cognitive styles

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

c. Types of Perceptions (*Goldstein, 2007*)

1) Depth Perception

This is the ability for a person to perceive distance. It is extremely important for one to discern distances in the real world, like the distance between me and another person and the

space between objects. Included in depth/spatial perception is the ability to perceive moving objects, like vehicles driving on roads. Factors like first, second, and third dimensions come into play in our understanding of depth perception.

2) Movement Perception

We understand when objects are in movement because particular objects appear in different places at different times. This is a natural process that we learn since birth. It is only through this ability that an individual can understand the world around him or her and perceive dangers or threats in movement, which is key for survival.

3) Time Perception

We perceive time in, seconds, minutes, and hours which pass into days weeks months and in years and even in centuries. Time is perceived in terms of Past, Present, and Future Perception of time is less in children than elders Several factors influence time perception: Subjective (age, activity, motivation, intelligence), and Objective.

4) Size perception

The perceived size of objects depends on a number of factors. Perhaps the most important of these is the visual angle subtended by the object on the retina. All other things being equal, the object that subtends the larger visual angle will appear

larger. If you have already clicked on the visual angle, above, you know that the visual angle is dependent on two factors; 1. the actual size of the object and 2. the distance the object is from the eye. Another factor effecting perceived size is size constancy. This phenomenon results in objects of known size tending to appear constant in size regardless of their distance.

2. Authentic Materials

a. Definition of Authentic Materials

There are many discussions on the definition of authentic materials in teaching EFL classrooms. Harmer (1983:146) defines authentic texts, either written or spoken, are those which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language. In addition, Rogers & Medley (1988:468) use the term "authentic" to refer to language samples that reflect a naturalness of form, and an appropriateness of cultural and situational context that can be found in the language as used by the native speakers. Another opinion from Jacobson et.al (2003:1) sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life.

According to Martinez (2002), authentic materials are materials that are not originally constructed for teaching purposes. Instead, they have been produced to fulfill some social purpose in the language community such as for entertaining, advertising or giving information. In the same line of thought, Lee (1995:324) states that a text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real life communicative purpose, where the writer has a certain message to pass on to the reader.

The researcher conclude that authentic materials which are designed for native, it is a real materials not designed for language students, but for the speakers of the language. However, authentic materials can used as materials in teaching English because it provide real context to the students so they can understand the culture of native language in real life.

b. Types of Authentic Materials

According to Gebhard (1996:100-101), there are many types of authentic materials:

1) Authentic Listening materials

It includes silent films; TV commercial, quiz shows, cartoon, news, comedy shows, dramas, movies, radio news, advertisement, professionally audio taped short stories, song, and documentaries.

2) Authentic visual materials

Slides, photograph paintings, wordless street signs, calendar picture, popular magazines, postcard pictures, stamps, and drawings.

3) Authentic printed materials

Newspaper articles, magazines, department store catalogs, comic books, tourist information brochures, sport report, short stories, books of photograph, lyric to popular song, and advertisement.

4) Realia used in language classroom

Dolls, puppets, folded paper, glue, scissor, rulers, paper clips, furniture, etc.

c. Sources of Authentic Listening Materials

According to Miller (2003), the most common sources are TV/video, radio, audio tape and the internet. Lindsay and Knight (2006) stated that the input, which is all the target language data that a learner is exposed to both spoken and written inside or outside the classroom come from different sources. Flowerdew & Miller (2005) also suggest that with the help of technological developments which range from low-tech (radio, audiocassette and language Lab.) to high-tech (computer and web site), teachers have access to many sources of language teaching materials easily and quickly. A detailed review discussion has been made on each source of authentic listening materials below.

1) Radio

According to Miller (2003), using real-time radio in class is one of the more easily accessible forms of authentic listening practice we can give our learners. Radio is a medium of exposure to real speech in the target language. Thus, this will improve their overall proficiency in understanding the language.

2) Television

Miller (2003) argued that using television or video in the language classroom allows learners access to more information when listening. Tomalin (1986) pointed out what can students learn from television while using it in the English language classroom. These are as follows:

- a) TV offers visual and audio clues to meaning.
- b) TV brings the outside world into the classroom.
- c) TV can introduce the culture of the target language into the classroom.
- d) TV is a powerful motivator.

3) Audio Tapes

Hedge (2000) suggests that audio recording expose students to a wide range of listening situations, speakers, voices, and speaking speeds, and they can be used by students working in the self-access mode. In other words, taped listening materials

are very essential to reflect many varieties of accents and dialects in the classroom.

4) Video

Flowerdew & Miller (2005) indicate that the use of video in helping students to develop listening skills has received much attention since it began to appear regularly in language classes in the mid 1970s. In explaining the advantages associated with the use of video, Wilson (2008) says that video is dynamic in that it presents moving images with ready-made context. In other words, video with its combination of colour, action, engaging, characters and story lines, is particularly appropriate in language classes.

5) Internet

Martinez (2002) explain that with the advent of the World Wide Web, teachers have at their disposal large amounts of authentic materials. There are a number of benefits that students can practice listening alone in their own time. In other words, the activities are repeatable; thus, students can work at their own pace and have the scope for both intensive and extensive listening. Therefore, teachers can direct their students to sites on the internet where they can practice listening to these materials.

6) Song

Songs (both traditional and pop) provide a good form of listening because the students are very much concerned to make out the words. Songs can be enjoyable, memorable and stimulating for the students because they may contain stories, which can be motivating for the students.

7) Film

Gilmore (2007) claims that authentic materials, audio-visual ones such as films and TV shows, offer much richer sources of input for learners and the potential to be exploited in different ways on different levels to develop learners' communicative competence. Although films are scripted, they are made to sound natural to the target language speakers and thus they represent authentic (real language).

d. Authentic Listening Materials Selection

There are some general criteria for selecting authentic listening materials, namely (Goh,2002):

1) Language

The language should be of a level of the students' understanding capability. The materials should not contain language that is too difficult for the students no matter how interesting the topic is.

2) Purpose

The selection should consider the objectives of the lesson. It is supposed that before selecting the materials, we should decide what types of task and activities are appropriate.

3) Speaker

Characteristic of speaker can have an important influence on the comprehension of the listeners. The characteristics include accents, speech, rate, pronunciation, clarity of thought and gender. It is a good idea to limit the number of speakers and accents at the early stages of listening. Speech should be at normal speed, not deliberately slow down.

4) Intended audience

It is expected to match the intended audience of the material to the type of students. In addition, the content of the material should be applicable to the intellectual and maturity level of students.

5) Length

The length of listening texts varies according to several factors, not least the types of listening skill that are practiced and the proficiency level of the learners. It has been suggested that instead of reducing the length of a listening text, the teacher could vary the types and demands of listening tasks.

6) Visual support

Illustrations, maps, charts, and videos can help the listeners focus their attention to the topic and provide a context for comprehension. For video recordings such as films and documentaries, materials with strong visual support are preferable to those that contain dense dialogue or monologue.

e. Advantages of Using Authentic Materials

The importance of using authentic materials expressed by Berardo (2006) that students are benefited from the exposure to real language being used in a real context. Other positive aspect is proved when using authentic materials; they are highly motivated, given a sense of achievement when understood and encouraged for further reading. It could be claimed that they are being exposed to real language and feel that they are learning the “real” language.

The main advantages of using authentic materials in the classrooms therefore include:

- 1) Having a positive effect on students motivation
- 2) Giving authentic cultural information
- 3) Exposing students to real language
- 4) Relating more closely to students’ needs
- 5) Supporting a more creative approach to teaching

Besides those advantages, Gebhard (1996) added that the advantage of using authentic materials as follows:

- 1) Saves time in choosing the materials for the classrooms.
- 2) Systematically guide the teacher and students step by step through a series of lessons.

f. Disadvantages of Using Authentic Materials

The disadvantages of using authentic materials explained by Richards (2006) that authentic materials often contain difficult language, unneeded vocabulary items, and complex language structures, which can often create problems. Sometimes the vocabulary may not be relevant to the learner’s need and too many structures can create difficulty. For more detail this is the comparison about the advantages and disadvantages of using authentic materials.

**Table 2.1.
Comparison about the advantages and disadvantages of using authentic materials.**

Advantages	Disadvantages
Real language exposure with language change/variation being reflected.	Often too culturally biased, difficult to understand outside the language community.
Students are informed about what is happening in the world.	Vocabulary might not be relevant to the student’s immediate needs.
Textbooks tend not to include improper English and become outdated very quickly.	Too many structures are mixed so lower levels have decoding the texts.
The same piece of material can be used for different tasks	Special preparation is necessary, can be time consuming.
Ideal for teaching/practicing mini skills-skimming/scanning.	Can become outdated easily, e.g. news stories, article.
Contain a wide variety of text types, language styles not easily found in conventional teaching materials.	Using authentic materials is a burden for teachers.
Encourage reading for pleasure, likely to contain topics of interests.	

g. Using Authentic Materials to Teach Listening

The main function of the second language classroom is to provide learners with authentic language. According to Herron and Seay (1991:487-495), the teacher should exploit more authentic texts in all levels of language instruction in order to involve students in activities that reflect real life listening. Morrison (1989:14-18) also believes that authentic listening materials could and should be used at all levels from beginners to advanced. Bacon and Finnemann (1990: 459-473) find that when students are properly prepared, authentic materials had a positive effect on both comprehension and motivation. The challenge for the foreign language teacher, therefore, is to identify authentic materials of potential interest to students and to prepare the students for dealing with these texts in a meaningful way. Listening to videos, radio broadcasts, podcasts, talks and announcements, or to an interlocutor, learners expose themselves to the spoken word and enrich their spoken competence with new syntactic, lexical, phonological and pragmatic information. So, the use of authentic listening materials is an important factor to be taken into consideration when designing listening comprehension materials.

3. Listening Skill

a. Definition of Listening

Listening is one of the crucial skill in the development of the foreign language competence so there are many definitions of listening which presented in different views. According to Goh (2002:1),

listening is crucial in people's studies, business, careers and personal relationship as it is the most used language skill at work and home. For language learners, listening is the main channel of classroom instruction that exposes the learners to spoken communication. This process involves understanding a speakers' accent, speakers' grammar and vocabulary, and comprehension of the meaning. An able listener is capable of doing these four things simultaneously.

Listening is not simply hearing or perceiving speech sounds. It can be concluded from reviewing a number of proposed definitions, that listening is an active process. Purdy (1997:8) defines listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and non-verbal), needs, concerns, and information offered by other human beings. Same opinion from Miller (2002:4) defined listening as an active process of organizing, understanding, and accurately interpreting the message communication by others.

Based on the opinion from expert above, the researcher conclude that listening is an active process of receiving information by hearing and it needs more paying attention to get the point of sound information meaning.

b. The Importance of Listening

Rost (1993) recognition of listening as complex activity and of its critical role in the language acquisition process has greatly influenced contemporary language teaching practice. The view that listening as an active and interactive process has, for example, cast the learner in a role other than the passive receiver of aural input.

Rost (1994) emphasizes the importance of listening for several reasons.

- 1) Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.
- 2) Spoken language provides a means of interaction for the learner. Since the learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is impetus, not an obstacle, to interaction and learning.
- 3) Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.
- 4) Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.

c. Types of Listening

Kline (1996:30) divided three types of listening because different situations require different types of listening.

1) Informative Listening

Informative listening is the name of a situation where the listener's primary concern is to understand the message. It is found in all areas of our lives. Most of our learning comes from informative listening. There are three key variables that can help us to improve our informative listening skills, namely:

a) Vocabulary

Vocabulary has an important role in listening because increasing vocabulary, it will increase potential for better understanding.

b) Concentration

When listening, concentration is one of the difficult things. Concentration requires discipline, motivation and acceptance of responsibility.

c) Memory

Memory is a crucial variable to informative listening because in memory will be saved all of the information that we hear.

2) Relationship Listening

The purpose of relationship listening is either to help an individual to improve the relationship between people. The emphasis of listening relationship is on understanding to the other person. Three behaviors are keys to effective relationship listening namely:

a) Attending

Attending behaviors indicate that the listener is focusing on the speaker. Nonverbal cues are crucial in relationship listening, it indicates that we are attending to the speaker or not.

b) Supporting

Three characteristics describe supportive listeners are discretion (being careful about what they say and do), belief (expressing confidence in the ability of the other person), and patience (being willing to give others the time they need to express themselves adequately).

c) Empathizing

Empathy is feeling and thinking with another person. Empathic behavior can be learned. First, we must learn as much as we can about the other person. Second, we must accept of that persons' behavior. Last, we must have the desire to be an empathic listeners.

3) Discriminative Listening

Discriminative listening may be the most important types for it is basic to the other. There are three things that should to consider about this type of listening, they are:

a) Hearing ability

It is very important because people who lack the ability to hear well, they will have greater difficulty in discriminating among sounds.

b) Awareness of sound structure

Attention to the sound structure of the language will lead to more proficient discriminatory listening.

c) Integration of nonverbal cues

Words not always communicate true feeling. The way of the speaker said may be the key to understand the true or intended meaning.

d. Process of Listening

1) Receiving

Receiving is the act of hearing sound. Hearing is something that just open when you open your ears or when you get within earshot of some auditory stimuli but listening begins with receiving messages the speakers sends.

2) Understanding

It is the stages at which you learn what the speaker means. To improve understanding, we relate information to what you have known or place the received meaning into your own experience. Nicholas (1988:35) proposed the process listening with understanding is going through the following stages:

- a) The listener decides whether the sound is organized or simply random.
- b) The next step is to impose some kind of structure on the stream of sound.
- c) The last is to reticulate the sound in our mind, selecting from it, what the listener judges to be important and store in the memory for future use.

3) Remembering

Messages that you receive and understand need to be retained for at least some period of time, you can augment your memory by taking notes or by tape recording the message.

4) Evaluating

Evaluating consists of judging the messages in some ways. Generally, if you know the person well, you will be able to identify the information and therefore be able to respond appropriately. In evaluating the messages, you must distinguish facts from inferences, opinion and personal interpretations by the speaker.

5) Responding

Responding occurs in two phases, namely responses you make while the speaker is talking and responses you make after the speaker has stopped talking. The responses are feedback or information that you send back to the speaker and which tells the speaker how you feel and think about his or her message.

e. Problems that Learners Face with Listening Comprehension

According to Bingol, et.al (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

1) Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening.

2) Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance.

3) Accent

Munro and Derwing (1999) expressed that too many accented speech can lead to an important reduction in comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

4) Unfamiliar Vocabulary

If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

5) Length and Speed of Listening

Bingol, et.al. (2014) stated that the level of students have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete

the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood (1989), speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand second language words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

f. Types of Listening Materials

According to Abbott (1981:52), the types of listening materials that the students want to listen are as follows:

1) Monologue

Monologue is a moment in a play, film, or novel, where a character speaks without being interacted by any other characters. These speeches can be addressed to someone, or spoken to the actor self or to the audience, another type of these speech especially in novels, is the interior monologue. The monologue can act in number of ways. It can forward the plot by signifying the characters' intentions, it can reveal information about the characters' thought process, or it may simply serve to more fully flesh out character.

2) Dialogue

- a) Unscripted is spontaneous conversation and discussion between teacher and other foreign language speaker; learners and native English speaker; and other foreign language speaker without the learners' participation.
- b) Set scripted conversation, for example dialogues in plays and films usually between native speakers.
- c) Scripted dialogue is a dialogue that probably most useful when a teacher is trying to focus on correct form. This is particularly appropriate when working towards stimulating oral work, by using scripted dialogue.
- d) Authentic dialogue

The advantages of authentic dialogue are probably mostly in the area of listening comprehension. By using authentic dialogues, learners are comforted with real life experiences in which they will have to function.

C. Conceptual Framework

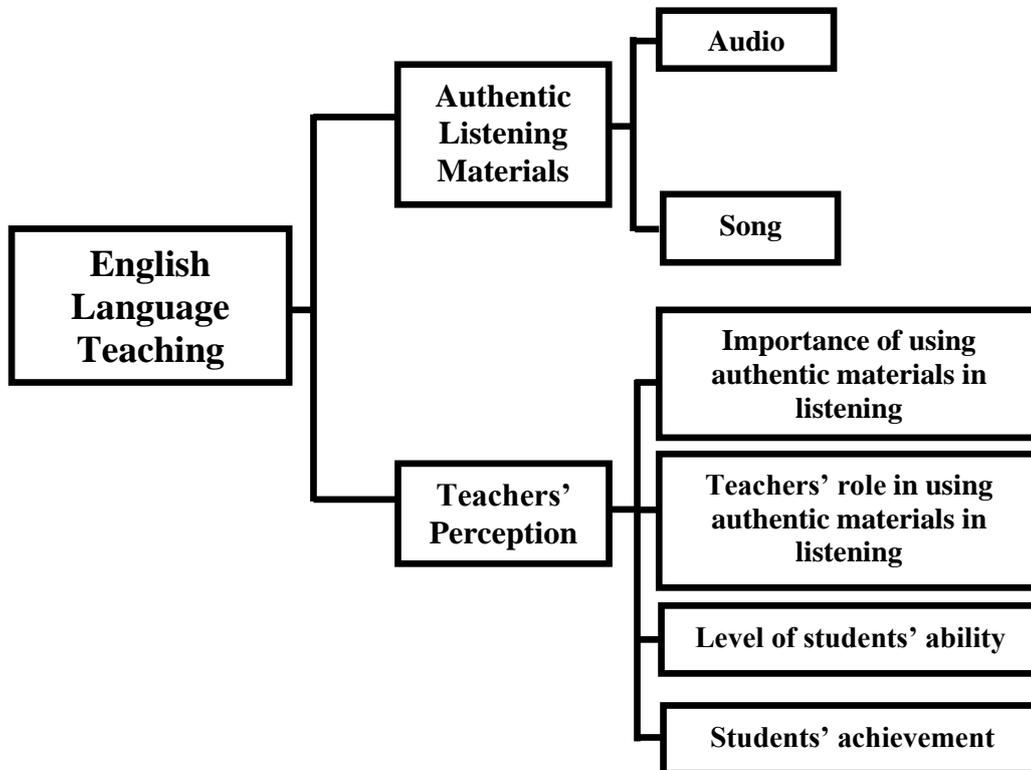


Figure 2.1 Conceptual Framework

The conceptual framework above describes the research which is conducted by the researcher. The research is descriptive research entitled teachers' perception on the use of authentic materials to teach listening.

In English Language Teaching (ELT), there are some components that support teaching process and one of them is teaching materials. Teaching materials are divided into two, namely authentic materials and non-authentic materials. Authentic materials are real materials that are designed for native. It can be used as materials in teaching English especially in listening because it introduces the students about the real context so they can understand the culture of

native language in real life. Some kinds of authentic materials that can apply in teaching listening, namely; audio or song. Authentic materials can be applied well in learning when teachers' perception are involved.

Besides, teachers' perception is also one of thing that affect the success of learning process. In learning process, there are four indicators of teachers' perception that strongly affect on the use of authentic materials, they are; (1) importance of using authentic material in listening, (2) teachers' role using authentic material in listening, (3) level of students ability, and (4) students' achievement.

In this study, the researcher will explain about authentic materials especially to teach listening. Moreover, the researcher will analyze teachers' perception on the use of authentic listening materials based on some indicators that have been mentioned.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, research subject, instruments of the research, data collection method, and technique of data analysis.

A. Research Design

Based on title, the researcher chose Descriptive Qualitative as the design of this study. In descriptive research, the researcher was exploring and describing characteristic of population or phenomenon based on research question which had been determined. The purpose of this research design was to describe about teachers' perception on the use of authentic materials to teach listening.

B. Population and Sample

The subjects of this study were two English teachers at SMP PGRI 1 Tamalate Makassar, consisting of one male teacher and one female teacher. The subjects were supposed to give information or data in relation to the research problems.

C. Instruments of the Research

1. Observation

In the context of this study, the role of passive participant observer was chosen, in which the researcher would observe teaching and learning process by using video record without being involved in the activities of participants.

Each teacher would be observed only once in each classes. The purpose of observation was to find out kinds of of authentic materials implemented by the teachers to teach listening.

2. Interview Guidelines

Semi-structured interview is instrument that will be used by researcher in this study. A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions. Interview guide consisted of nine questions about teachers' perception on the use authentic materials to teach listening.

D. Data Collection Method

For data collection, the researcher used observation and interview as instrument. *Firstly*, the researcher contacted the teachers to determine the timing of interview and observation. *Second*, the researcher observed each class of teacher based on the schedule that was determined before. The researcher observed and records all of the activities in the classroom by video recording. *Third*, the researcher did semi-structured interview toward each teacher by using interview guideline consist of seven questions and record their answer. *The last*, the researcher analyzed the data.

E. Technique of Data Analysis

There were some procedures in doing the analysis of data that the researcher applied in her research. Firstly, the researcher listened the recording of the teacher. Second, the researcher transcribed the teachers' recording of interview into words. Third, classify the answer based on the research questions. The last step was making conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter is divided into two main sections; they are findings and the discussion of the research. The findings presented the result of data analysis collected through observation and interview. The discussion deals with the interpretation of the findings in the research.

A. Findings

The findings cover the data about kinds of authentic materials (AMs) used by the teachers to teach listening and teachers' perception on the use of authentic materials to teach listening. The participants of this study were two English teachers at SMP PGRI 1 Tamalate Makassar.

1. Kinds of Authentic Materials Used by The Teachers to Teach Listening

The result of this aspect aimed to find out kinds of authentic materials used by the teachers to teach listening at SMP PGRI 1 Tamalate Makassar. The data gained through classroom observation which consisted of two classes namely VII and VIII grade. The researcher observed only once in each classes by using video record without being involved in the activities of participants. The result of this aspect shows that there are two kinds of authentic materials that used by teacher, namely song and audio.

Table 4.1 Kinds of Authentic Materials Used by The Teachers to Teach Listening

No	Class	Authentic materials used by teacher
3.	VII	Song
4.	VIII	Audio (Short conversation)

The table 4.1 above shows that in the VIII grade, the teacher employed audio as a tool to give assignment for student. The teacher played a short conversation about expressions of giving invitation and its response. During the students listening to the audio, they were asked to complete the dialogue based on what they had heard.

Meanwhile, in grade VII the teacher preferred song to teach listening. The teacher played a greeting song to students and during listening to the song, students were asked to write the lyrics of the song that have been heard. After that, the teacher appointed one of the students to sing the greeting song in front of class.

2. Teachers' perception on the Use of Authentic Materials to Teach Listening

This part is aimed to find out teachers' perception on the use of authentic materials to teach listening in SMP PGRI 1 Tamalate Makassar. The data were gained through interview toward two English teachers. The researcher found that there are four indicators of teachers' perception on the use of authentic materials to teach listening, namely importance of using authentic materials in listening, teachers' role in using authentic material in listening, level of students' ability, students' achievement.

Table 4.2. Teachers' perception on the Use of Authentic Materials to Teach Listening

No	Indicators of Teachers' Perception	Teacher 1	Teacher 2
1.	Importance of using authentic material in listening	Teacher emphasized that the use of AMs is needed as a medium for students to learn English pronunciation directly from native speaker.	Teacher stated that the use of authentic materials is very influential in learning listening because students are given a material that is authentic and familiar, then students can easily understand the material.
2.	Teachers' role in using authentic material in listening	The teacher has a role in preparing lesson plan in accordance with the syllabus. Besides, the teacher also plays a role in preparing media such as laptop, handphone, and speaker.	Teacher is required to make a lesson plan before entering the class to carry out learning process.
3.	Level of students' ability.	Teacher stated that the use of authentic materials must be in accordance with the level of students, for example, in junior high school, teachers can use short conversation as learning material, while for levels below, teachers can use song to deliver material to students.	Teacher stated that authentic material can be given to all students even though they have different levels of intelligence.

4.	Students' achievement	Teacher argued that the use of authentic material can improve students' achievement especially in listening because the material comes from students' daily so that when students are given a test, they can easily understand the questions.	Teacher also stated that the use of authentic material can improve students' achievement because it is a real example in daily life so students easily understand the lesson given especially in listening.
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The table 4.2 reveals four indicators of teachers' perception on the use of authentic materials to teach listening, namely importance of using authentic material in listening, teachers' role in using authentic material in listening, level of students' ability, and students' achievement.

a) Importance of using authentic material in listening

The first indicator describes the importance of using AMs in teaching listening. Teacher Ry emphasized that the use of AMs is needed as a medium for students to learn English pronunciation that directly from native speaker. Teacher Ry confirmed his beliefs on the interview, he said:

"Saya rasa sangat berpengaruh karena listening itu sendiri, ketika hanya guru yang mengucapkan akan terasa berbeda dibandingkan mereka mendengarkan langsung dari native speaker, jadi memang sangat berpengaruh, karena yang namanya bahasa inggris itu tidak sama ketika ditulis dan diucapkan. Jadi memang harus mereka dengar dari native speaker itu sendiri." (I think authentic materials give a good influence in teaching listening because the material spoken by teacher will be different than material directly from native speaker. In addition, the rules in English are different if its written and spoken.)

On the other hand, teacher Ra stated that the use of authentic material has a good influence on the learning process because students are given a material that authentic and familiar, then students can easily to understand the material. She confirmed:

“Saya rasa sangat berpengaruh karena dimana-mana kalau kita listening, kan melalui pendengaran baru diolah dengan otak baru setelah otak barulah ini mulut kita bisa berbicara jadi saya rasa kalau authentic materials yang nyata, diberikan sumber seperti lagu ini, sing a song, yang biasa dia dengar, yang selalu dinyanyikan, yang memang ada lagu itu lalu mereka mengaitkan dengan materi yang sedang dipelajari.”(*I think authentic materials give a good influence in listening process because when the students are given material that is real and familiar to them, then they can understand the learning material easily.*)

b) Teachers’ role in using authentic material in listening

The second indicator is teachers’ role in using authentic materials in learning process. Each teacher has its own preparation so that AMs can have a good impact on students’ learning outcomes. All of the teachers have same opinion about this indicator, they stated that the main role of teacher is to prepare the lesson plan because through it, the teacher can determine type of AMs that will be used in the class. Furthermore, teacher must also provides media such as laptop, handphone, speaker, etc. that helps them to explain the contents of material. Teacher Ry emphasized his belief during being interviewed.

“Tentu saja guru sangat berperan karena guru disini harus menyiapkan itu dalam RPPnya yang sesuai dengan silabus, jadi kita sudah menyiapkan itu pada saat sebelum kita mengajar dan harus juga diutamakan sesuai dengan silabus, jadi peran guru dalam menyiapkan materi, dalam menyiapkan media terutama laptop atau handphone dan menggunakan sound system, seperti itu harus dipersiapkan oleh guru.”

(The teacher has a role in preparing lesson plan in accordance with the syllabus. The teachers have to prepare it before teaching. Besides, the teacher also plays a role in preparing media such as laptop, handphone, and speaker.)

In line with the statement given by teacher Ry, teacher Ra also states her belief about teacher role before using authentic materials in learning process.

Saya rasa peran kita kan sebagai guru itu sebelum kita tahun ajaran baru ataupun memasuki kelas melaksanakan proses belajar mengajar, guru itu diwajibkan dan memang harus membuat lesson plan atau biasa disebut dengan RPP. Pada saat RPP itulah kita melihat materi-materi yang akan kita bahas, contohnya ini materi yang cocok untuk authentic materials. *(I think the teacher is required to make a lesson plan before entering the class to carry out learning process. When the teachers make a lesson plan, they can find out the material that can be taught using authentic materials).*

c) Level of students' ability

The third indicator relating to teachers' perception on the use of authentic materials to teach listening is level of students' ability. In this study, the researcher wants to know whether authentic materials can be used at various levels of students' ability. Based on the result of interview, teacher Ry believes that the use of authentic materials must be in accordance with the level of students, for example, in junior high school, teachers can use short conversation as learning material, while for levels below, teachers can use song to deliver material to students.

Saya kira sudah bisa tapi kita akan melihat levelnya itu sendiri misalnya untuk SMP sendiri kan sudah bisa mendengarkan dalam percakapan pendek dan mungkin untuk yang level- level dibawahnya mungkin sekedar ada nyanyian yang istilahnya native speaker yang melakukan itu, karena kita berbicara di level SMP, jadi kalau di level SMP itu ya setidaknya kita harus

menggunakan itu dan bisa digunakan untuk percakapan pendek. *(I think authentic materials can be used at every level of student but we have to adjust the material to the level. For example, at junior high school level, the teacher can play short conversation to the students, and for the level below, the teacher can use songs that directly from native speaker).*

On the other hand, teacher Ra stated that authentic material can be given to all students even though they have different levels of intelligence.

Kalau menurut saya, authentic materials itu tidak perlu level-level, semua rata karena authentic materials itu sesuatu yang nyata dan betul-betul asli jadi tidak ada perbedaan maupun siswa yang kecerdasannya diatas rata-rata, maupun dibawah ataupun sedang-sedang. Semuanya saya ratakan menggunakan authentic materials. *(In my opinion, the use of authentic material does not require level because it is a real material so there is no difference for students who have intelligence above or below the average).*

d) Students' achievement

The last indicator is teacher belief about the effect of using authentic material in improving students' achievement. Based on result of interview, all of the teacher have same belief about this indicator. They claimed that the use of authentic material in listening can improve students' achievement. When students are given a listening test, they will easily answer the questions because they are used to hearing the material that is directly from native speaker. Teacher Ry emphasized his belief during being interviewed.

Menurut saya, metode ini dapat meningkatkan prestasi siswa karena kita mengambil materi dari hal-hal yang ada disekitar atau yang terjadi di keseharian siswa, sehingga ketika diberikan tes dalam bentuk listening akan sangat mudah untuk memahami soal. *(I think this method can improve students' achievement especially in listening because the material comes from*

students' daily so that when students are given a test, they can easily understand the questions.)

In line with the statement given by teacher Ry, teacher Ra also states her belief about students' achievement in listening can improve by using authentic material.

Authentic material dapat meningkatkan prestasi siswa karena itu merupakan suatu contoh yang nyata dalam kehidupan sehari-hari sehingga peserta didik mudah memahami pelajaran yang diberikan khususnya dalam listening. *(Authentic material can improve students' achievement because it is a real example in daily life so students easily understand the lesson given especially in listening.)*

B. Discussion

1. Kinds of Authentic Materials Used by The Teachers to Teach Listening

Based on the classroom observation, all of the teachers used different kinds of authentic materials depend on the objectives of the lesson. In the grade VIII, the teacher used audio to explain about expressions of giving invitation and its response because students can immediately learn the expression and how to pronounce it correctly. Meanwhile, the learning objective in grade VII is students can recognize various expressions of greeting and the teacher employed song as learning media to achieve the objective. The same finding is also proved by Mamo (2013), the instructors in Bonga College of teacher education mentioned TV/video, radio, audiotapes and the internet as the main sources to obtain authentic listening materials.

The researcher also found that students in grade VII more active in the class especially when the teacher asked them to write on the whiteboard the lyrics of the song that have been heard. In grade VIII, the students more motivated to following learning process because they can listen directly English conversation from native speaker. Besides, the teachers also adjusts the authentic material that will be used with the abilities of their students. They believe that authentic materials can help them to explain learning material and also it can make it easier for students to understand the material.

2. Teachers' Perception on the Use of Authentic Materials to Teach Listening

Based on the result of analysis of teachers' perception on the use of authentic materials to teach listening, it can be seen that all of participants had strong belief toward the use of authentic materials in teaching listening. It was proven through the results of interview that have been obtained by researcher. They agreed that authentic material is very important to use in teaching listening because they can learn how to pronounce English correctly that used in real life. Besides, the students can also improve their listening skill through audio directly from native speaker. The same finding is also proved by Mandasari (2015), authentic materials can improve students' English competence in both spoken and written, introduce the culture of native speaker, and motivate the students to learn autonomously.

The teachers also stated that authentic materials can be used at all level of students, whether in terms of the education level or intelligence level. The finding is similar to opinion from Morrison (1989:14-18) who stated that authentic listening materials should be used at all levels from beginners to advanced. They only need to pay attention to the type of authentic material that will be used so that the learning objectives can be achieved. In addition, the use of AMs can help the teacher in improving their students' achievement. The students have become accustomed to playing pronunciation rules in English so they have no difficulty in answering questions on listening test. However, all the advantages of authentic material cannot be obtained without the role of teacher that involved. There are some teachers' roles needed before they use AMs in teaching and learning process, one of them is the teachers have to prepare lesson plan as an initial plan for them to determine what material they will teach by using authentic material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the researcher concluded that all of English teacher in SMP PGRI 1 Tamalate Makassar used authentic material as a learning material to teach listening. They choose the type of authentic material that will be used based on the learning objectives to be achieved. In addition, all of participant in this study gave their strong belief toward the use of authentic materials in teaching listening. Teachers believe that authentic material can introduce English to the students in the real context and if presented in an interesting form it can make the students more motivated in following the learning process. Besides, it can help the students to improve their listening skill because they can listen directly how to speak English correctly both in terms of pronunciation or accent that is used by native speaker. Teachers also believe that authentic material is suitable for all levels of students from beginner to advanced.

B. Suggestion

Based on the conclusion above, the researcher recommends some suggestion as follows:

1. For teachers

Teachers are suggested to use authentic materials in their teaching process as the material that lead students to experience the real language used by native speaker instead of textbook. Carefully

selected materials improve students' interest and motivation that support them to achieve communicative skill toward target language and cultural knowledge.

2. For students

The successful learning of English indicated that the students can use the language communicatively. It is assumed that students need to learn hard to be a successful learner. Authentic materials are considered as materials which can be easily accessed by students. Knowing that authentic materials are accessible, students can learn from it inside or outside the classroom. They should make use of authentic materials to improve their competence in studying English.

3. For further researcher

It is one of the challenging to explore more deeply toward this study in Indonesia. It provides a useful resources for further researchers to conducted a study about students' beliefs on the use of authentic materials in learning English.

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A P P E N D I C E S

Appendix A

Interview Guideline

1. How long have you been teaching English?
2. What do you know about authentic materials?
3. When did you begin using authentic materials in teaching?
4. What kind of authentic material that you used in listening?
5. Could we use authentic materials for all levels of students? Why?
6. Does the use of authentic has an important role in teaching listening?
7. What are the teachers' roles before using authentic materials in learning process?
8. What are the criteria that you used for selecting authentic materials?
9. Does the use of authentic material in listening can improve students' achievement?

Appendix B

Name : Ryan Juniardi, S.Pd

Date : 21 September 2018

Interviewer	Teacher
Selamat sore, Sir. Terima kasih atas kesempatannya. Hari ini saya ingin memberikan beberapa pertanyaan yang berkaitan dengan penelitian saya. Pertanyaan pertama yaitu Sudah berapa lama anda mengajar Bahasa Inggris?	Okay. Saya sudah mengajar itu setelah lulus dari Universitas pada tahun 2013, setelah itu saya sudah mengajar di sekolah dan di tempat kursus, jadi kurang lebih sudah 5 tahun.
Selama 5 tahun itu anda mengajar juga ditempat kursus. Berdasarkan hasil observasi sebelumnya di kelas tadi, saya melihat anda menggunakan salah satu jenis authentic materials pada saat mengajar yaitu audio. Pertanyaan selanjutnya yaitu Apa yang anda ketahui mengenai authentic materials?	Okay jadi yang saya tahu mengenai authentic materials adalah dari artinya saja adalah materi yang bersumber dari aslinya, jadi materi yang saya sajikan itu apalagi dalam listening itu biasanya saya mengambil audio-audio dari native speakernya itu sendiri jadi itu merupakan authentic materialsnya.
Jadi menurut anda authentic materials adalah materi yang langsung diambil dari native speaker. Selanjutnya, sejak kapan anda menggunakan authentic materials dalam mengajar?	Untuk penggunaannya sendiri, itu sudah dilakukan ketika pertama kali mengajar karena setiap kali ada pelajaran listening itu biasanya saya memakai audio untuk mengajar. Jadi istilahnya dalam membuat tugas mereka itu, biasanya menggunakan teknik audio.
Jadi dari awal anda mengajar, anda sudah mengaplikasikan authentic materials?	Iya.
Selain penggunaan audio sebagai media pembelajaran, apa saja jenis authentic materials lainnya yang anda gunakan dalam mengajar listening?	Saya menggunakan visual. Jadi siswa melihat video sambil mendengarkan. Video yang diputar adalah kegiatan yang terjadi di keseharian siswa.
Sejauh ini, menurut anda apakah authentic materials itu dapat digunakan di setiap level siswa atau tidak?	Saya kira sudah bisa tapi kita akan melihat levelnya itu sendiri misalnya untuk SMP sendiri kan sudah bisa mendengarkan dalam percakapan pendek dan mungkin untuk yang level-level dibawahnya mungkin sekedar ada nyanyian yang istilahnya native speaker yang melakukan itu, karena kita berbicara di level SMP, jadi kalau di level SMP itu ya setidaknya kita harus menggunakan itu dan bisa

	digunakan untuk percakapan pendek.
Khususnya untuk kemampuan listening seperti yang anda katakan sebelumnya, apakah penggunaan authentic materials dalam mengajar listening memberikan pengaruh terhadap siswa dalam memperoleh pengetahuan?	Saya rasa sangat berperan karena listening itu sendiri, ketika hanya guru yang mengucapkan akan terasa berbeda dibandingkan mereka mendengarkan langsung dari native speaker, jadi memang sangat berpengaruh, karena yang namanya bahasa inggris itu tidak sama ketika ditulis dan diucapkan. Jadi memang harus mereka dengar dari native speaker itu sendiri.
Ohh okay sir. Selain itu apa saja peran guru yang diperlukan agar penggunaan authentic materials itu dapat memberikan dampak yang baik, peran guru yang diperlukan sebelum guru tersebut menggunakan authentic materials di kelas?	Tentu saja guru sangat berperan karena guru disini harus menyiapkan itu dalam RPPnya yang sesuai dengan silabus, jadi kita sudah menyiapkan itu pada saat sebelum kita mengajar dan harus juga diutamakan sesuai dengan silabus, jadi peran guru dalam menyiapkan materi, dalam menyiapkan media terutama laptop atau handphone dan menggunakan sound system, seperti itu harus dipersiapkan oleh guru.
Jadi persiapannya itu dari segi perlengkapannya yah Sir?	Iya.
Oke, the last question is kriteria apa yang anda gunakan ketika memilih authentic materials ?	Okay seperti penyediaan media terutama bahwa itu harus sesuai dengan tujuan pembelajaran, jadi tujuan pembelajaran misalnya adalah untuk seperti yang kita lakukan tadi bahwa tujuan pembelajaran adalah membuat siswa bagaimana caranya untuk menanyakan atau mengundang seseorang dan meresponnya, itu akan ada respon positif dan respon negatifnya tentu saja, nah disitu kita akan menyediakan conversation yang pendek saja untuk tugasnya. Dan diperhatikan juga bahwa bahasa-bahasa yang digunakan dalam percakapan itu sesuai dengan tujuan pembelajaran.
Baiklah sir. Saya rasa cukup untuk beberapa pertanyaan. Terima kasih atas waktunya dan atas jawaban-jawabannya.	Okay.

Appendix C

Name : Rachmawati. Z, S.Pd

Date : 25 September 2018

Interviewer	Teacher
Selamat sore, Mam. Hari ini saya ingin menanyakan beberapa pertanyaan yang berkaitan dengan observasi saya sebelumnya. Pertanyaan pertama yaitu Sudah berapa lama anda mengajar Bahasa Inggris?	Sore dek. Saya sudah mengajar Bahasa Inggris kurang lebih 10 tahun
Wah sudah cukup lama. Apakah anda hanya mengajar disekolah ini?	Tidak, saya mengajar di sekolah lain juga kalau pagi.
Okay. Berkaitan dengan observasi saya dikelas tadi, saya melihat anda menggunakan salah satu jenis authentic materials pada saat mengajar yaitu anda menggunakan lagu. Pertanyaannya, apa yang anda ketahui mengenai authentic materials?	Menurut saya, authentic materials itu sebuah metode pembelajaran yang nyata, yang apa namanya itu yang real material yang asli lah yang betul-betul dari sumbernya. Seperti itu.
Okay materi yang langsung dari sumbernya. Sejak kapan anda mulai menggunakan authentic materials dalam mengajar?	Saya menggunakan authentic materials itu sudah lama dek, hanya saya sesuaikan dengan pokok materi yang akan saya pelajari karena tidak semua materi pembelajaran saya dalam mengajar saya menggunakan authentic materials.
Selain penggunaan audio sebagai media pembelajaran, apa saja jenis authentic materials lainnya yang anda gunakan dalam mengajar listening?	Saya memutarakan film dengan menggunakan LCD.
Selanjutnya yaitu berdasarkan pengalaman anda selama menggunakan authentic materials, apakah authentic materials sesuai digunakan dalam berbagai level siswa?	Kalau menurut saya, authentic materials itu tidak perlu level-level, semua rata karena authentic materials itu sesuatu yang nyata dan betul-betul asli jadi tidak ada perbedaan maupun siswa yang kecerdasannya diatas rata-rata, maupun dibawah ataupun sedang-sedang. Semuanya saya ratakan menggunakan authentic materials.
Baiklah, especially for listening skill, apakah penggunaan authentic materials dalam mengajar listening memberikan pengaruh terhadap siswa dalam memperoleh pengetahuan?	Saya rasa sangat berpengaruh karena dimana-mana kalau kita listening, kan melalui pendengaran baru diolah dengan otak baru setelah otak barulah ini mulut kita bisa berbicara jadi saya

	<p>rasa kalau authentic materials yang nyata, diberikan sumber seperti lagu ini, sing a song, yang biasa dia dengar, yang selalu dinyanyikan, yang memang ada lagu itu lalu mereka mengaitkan dengan materi yang sedang dipelajari.</p>
<p>Okay jadi sangat berpengaruh. The next question is apa saja peran guru yang diperlukan sebelum menggunakan authentic materials dalam proses pembelajaran?</p>	<p>Saya rasa peran kita kan sebagai guru itu sebelum kita tahun ajaran baru ataupun memasuki kelas melaksanakan proses belajar mengajar, guru itu diwajibkan dan memang harus membuat lesson plan atau biasa disebut dengan RPP. Pada saat RPP itulah kita melihat materi-materi yang akan kita bahas, contohnya mi ini materi yang cocok untuk authentic materials ini adalah greet dengan menanyakan kabar How are you? Jadi saya rasa tergantung dari materinya dan pada saat pembuatan lesson plan disitulah kita merencanakan metode apa atau pendekatan apa yang cocok untuk membahas materi ini nih yang mudah dipahami oleh siswa itu.</p>
<p>Okay jadi peran gurunya itu mempersiapkan perangkat pembelajaran yang sesuai dengan materi. The last question, kriteria apa yang anda gunakan untuk memilih authentic materials?</p>	<p>Kalau saya kriterianya itu paling yang tidak jauh dari kehidupan anak-anak, yang tidak jauh dari sekitarnya, seperti ini kan greet sapaan, setiap sebelum memasuki pelajaran atau bertemu seseorang pasti dia mengucapkan salam baik itu Assalamu'alaikum, good morning, good afternoon, hai, halo, itukan kebiasaannya yang nyata yang real jadi kriterianya itu yang dekat dengan dia, yang nyata tetapi dekat dengan kebiasaan yang dilakukan anak-anak.</p>
<p>Okay thank you mam. Saya rasa cukup interviewnya. Terima kasih atas waktunya dan atas jawaban-jawabannya.</p>	<p>Iya sama-sama.</p>

Appendix D

Observation Sheet

Teacher 1

Name : Ryan Juniardi, S.Pd

Date : 21st September 2018

Teacher 2

Name : Rachmawati. Z, S.Pd

Date : 25th September 2018

Kinds of Authentic Materials	Teacher 1	Teacher 2
Song		√
Radio news		
News		
Video		
Audio	√	
Dramas		
Comedy shows		
TV commercial		
Quiz shows		
Cartoon		
Movie		

Appendix E

Documentation



Observation in class VIII



Observation in class VII



Interview

CURRICULUM VITAE



ANUGRAH. She was born on 14th July 1996 in Ujung Pandang. She is the first daughter of marriage between Ismail and Nurjannah. She has 1 sister, her name is Ratna Humaya. In 2002, she started in elementary school at SD Inpres Toddopuli 1 Makassar, graduated in 2008. Then she continued her junior high school at SMP Negeri 33 Makassar and graduated in 2011. After that she continued her senior high school at SMA Nasional Makassar and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2019 entitled “*Teachers’ Perception on the Use of Authentic Material to Teach Listening (A Descriptive Study at SMP PGRI 1 Tamalate Makassar)*”.