

**USING AUTHENTIC MATERIALS IN TEACHING  
INTERNSHIP: BENEFITS AND CHALLENGES**

**THESIS**

Submitted in Partial Fulfilment of the Requirements  
For Gaining the Degree of Bachelor of Education  
In English Language Education



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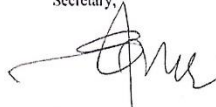
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*Wassalamu'alaikum Wr. Wb.*

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## MOTTO

بقدر الكدِّ تكتسبُ المعالي # ومن طلب العلا سهر الليالي

(ديوان الامام الشافعي)

*“Height/glory will only be obtained according to the level of effort (when achieving it). Whoever seeks glory will not sleep in the middle of the night (staying awake by doing positive things).”*

(Diwan Imam Syafi'i)

❖ No Sweet without Sweat.

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After going through many processes, I can finally finish my thesis under the title “**Using Authentic Materials in Teaching Internship: Benefits and Challenges.**” This thesis was submitted as partial fulfilment of the requirements in completing undergraduate of English Education Department, Walisongo Islamic State University.

The author realizes that this thesis would not be completed without any help, advice, support, and guidance from other parties or people around the author. Therefore, the author would like to express her deepest gratitude and appreciation to:

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Semarang, 15 Desember 2023  
The researcher,

A handwritten signature in black ink, consisting of a large, stylized initial 'N' followed by a series of loops and a vertical line, representing the name Nida Rodhatun Nasikha.

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## ABSTRACT

**Title : Using Authentic Materials in Teaching Internship: Benefits and Challenges**

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The aims of this research are to explain the types, reasons for using authentic materials and describe the benefits and challenges perceived by pre-service English teachers in teaching internships. This research was implemented using a qualitative. The participants were three pre-service English teachers from a State Islamic University in Indonesia, selected based on purposive sampling, who used authentic materials in their teaching internship in early September 2023. The data were collected through observation and interviews. They were analyzed through data condensation, display data, and drawing or verifying conclusions from the data. The findings showed that three pre-service English teachers used authentic visual materials, authentic audio-visual materials, and authentic printed materials for different reasons. Several benefits perceived by pre-service English teachers were providing real material, providing cultural knowledge through documentary videos, improving students' listening skills, and motivating students to learn. However, the challenges of using authentic materials in teaching and learning English are necessary for adequate preparation, selecting the right authentic material that students need, mastering vocabulary before teaching, and determining the appropriate content for class. This study is implied to assist

pre-service English teachers in preparing to use authentic materials and optimize the potential of authentic learning materials as dynamic and meaningful learning tools in developing students' skills and knowledge.

Keywords: *Authentic Materials, Benefits, Challenges, Teaching Internship.*

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# CHAPTER I

## INTRODUCTION

This introduction investigates several parts related to the topic. This chapter provides the background of the study, research questions, research objectives, pedagogical significance, and research limitations.

### **A. Background of the Study**

Teaching internships are a crucial factor that can enhance pre-service English teachers' skills. Teaching internships provide valuable and significant experiences that contribute to the better development of pre-service English teachers. A teaching internship is an early teaching experience representing a critical developmental influence on new teachers' self-efficacy beliefs. (Klassen & Durksen, 2014) Teaching internship is now considered the right place for pre-service English teachers to practice before becoming real teachers responsible for classroom management, including using learning media, methods and resources, classroom activities, assessment, feedback, and correction. It is also a crucial part of a teacher's job to encourage learners to take responsibility for their learning and become active participants in the learning process.

Teaching encompasses more than demonstrating proficiency in English pedagogy; it involves talent,

experience, and adeptness in engaging students to create an enjoyable, relaxed, and interesting classroom environment. (Azri & Al-Rashdi, 2014) This implies that the ability to teach English extends beyond a teacher's knowledge, emphasizing how English educators can convey the lessons related to students' abilities and foster an engaging learning atmosphere. Teachers with substantial experience effectively learning English can share their insights with learners.

Establishing an engaging learning process is closely tied to the presentation of material by pre-service English teachers. Teaching internships present challenges, especially when instructing a group of teenagers who may lack enthusiasm for learning activities. Minimal responses reflecting their interest in learning material are common for educators. Consequently, pre-service English teachers must prepare and design the learning process to captivate and motivate students. Pre-service English teachers must present material according to students' needs and prevailing conditions, considering students' intellectual diversity while teaching the target language and developing material. Additionally, language learning material plays a pivotal role in creating an effective teaching and learning environment.

The effectiveness of teaching material lies in its ability to facilitate language learning by enhancing learners' knowledge, experience, and understanding while aiding them in acquiring what they want and need to learn. The efficacy of language teaching materials largely depends on their meaningfulness, relevance, and motivational aspects for students. Achieving these conditions involves aligning materials and tasks with students' needs, interests, attitudes, and expectations. Pre-service English teachers must do their best to develop the most effective, appropriate, and flexible materials for their students and programs.

The ability of pre-service English teachers to create and gather teaching materials is crucial in determining the success of their teaching internship. Therefore, pre-service English teachers should be able to understand materials that match the students' abilities, stimulate their creativity and intelligence, and boost their motivation. Interesting materials are necessary for effective teaching and learning. Teachers must be skilled at presenting material to spark students' enthusiasm for learning English. Many learners struggle with English due to boredom and lack of interest in learning materials. In this situation, pre-service English teachers may face

challenges presenting engaging material and finding solutions for new teaching materials.

Teaching material is a key aspect that should be given priority in English classrooms. Using authentic material is an excellent way to connect students to the real world. Language learners often struggle to grasp discussions, but authentic material allows them to apply language skills in real-world scenarios. The use of authentic materials empowers teachers to adapt teaching strategies, creating a student-centered learning environment that is collaborative and interactive rather than centered around traditional teaching methods. Audio and visual presentations of authentic materials enhance the interest and engagement in the teaching and learning conditions.

Authentic learning materials and activities are designed to imitate real-world situations. In line with it, Jacobson sees the authentic material as printed material used in the classroom like it would be used in real life. (Jacobsen et al., 2009) In conclusion, authentic materials are the material that can expose the students to the real language. It can be from many things that we can find around the class. Generally, they are print, video, and audio materials that students encounter in their lives such as web sites, street signs, coupons, calendars, magazines,



newspapers, movies, TV programs, phone messages, and radio broadcasts.

Several researchers have conducted related studies on using authentic material among teachers. A survey on pre-service English teachers' perception of using authentic material in their teaching internship is essential. Because we can recognize what common types of authentic materials can be used and what things should be prepared before they teach in the real class, they can deliver material, either authentic or commercial, depending on students' needs. This aligns with Ghafar, who pointed out that authentic materials provide advantages and disadvantages for the learning process. (Ghafar et al., 2023) Moreover, Sutanto analyzed the students' difficulties understanding each part of the authentic news item materials. (Susanto, 2021) It can be implied that even though it is difficult or easy, it is necessary to carry out a study to examine teachers' perceptions, especially for undergraduate students or student-teachers who have little teaching experience in real situations. Authentic materials have been discussed over the past few decades, and the benefits and drawbacks of using these kinds of materials also come into the discussion. Even though some researchers argue that authentic materials can be too culturally biased. (Apsari, 2014) It takes time for teachers

to prepare, and making these materials comprehensible for the students is rather hard. It is also a fact that some students may not accept authentic materials as valuable learning sources.

The study was conducted by Soares under the title “The Effect of Authentic Materials on 12th Grade Students’ Attitudes in EFL Classes,” employed a qualitative research design and took place at Bucak Anatolian High School in Turkey. The research involved 37 12th-grade students and followed an experimental approach using a pre-test and post-test with a control group design. The findings indicated a notable positive impact of authentic materials on students’ attitudes towards the English course. Positive attitudes indicate students’ potential for success in acquiring the target language. (Soares, 2015) The study was under the title “Using Authentic Materials in The Foreign Language Classrooms: Teachers’ Perspectives in EFL Classes,” and took place in the TED (Tabadkan English Department) in Iran. The research comprised 57 English teachers who were actively teaching in high schools and participating in a teacher training course (TTC) within a CLT (Communicative Language Teaching) framework. Employing qualitative research methods, the study employed a questionnaire as its primary data collection tool. The study’s findings

suggested a positive inclination among English teachers towards utilizing authentic materials in the classroom, which demonstrated the potential for enhancing students' listening and reading skills. (Belaid & Murray, 2015)

The previous two related studies focused on using authentic materials, aligning with the objective of this current study. However, while that study primarily explored the perspective of authentic materials, it aims to delve deeper by discussing various aspects of authentic materials, including their definition, types, benefits, and challenges. Additionally, the participants in this research consist of college students, while the two other studies comprised English teachers and senior high school students. The location of this research is in Indonesia, whereas the other studies were conducted in Turkey and Iran. The insights gained from those studies serve as a basis for comparison and consideration in executing this research, as it appears that no previous researchers have explored this particular area of study.

However, the issue of authentic material is not solely about determining which one is superior but also about understanding how it can be best applied in the teaching and learning process. Students are typically not involved in selecting the materials used in many educational contexts. Instead, the teachers themselves

provide and decide on the type of material to be used. In some cases, pre-service teachers' perceptions of the material are often overlooked, even though they also require the material. Based on the circumstances above, this study aims to investigate pre-service English teachers' perceptions of using authentic materials during their teaching internship. Hopefully, this study will assist pre-service English teachers in identifying common types of authentic materials that can be employed and the necessary preparations before teaching in a real classroom. This way, they can effectively deliver material, whether it is authentic or commercial, based on the students' needs.

Based on the explanation above, this study will analyze more about types of using authentic materials and the benefits and challenges of Using Authentic Materials from the Perspective of pre-service English Teachers. Therefore, the researcher chooses this topic by conducting research under the title **“Using Authentic Materials in Teaching Internship: Benefits and Challenges.”**

## **B. Research Questions**

Referring to the research background that has been described by the researcher, therefore the researcher formulates three research questions, which will be discussed in the next chapter, those are:

1. What types of authentic materials are used by pre-service English teachers in their teaching internships? What are the reasons for using them?
2. What benefits are perceived by pre-service English teacher in using authentic materials in their teaching internship?
3. What challenges are faced by pre-service English teacher in using authentic materials in their teaching internship?

### **C. Research Objectives**

The research objectives of this study will be the following:

1. To explain the types of authentic materials are used by pre-service English teachers and the reasons for using them.
2. To describe the benefits are perceived by pre-service English teachers when using authentic materials.
3. To describe the challenges are faced by pre-service English teachers in using authentic materials in the classroom.

### **D. Significances of the Study**

The researcher expected this research would benefit the pre-service English teacher, the students, and other researchers theoretically and practically.

1. Theoretically, the researcher expected to give theoretical significance to pre-service English teachers, especially in using authentic material during their teaching internship.

2. Practically, the result of this study is beneficial:

a. Pre-service English teacher

The researcher expected this research to help pre-service English teachers recognize what common types of authentic materials can be used and know the benefits and challenges of doing the teaching internship using authentic materials.

b. Students

The researcher expected that students could illustrate everything in authentic materials. So, they can prepare themselves before they use authentic materials when they want to use them in their teaching internship.

c. Other researchers

The researcher expected this research to be a good reference for the next researchers in making a thesis related to this topic. Hopefully, the next researcher can gain information on using authentic materials in teaching internships.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains previous research and some literature reviews of this research.

#### **A. Previous Research**

The author of this thesis took into account several previous research that were relevant to it. These are:

The First research was conducted by Huda. This research aimed to explore the perception of English teachers on using authentic materials in teaching English—qualitative method through questionnaires and interviews used in this research. Most English teachers have a positive attitude toward using authentic materials in the classroom and prefer to use authentic materials. (Huda, 2017)

The second research was conducted by Elmoisheer. A quantitative method through a one-shot pretest-post-test experimental design was used in this research. This research revealed that writing summaries and reflective essays significantly improve students' performance after critical reading of authentic materials. This study recommends that study recommends the use of authentic online courses for enhancing EFL writing performance. (Elmoisheer et al., 2022)

The third research was conducted by Albiladi. The aim of this research is to explore language learners' perceptions of the benefits and challenges of using authentic materials in English reading classes—the qualitative method used in this research. This research shows that using authentic materials leads to many social and academic benefits, such as increasing students' motivation and cultural awareness. Findings also suggest that authentic materials are encouraged as they bring a sense of authenticity and reality to the language classrooms. (Albiladi, 2019)

The fourth research was conducted by Rehman. The quantitative method approach was used in this research. The research aims to explore the perceptions of secondary school teachers about the use of authentic material in Pakistani English language classrooms. The researcher found that most teachers liked using authentic material in their classes but were reluctant to do so because of the constraints created by the curriculum, examination system, and administrative pressures. The study recommends adapting the curriculum and examination systems to facilitate Pakistani secondary school teachers' use of authentic material in English language classrooms. (Rehman & Perveen, 2021)



The fifth research was conducted by Alzarga. This research aims to determine how Libyan university EFL teachers feel about using real classroom materials. A questionnaire was used to collect the data for this research. The results of the data findings show that the English teachers in the sample have a positive outlook on the use of real resources in their EFL classrooms. According to participants, the utilization of realistic materials can motivate students, pique their curiosity, and give them a taste of how the English language is actually used in the real world. Some of them also emphasized the regular usage of the materials by EFL teachers in their language classes, as this would have a good effect on their students' language skills. (Alzarga, 2021)

The five previous studies above discuss the perspective of using authentic materials. These studies provide insight for the researcher to explore similar issues in the context of teaching internships where pre-service English teachers have a background in English as a foreign language.

## **B. THEORETICAL REVIEW**

### **1. Pre-Service English Teachers and Teaching Internship**

Student-teachers or pre-service teachers comprise a community in the educational context that is interesting

to investigate because they have a dual role; they are students and teachers simultaneously enrolled in educator preparation programs, studying to become practising teachers. Their success in their role as students may indicate similar success in the teacher education program. Their roles and experiences in the pre-service program indicate their prospects for becoming teachers. (Lipka, Richard P., Ed.; Brinthaupt, Thomas M., 1999) EFL student teachers refer to individuals enrolled in programs or courses that aim to prepare them to become English as a Foreign Language (EFL) teachers. These students typically study to teach English to non-native speakers in countries or regions where English is not the primary language. (Reynolds et al., 2021)

Teacher preparation is offered to student teachers. The primary goal of pre-service teachers who will become teachers is to give them a proper understanding of the goals and purposes of education. The aim is to enhance the comprehension of student teachers regarding the fundamental concepts of child growth and development in addition to the methods through which students acquire knowledge. (Tarwiyah, 2018) To enable them to plan and present subject matter in ways that will promote students' interest, sense of purpose, and growth understanding processes. To develop skills, communication and

psychomotor skills that foster positive human interactions, facilitating engagement with children to encourage learning within and beyond the classroom setting. To develop understanding, interests, attitudes, and skills that enable them to further the development of the children under their care. One of the final stages of teaching training is the teaching internship.

Koşar reports that student teachers think teaching internships are great for putting the theoretical knowledge they learn into practice and significantly impact how they approach teaching. (Koşar, 2021) Teaching internships positively affect their teaching regarding preparation and adaptation materials, various activities, interaction with peers, and a sense of preparedness. For most student teachers, the teaching internship was their first experience in teaching. However, they have acquired theoretical courses such as language teaching methods, second language acquisition, language acquisition, language assessment, and speaking skills. They still encounter problems during their teaching internships; one is emotionally challenging.

The experiences of pre-service English teachers during teaching internships in using authentic materials are beneficial and can be a challenge in the learning process. Through a teaching internship experience, pre-service

teachers can learn to manage the benefits and challenges of using authentic materials, preparing them for a more effective and sustainable teaching career, and ultimately contribute to their professional growth and effectiveness as language educators. After completing the teaching internship, students should be able to: a) master all lessons or materials assigned to them; b) develop the main materials; c) use supported materials or learning media; d) plan and implement remedial and enrichment programs; and e) contextualize the main materials and daily life according to each lesson. (Mariam et al., 2022) The ability to manage the benefits and challenges of using authentic materials is a valuable skill that applies during the internship and will continue to benefit teachers throughout their careers.

## **2. Authentic Materials**

According to authentic materials, they were not created for language learning purposes. Instead, they were created with some real-life goal for, generally, native speakers. They include both spoken and written language samples.

### **a. Definition of Authentic materials**

Authentic materials are one of many materials that can be used in the classroom to support the teaching and

learning process. Some researchers defined authentic materials. These theories are based on the literature, which defines authentic materials in many ways.

According to Polio, authentic materials were not created for language learning purposes. Instead, they were created with some real-life goal for, generally, native speakers. They include both spoken and written language samples. (Polio, 2014) Then, Apsari said that authentic materials give real-life texts and are not written for pedagogical purposes. (Apsari, 2014)

Furthermore, authentic materials are the materials in English that were created not for teaching and learning purposes. Authentic materials are the materials that are designed for native speakers. Moreover, they are natural languages and designed not for students but for the speakers of the language. To sum up, authentic materials are the kind of materials in which the native speaker of the target language uses the language and gives actual language. (Mitha, 2008)

In conclusion, authentic materials refer to English resources initially created for purposes other than teaching or learning. They consist of genuine language content intended for native speakers in real-life contexts rather than for classroom use by students. Additionally, authentic materials are produced and utilized by native

speakers in their everyday lives, both in spoken and written forms, to facilitate genuine communication. Furthermore, their primary function is facilitating effective communication between individuals rather than solely focusing on language instruction.

#### **b. Types of Authentic Materials**

Authentic materials are not restricted in any way, as any real-world text can be used in the classroom as genuine materials. Various literature sources provide detailed explanations of the four distinct types of authentic materials: audio, visual, audio-visual, and printed materials.

Maroko said that authentic audio materials encompass various listening resources that learners can use, such as radio broadcasts (interviews, interactive talk shows, and advertisements) and recorded conversations (including one-sided telephone conversations). (Maroko, 2010) Furthermore, Akbari and Ravazi mentioned that the types of authentic materials similar to audio resources are limitless. However, radio broadcasts remain the most prevalent form of audio materials. (Akbari & Razavi, 2015)

According to Maroko, authentic visual materials comprise elements that learners can visually perceive. This category encompasses photographs, paintings,

drawings, children's artwork, wordless road signs, pictures from magazines, and wordless picture books. (Maroko, 2010) The type of authentic materials that the teacher most commonly uses in the classroom is movies. (Sujono, 2017) Then on the other hand, the most common types of authentic materials are videos and pictures from the internet. (Akbari & Razavi, 2015)

Audio-visual materials refer to resources that allow learners to listen and see simultaneously. This category encompasses a range of content, such as video and audio-visual news, cartoons, films, TV commercials, quiz shows, news clips, comedy shows, soap operas, and documentaries. (Bahrani et al., 2014) It stated that authentic materials in the form of audio-visual resources in English are akin to videos. (Sanchez, 2004) Various authentic materials within the audio-visual realm include CDs, DVDs, news programs, movies, and TV programs.

Authentic printed materials are the materials that form something real that can be touched and read, and their form is wordy. Maroko said that printed materials encompass a variety of resources that are in a written format. (Maroko, 2010) This category includes newspapers (articles, movie reviews, advertisements, astrology columns, sports reports, obituary columns,

recipes, directions, notices), restaurant menus, directories, minutes of a meeting, memoranda, diaries, tourist information brochures and travel guides, greeting cards, letters, billboards, posters, bus schedules, short stories, poems, novels, and various forms (such as medical history forms, application forms, and tax forms). Furthermore, Akbari and Ravazi highlighted that the variety of authentic materials similar to written resources is limitless. (Akbari & Razavi, 2015) The most frequently encountered examples include newspapers, magazines, and various literary works.

In conclusion, authentic materials encompass a wide range of types without any limitations because authentic materials can be found in various forms of text. The types of authentic materials are categorized into four groups: audio (including radio, songs, and taped conversations), visual (such as drawings, paintings, photos, and pictures), audio-visual (encompassing TV programs, films, documentaries, and videos), and printed materials (such as newspapers, magazines, literature, and menus). The commonly used authentic materials include newspapers, magazines, TV programs, radio broadcasts, movies, songs, literature, videos, internet resources, recipes, brochures,



photographs, drawings, road signs, taped conversations, and restaurant menus.

**c. Benefits of Using Authentic Materials**

There are many benefits of using authentic materials in the classroom. It will be explained clearly through the literature.

1. Providing real-world language use to the students.

Authentic materials can help learners understand the language as native speakers use it. According to Pandian, authentic materials can help learners understand the language used in real-life situations. (Pandian, 2011) Furthermore, Thomas summarizes that the authentic materials give examples to the students into the language that serves a useful purpose and can connect the classroom with the outside world. (Thomas, 2014)

2. Introducing Cultural Issues

Authentic materials can help learners understand the culture of the language they are learning. They use the classroom materials and give cultural information on the target language. For example, authentic materials, which form a fairytale story, usually also bring and tell natives' culture inside the content. This makes the students understand the story and the culture inside the

story. Authentic materials can help learners understand the cultural context in which the language is used. (Sari et al., 2020)

### 3. Motivating the students in learning

Using authentic materials in the classroom can enhance students' motivation to learn due to their visually appealing and colourful nature, which attracts the students and makes them want to learn more through authentic materials. These materials encompass various forms, including songs, videos, TV programs, photographs, drawings, and paintings. Moreover, authentic materials give students a sense of learning the target language in its genuine context, further reinforcing their motivation. (Rao, 2020) Furthermore, Thomas said that authentic materials are better to use than textbooks from the school because they provide a refreshing change for the students' moods and can motivate them. (Thomas, 2014)

In addition to serving as illustrative tools that bridge the gap between text and the real world, authentic materials offer many advantages. They can enhance students' motivation for learning by providing real-life context. Furthermore, authentic

materials also impart cultural knowledge about the target language. Additionally, they improve students' overall language proficiency, encompassing listening, speaking, reading, and writing skills.

#### **d. Challenges of Using Authentic Materials**

As the non-pedagogical purpose materials, authentic materials also challenge choosing and using them in the classroom. The list below summarizes the challenges that are associated with using authentic materials.

##### **1. Need more preparation**

Authentic materials spend too much time in the preparation of selecting suitable authentic materials for the students. (Thomas, 2014) So, authentic materials are the materials that need more preparation and need more time. The teacher should choose the materials that suit the student's needs, which will take more time and preparation in the process of choosing the materials.

##### **2. High level of grammar**

Authentic materials sometimes contain a high level of grammar in the context. This will make the students uneasy to understand the lesson explained by the teacher in the classroom.

Moreover, using grammar structures in authentic materials may be too complex. (Thomas, 2014) Moreover, they also find it hard to identify the texts. In addition, it happens because authentic materials sometimes contain mixed structures.

3. Using difficult vocabularies

Authentic materials in the text sometimes use language that is too difficult, and the use of vocabulary may not be too generalized. (Thomas, 2014) Authentic materials sometimes contain a high level of vocabulary that might not be relevant to the student's current needs. (Sarapli, 2009) In the end, this makes the students work harder to understand the whole meaning of a sentence by translating the word by word on it.

4. Containing inappropriate content

Authentic materials use cultural content that may seem too unfamiliar for students. Authentic materials sometimes contain the culture for adults only with too complex ideas unsuitable for children with simple minds. So, the teachers must look for materials suitable for the student's level. Furthermore, authentic materials sometimes contain inappropriate culture of the materials for students outside of the classroom contexts because

it is made not for school purposes but for the speaker of their native language.

In conclusion, utilizing authentic materials presents challenges in their application. These materials often encompass intricate cultural information that may be unfamiliar and detached from the classroom context. This is due to the dynamic nature of authentic materials, which continually evolve in response to modernization. Moreover, they frequently incorporate highly specialized vocabulary and complex grammatical structures. Additionally, using authentic materials requires more preparation time, particularly in selecting suitable materials aligned with students' proficiency levels. The appropriateness of the materials is contingent upon their linguistic structures, grammar usage, vocabulary, and, most importantly, content. Consequently, students find it easier to comprehend when teachers employ authentic materials that address their needs.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the research method of the present study. It consists of a research design, focus of the research, data collecting technique, and data analysis technique.

#### A. Research Design

Research design is the method used to choose how to proceed with obtaining data for a research study. This thesis used descriptive qualitative. According to Creswell, Qualitative research focuses on how people understand or interpret their experiences. (Title et al., n.d.) Numbers cannot define the pre-service English teacher's perception but by words.

Furthermore, Berg said that qualitative research explores the meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions of phenomena. (Lune & Berg, 2017) This study discussed the types, benefits, and challenges of using authentic materials in teaching internships. Data were gathered through observation and interviews in qualitative research methods. The results of the descriptive qualitative study were the data that were gathered.

## **B. Research Setting and Participants**

The technique used to decide the sample was purposive sampling, which is also known as judgmental, selective, or subject sampling technique. Purposive sampling allows the researcher to take the sample by using their judgment to choose the appropriate sample for collecting the needed data, usually based on the prior information. (Fraenkel, n.d.) It was chosen because those samples make it easier for the writer to collect the data. In this research, the participants consisted of three pre-service English teachers who used authentic materials in their teaching internship. The participants were 7th-semester students majoring in the English language education department from the Indonesian Islamic University who joined a teaching internship in early September 2023. The names of the participants were kept confidential to protect their privacy.

## **C. Data Collection Technique**

The researcher used two instruments to get the data for this study. The study's instruments included observations and interviews. Researchers employed qualitative research. The researcher used data collection techniques such as observations and interviews to gather data. The researchers observed in the class and conducted interviews using a variety of questions.

## D. Research Instruments

Research instruments are required to collect the data. The instruments for collecting data are chosen and used by the researcher to ensure that the data collection becomes systematic and easy. In this research, the research instruments use observation guidelines and interview guidelines. The explanation of instruments in data collection is as follows:

### 1. Observation

Observation was the first research method used. The researcher employed a checklist to gather the necessary data for this study. Checklists are the most straightforward tool that may be used in qualitative research. According to Ary, they are made up of a list of specific points that are noticed. The researcher concentrated on some points during the observation in order to collect some evidence. Each pre-service English teacher would be observed only once in each class. The purpose of the observation was to find out the kinds of authentic materials implemented by pre-service English teachers in their teaching internships. The indicators that will be observed by the researcher in the object field are:

*Table 3.1 observation guidelines*

	Implementation
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Kinds of authentic materials	S.teacher 1	S.teacher 2	S. teacher 3
<ul style="list-style-type: none"> <li>- Instagram post</li> <li>- Pictures</li> <li>- Magazines</li> <li>- Song</li> <li>- Book</li> <li>- Brochure</li> <li>- Video</li> </ul>			

## 2. Interview

Interviews were the second tool utilized in this study. Interviews are typically defined as a method of spoken questioning of a person. (Ary at al, 2010) Interviews can be used as the main method of data gathering or in conjunction with other techniques, such as observation and document analysis, according to Bogdan and Biklen (as cited in Hoepfl, 1997). The researcher used the interview to support the information obtained from the observation, to gather further information or data, and to clarify the final findings.

The researcher interviewed three pre-service English teachers from one of the State Islamic Universities in Indonesia using structured or standardized interviews. The research is discussed in the frame of authentic materials with questions adopted from which encompass types of authentic materials, benefits (Albiladi, 2019), benefits (Babu, 2019), and

challenges of using authentic materials (Bekele, 2014). These factors collectively support the success of learning with the following indicators.

Based on the Cambridge Dictionary, benefit is a helpful or good effect or something intended to help.

*Table 3.2 Interview guidelines*

Variable	Indicators	Questions
Benefit	The importance of using authentic materials	Do you mind telling me what kinds of authentic materials you use in the classroom? And why do you use those authentic materials?
	Teachers' role in using authentic material	Can you tell me about your preparation before you used authentic materials in your classroom?
	Level of students' ability.	In your opinion, should we consider authentic materials used to the students' abilities before?
	Students' achievement	What are the benefits you get from using

		authentic materials when teaching in the classroom in the teaching internship program?
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Based on Collins online dictionary, a challenge is something new and difficult which requires great effort and determination.

*Table 3.2 Interview guidelines*

Variable	Indicators	Questions
Challenges	The difficulties of using authentic materials	What challenges do you face when using authentic materials for classroom teaching?
	The greatest effort in using authentic materials	What are the primary challenges that require the greatest effort when you use authentic materials in the classroom?
	The determination of selecting authentic materials	What factors do you consider when selecting authentic materials?

## **E. Methods of Analysing Data**

According to Sugiyonos's book, data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and the findings can be shared with others. In this research, the researcher uses the method of analyzing data from Miles and Huberman that was divided the method of analyzing data into three parts, those are:

### **a. Data reduction**

Reducing data means summarizing, choosing the main things, focusing on the crucial things, and looking for themes and patterns. Therefore, the reduced data will provide a clearer picture and make it easier for researchers to collect further data and look for it if needed. In reducing data, each researcher is guided by the goals to be achieved.

In this research, the researcher reduces the information from the informant by using observation and interviews. Then, the data will summarize and focus on the crucial information from the informant.

### **b. Data display**

After the data is reduced, the next step is to display the data. Qualitative research data presentation can be done in brief descriptions, charts, relationships between

categories, flow charts, etc. In this case, Miles and Huberman are most often used to present data with narrative text in qualitative research. Furthermore, it is recommended that in displaying data, in addition to narrative text, it can also be in the form of graphs, matrices, networks, and charts. After the researcher resumes the data, the researcher will display the data from the informant in a narrative or table to facilitate the reader.

c. Data conclusion

The last step in qualitative data analysis is drawing conclusions and verification. The initial conclusions are temporary and will change if strong evidence is not found supporting the next data collection stage. However, suppose the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data. In that case, the conclusions put forward are credible.

Data analysis is done by organizing data, describing it into units, synthesizing, compiling it into patterns, choosing which ones are important and what will be learned, and making conclusions. The method used by the researcher to analyze the data is observation and interview.

## **F. Trustworthiness**

In this research, the researcher chooses credibility by using the triangulation method. Method triangulation is the kind of triangulation used by the researcher in this research. The triangulation method is done by collecting data with other methods. Researchers can use these methods as qualitative research researchers use observations and interviews to obtain correct information.

The researcher checked the validation of the data using a triangulation strategy. According to Miles and Huberman, triangulation is a tactic for verifying or confirming findings using multiple sources and modes of evidence. The researcher examined multiple sources, such as interview responses, as many times as necessary to obtain the valid findings of this study.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

The researcher's results are presented in this chapter. Answers to the research questions were given using the gathered data. The discussion section then briefly covered the results.

#### A. Findings

The research's findings are discussed in this section. In the first portion of this section, the researcher examines the types of authentic materials used by pre-service English teachers and the reasons for using them in the classroom. The second portion discusses what benefits and challenges pre-service English teachers perceive when using authentic materials. This section also includes an analysis of the information gathered from the observation and interview.

##### 1. The Types and Reasons for Using Authentic Materials

This section presents the initial chapter's response to the first research question. The initial research question was, "*What types of authentic materials are used by pre-service English teachers in their teaching internship, and what are the reasons for using them?*"

The researcher conducted classroom observations to address this study question. The research findings reveal that three pre-service English teachers utilized various authentic materials during their teaching internship. These materials are:

### 1.1 Authentic visual materials

Pre-service English teacher 1 taught an English class on September 18, 2023. She taught with the topic “Stating Opinion, Agreeing, and Disagreeing. She used a caption post on Instagram, and Pre-service English teacher 2 used a picture; they are categorized as authentic visual materials. Student teacher 1 used caption posts on Instagram as authentic media in order for students to get real experience from visual materials. As a result, it was very easy for students to follow the real application of “Stating Opinion, Agreeing, and Disagreeing” in real life. In this case, the student teacher could provide authentic teaching materials that introduced students to a real-world language, especially in “Stating Opinion, Agreeing, and Disagreeing.”

### 1.2 Authentic audio-visual materials



Pre-service English teacher 2 taught an English class on September 21, 2023. She used a documentary video entitled *Banknotes* as authentic audio-visual material; the topic is about spending money. This video was produced by a native speaker. Native speaker sounds help students get used to hearing correct pronunciation and get the correct information they hear in spoken texts from native speakers.

### 1.3 Authentic printed materials

Pre-service English teacher 3 taught an English class on September 22, 2023. She taught reading with the topic “We are what we eat.” She used a text entitled “Text Creepy-Crawlies, the Superfood of the Future.” It is categorized as authentic printed materials as texts produced by native speakers for a non-pedagogical purpose. To increase students’ actual experience, knowledge, and production of new vocabulary about the text, the Pre-service English teacher used authentic material about health in the form of text.

The explanation of the types and reasons for using authentic materials is summarised in the following table:

Table 4.1

## Types and reasons for using authentic materials

Types	Reasons
Authentic visual materials	<ul style="list-style-type: none"> <li>- The use of pictures is functioned as an example to facilitate students' understanding.</li> <li>- Most of students are already accustomed to and enjoy using posted captions on Instagram.</li> </ul>
Authentic audio-visual materials	<ul style="list-style-type: none"> <li>- The voices of native speakers in documentary videos help students recognize correct pronunciation, and subtitles in English are displayed to provide the right information on how to write the spoken words.</li> </ul>
Authentic printed materials	<ul style="list-style-type: none"> <li>- Authentic texts function to increase students' real-world experience, knowledge, information unrelated to the learning system, and the ability to generate new vocabulary related to the text.</li> </ul>

The learning materials above have been implemented appropriately and in accordance with the methods and media. Proven by one of the pre-service

English teachers, it incorporates game-based learning, using spending money as a material and utilizing picture media in the learning process. This is in accordance with the characteristics of grade 8, who like to learn with games to get attention from students. Instructional media is any form of learning that can be used in a learning process to enhance effectiveness and efficiency in achieving a learning objective. (Puyada et al., 2018) To achieve the learning objectives, one of the pre-service English teachers used media, methods, and techniques appropriate to the students' characteristics to make the class fun and not get bored quickly.

A brief description of the delivery of the material is provided in the following table.

Table 4.2

The representation of materials exposure

ST	Topic	Method	Media	Implementation
St 1	Stating Opinion, Agreeing, and Disagreeing	Problem-based learning	caption post on Instagram	The students are guided to read and analyze captions related to specific content. This is followed by a thoughtful discussion about the topic, encouraging

				students to express their opinions, whether in agreement or disagreement, substantiated with reasons.
St 2	Spending money	Games-based learning	documentary video, picture.	The English student teacher showed several pictures of banknotes and elaborated on them by asking the students some questions about them. Then, the students watched a documentary video on THINK page 26 to discuss the questions' relation to the videos.
St 3	We are what we eat	Games based learning	Text Creepy-Crawlies the superfood of the future	Discussing certain texts, then students differentiate some vocabulary between countable and uncountable words.

According to the interview results, pre-service English teachers use many authentic materials in their teaching internships. Each student teacher will have their reason for using them, but it is still according to the character or principles of activities.

## 2. The Benefits of Using Authentic Materials from the Perspective of Pre-Service English Teachers

This section responds to the second research question posed in the first chapter. Data were obtained from interviews by asking the pre-service English teachers about the benefits of using authentic materials. According to the participants who participated in this research, they faced some benefits from using authentic materials in the classroom. Four interrelated themes are provided in the following table.

Table 4.3  
pre-service English teachers' perspective on the  
benefits of using authentic materials

Benefits	Data
Motivating students to learn	In my opinion, authentic materials <u>attracted</u> my students' attention ....

Providing real-word material to students	The topics discussed <u>are related to students' daily lives</u> ...
Developing listening skills	Authentic audio-visual materials are <u>more interesting</u> ....
Giving cultural information	the students are able to learn about the <u>culture inside</u> authentic audio-video materials ...

Table 4.3 reveals four benefits of using authentic materials from the perspective of pre-service English teachers: motivating students to learn, providing real-world material to students, developing listening skills, and giving cultural information. The explanation is presented below.

## 2.1 Motivating students in learning

According to the interview results, the researcher concludes that motivating students to learn is most of the answers of pre-service English teachers. St1 claimed that motivating students to learn was one of her most significant benefits when using authentic materials. The result of the interviews is presented in the following excerpt.

*Authentic materials attracted my students' attention because I see what students need and like, for example, Instagram, so I use Instagram post captions as authentic visual materials because most students are used to and like Instagram; therefore, I use them so that students don't feel bored. (interview data)*

Based on the excerpts above, it reports that authentic material can motivate students. The students can feel motivated because they feel happy and enjoy the class, which is easy to understand. Using authentic material in the form of pictures, captions, and audio-visuals motivates the students to want more about the lesson. They enjoy the class because the authentic materials and activities do not bore them. This also makes it easier for the pre-service English teachers to attract students' attention, and the pre-service English teachers can easily control the class.

## 2.2 Providing real-world materials to the students

The second benefit of using authentic materials is providing real-world materials to the students. Besides the fact that authentic material directly gives a real example or real explanation, it also allows the students to practice and apply it in the real world.

Moreover, the students can learn things in a real-life context.

*The use of authentic materials has a positive impact on students' ability to apply the knowledge they have learned in real life. This is because they are given examples of real-world situations and are expected to embed them in their daily lives. For example, when I teach them how to express opinions, agree and disagree with other people's opinions.*

### 2.3 Developing listening skills

In addition, authentic materials are also beneficial to increase students' language proficiency, which is a listening skill. The pre-service English teachers responded that the students showed development in their listening skills. The result of the interviews is presented in the following excerpt.

*Authentic materials can increase students' language proficiency, which is listening skill, my students are able to know how to pronounce good pronunciation because I used the audio of the native speaker. (interview data)*

It reports that authentic materials expose learners to the natural pronunciation, intonation, and variety of accents of the language spoken by native speakers.



This exposure contributes to a more authentic understanding of language use in real-life communication. It helps learners become more accustomed to how the language is spoken, preparing them for diverse real-world encounters.

#### 2.4 Giving cultural information

The fourth benefit is providing cultural information. Pre-service English teachers responded that authentic materials impart cultural insights through the cultural content embedded in their audio-visual materials. The outcome of the interviews is presented in the following excerpt.

*When I used documentary video (banknotes), the students are able to learn about the culture inside of authentic audio-visual materials, which contained some reports about shapes, forms, and types of money in some countries. (interview data)*

It reports that authentic materials can provide cultural information. Cultural information is usually found in authentic material in the form of documentary videos. The culture can be taken from every side of the target language.

### 3. The Challenges of Using Authentic Materials from the Perspective of Pre-Service English Teachers

This section provides responses related to the challenges faced by pre-service English teachers when using authentic materials. The questions that were asked in the interview were according to the interview guidelines that the researcher created. According to the participants who participated in this research, they faced some benefits from using authentic materials in the classroom. Three interrelated themes are provided in the following table.

Table 4.4  
pre-service English teachers' perspective on the  
challenges of using authentic materials

Challenges	Data
The need for more preparation	Using authentic materials needs for <u>extra effort</u> like I have to learn for some tools in the facilities of the classroom ....
The use of difficult vocabularies	I found <u>some of my students feel difficult</u> for learning some ...

The determination of selecting authentic materials	I have to consider when selecting authentic materials related to students' abilities students' needs ...
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Table 4.4 reveals three challenges of using authentic materials from the perspective of pre-service English teachers: need for more preparation, use of difficult vocabulary, and determination in selecting authentic materials. The explanation is presented below.

## 2.5 The need for more preparation

Based on Table 4.4, it is evident that pre-service English teachers perceive challenges in using authentic materials. Authentic material is not easy to prepare and can take a long time to finish. The preparation included selecting the proper authentic material with contents, grammar, and vocabulary equal to the students' level. This is because authentic material presents general content for all levels. The outcome of the interviews is presented in the following excerpt.

*Before the class, I need extra effort, like I have to learn for some tools in the classroom facilities, deciding the appropriate material for students*

*according to the theme from various social media. (interview data)*

*Using authentic materials in teaching English, I feel it is more challenging because the teaching material comes directly from the native speaker, which means using full English, so I, as a teacher, must be able to master and convey the material well and correctly. There is no explanation in Indonesian, so I must prepare for all future possibilities. I must be prepared for the material and understand the materials that will be given to the students so that the material can be conveyed and understood well by students. (interview data)*

## 2.6 The use of difficult vocabularies

In addition, the challenge perceived by pre-service English teachers is using difficult vocabulary. The meaning of difficult vocabulary refers to its vocabulary that students never knew before, as well as the vocabulary not in general contents such as the vocabulary used in the Creepy-Crawlies text, the superfood of the future law, and other contexts outside of the classroom contexts. The outcome of the interviews is presented in the following excerpt.

*In some cases, when I used authentic materials, especially when I played the*

*video, students found it challenging to understand certain vocabulary used in the video, making it difficult for them to respond to the materials. (interview data)*

Rather than that, in the case of St2, the challenge stemmed from the difficulty in interpreting the meaning of the words spoken by the native speaker on the video, as he said.

*The challenge I faced was that there were some words spoken by the native speaker on the video that I did not understand the meaning of. I assumed this was the meaning, but it implied a different meaning, which led to a misunderstanding.*

## 2.7 The determination of selecting authentic materials

The last challenge that is perceived by pre-service English teachers is the determination to select authentic materials. The content of authentic materials is sometimes too general and not proper for students. For example, it contains material for adult content or for high school that is not appropriate for children in elementary school. The outcome of the interviews is presented in the following excerpt.

*I have to decide the source material that is appropriate for students according to their age and the skills of the students in*

*various classes and themes in the independent curriculum. (interview data)*

It reports that the challenge of using authentic materials lies in the determination and selection process. The challenge stems from the need to carefully choose authentic materials that align with educational objectives, student proficiency levels, and the overall learning context. This involves considering factors such as language complexity, cultural relevance, and appropriateness for the specific learning outcomes. Additionally, determining the authenticity of materials and ensuring they engage and benefit students can be challenging, requiring educators to balance linguistic authenticity and pedagogical effectiveness.

## **B. Discussion**

After revealing the research findings, the researcher would like to discuss the research. In this chapter, the research discussion is organized based on the research questions given: (1) What types of authentic materials are used by pre-service English teacher in their teaching internship? What are the reasons for using them? (2) What benefits are perceived by pre-service English teachers when using authentic materials? (3) What challenges are

faced by pre-service English teachers in using authentic materials in their teaching internship? In the presentation of the research discussion, the researcher will discuss the findings and correlate them with related theories or previous studies.

The first section of the discussion will identify the types of authentic materials and the reasons for using them. The second section of the discussion will explore the benefits are faced by pre-service English teachers when using authentic materials. The third part will discuss the challenges are faced by pre-service English teachers when using authentic materials.

## **1. The Types and Reasons for Using Authentic Materials**

In this section, the researcher discusses the data from observation and interviews that has been presented in the findings. From the result of the observation in table 4.1, it was shown that each pre-service English teacher used a different type of authentic materials. Two of the pre-service English teachers used authentic visual materials, which were caption posts on Instagram and pictures. And one of the pre-service English teachers used authentic audio-

visual materials, which are documentary videos, in their teaching internship.

One of them used authentic visual materials: caption posts on Instagram. Teaching vocabulary using the Instagram caption technique positively impacts students' academic performance. This is supported by the findings of Zarei and Rudravarapu, who stated that Instagram allows learners to engage in meaningful interactions, resulting in better communication skills, language proficiency, grammar, and vocabulary mastery. (Zarei & Rudravarapu, 2019) In addition, authentic audio-visuals are also used because the students can concentrate on the language in detail, interpret what has been said, repeat it, predict the reply, and so on. The last type of authentic materials used by student teachers is text, which is provided by school books. The student teacher used authentic material about health in the form of text. This text produced for purposes other than to teach language.

## **2. The Benefits of Using Authentic Materials from the Perspective of Pre-Service English Teacher**

Based on the data obtained, all pre-service English teachers faced benefits from using authentic materials



in their teaching internship. The researcher discovered that the pre-service English teachers experienced four benefits. These benefits include motivating students to learn, providing real-word material to students, developing listening skills, and providing cultural information. The data revealed that incorporating authentic materials sparked students' interest in the learning process by offering relevant and relatable content. Three participants support this opinion. They say using authentic materials in learning attracts their students' attention. Moreover, it creates an attentive and motivated learning process. This finding aligns with Benavent research, which found that students' participation during the lesson increased when authentic materials were used. (Benavent et al., 2011)

Based on the research findings, it was found that classroom activities provide students with opportunities to expose themselves to the authentic language of the real world in the classroom, in line with the results of Mukundan, which mentioned that authentic materials are materials or tools to teach or learn in target language logic. They should perform in real-world situations to reach competency standards in the curriculum. (Mukundan et al., 2016) In addition, learning outcomes are the final findings on the benefits of using authentic

materials in their teaching internship. According to research findings, using authentic materials develops the students' listening skills. The research results are in line with Rais and Wahyuni, who found in research that students should practice listening using interesting material and audio from native speakers. Authentic materials help students understand the content of spoken language. (Rais & Wahyuni, 2012) By using authentic materials, the students become more active in class. The final finding on the benefits perceived by pre-service English teachers in their teaching internship is giving cultural information. Some participants say that using authentic materials provides information about the target culture and provides that culture's perspective on an issue or event. This is supported by the findings of Beresova, which stated that using authentic materials will increase language development and cultural awareness more significantly than using modified materials. (Beresova, 2015) because language and culture are inseparable, foreign language learners become learners of the target culture.

#### **4. The Challenges of Using Authentic Materials from the Perspective of Pre-Service English Teachers**

In the interview section, the researcher found that all pre-service English teachers acknowledged facing challenges when using authentic materials in their teaching internship. Specifically, the researcher discovered that pre-service English teachers expressed that the need for more effort in preparing classes is a significant challenge they faced when using authentic materials in their teaching internships. According to Rahma and Muhammad Basri, choosing appropriate materials for the topic requires more time and preparation. (Rahma & , Muhammad Basri, 2022) Three participants in this study indicated that they experienced challenges and needed more preparation. Moreover, of course, knowledge of adequate sources of material and varied creativity is needed by the teacher to use authentic materials. Besides that, the importance of carefully determining and choosing authentic materials is a challenge faced by pre-service English teachers. This is supported by Unver's findings. It is crucial to emphasize that teachers should select authentic materials with a well-defined pedagogical purpose to avoid potentially discouraging or demotivating students. Appropriate, authentic materials are carefully selected to ensure positive engagement and motivation among students. (Unver, 2017)

Using difficult vocabulary is the final finding on the challenges pre-service English teachers perceive in their teaching internships. According to research in this study stated that authentic materials sometimes use difficult vocabulary that might not be suitable to the student's currently needs. The findings of this study support Dania and Adha. The findings of their research showed that students encountered some difficulties in comprehending authentic online materials, such as too many new words, English phrases, and English slang. (Dania & Adha, 2021) Additionally, the students faced some challenges in reading the material when the length of the text is not appropriate for their level and the topic is too far from their interests.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the significant point of the whole discussion in this research. The conclusion and suggestions are presented here.

#### A. CONCLUSIONS

This research focuses on three research questions. The first is about “*the types and reasons for using authentic materials in teaching internship.*” Three pre-service English teachers used different types and reasons for using authentic materials. The types of authentic materials used were authentic visual, audio-visual, and printed materials. They mentioned that the use of pictures functions as an example to facilitate students’ understanding; it does not bore the students with the classic media.

The interviews are done to answer the second research question about “*the benefits of using authentic materials from the perspective of pre-service English teachers.*” They mentioned that appropriate use of authentic materials motivates students to learn, providing real-word material to students, developing listening skills, and giving cultural information are benefits perceived by

pre-service English teachers in using authentic materials in their teaching internship.

The third question inquired about “*the challenges of using authentic materials from the perspective of pre-service English teachers.*” Pre-service English teachers mentioned the necessity for more preparation, the use of difficult vocabulary, the importance of determining authentic material selection, and the careful selection of appropriate authentic materials. These factors are considered essential to ensure positive engagement and motivation among students.

Understanding the types, benefits, and challenges of using authentic materials from the teacher’s perspective is crucial. This comprehension enables teachers to select and organize authentic teaching materials wisely, considering the difficulty level and providing necessary support to ensure that students can derive maximum benefits from using these materials.

## **B. SUGGESTIONS**

Based on the results, discussions, and conclusions of this research, the researcher would like to give several suggestions to actively or passively involved colleagues. Those suggestions are described as follows:

- a. For a pre-service English teacher

Pre-service English teachers are suggested to use authentic materials in their teaching internship process as the material that leads students to experience the real language used by native speakers instead of textbooks. Carefully selected materials improve students' interest and motivation, which supports them in achieving communicative skills toward the target language and cultural knowledge.

b. For further researchers

For further research, those who want to do similar research about the types, benefits, and challenges of using authentic materials from the perspective of pre-service English teachers, further research can use this research as a reference for their research. However, the researcher suggests that further research should look for related literature with a similar topic. Also, further research should improve their research with other topics related to this research.

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## APPENDIXES

### Appendix I Questions of Interview

1. Do you mind to tell me what kinds of authentic materials that you use in the classroom? And why do you use those authentic materials?
  - **First informant:** *“I used caption posts on Instagram because most students are accustomed to and enjoy using it. So, it will be easy for students to follow the real application of the material.”*
  - **Second informant:** *“I used video documentaries because they help develop listening and viewing skills, which are important components of language proficiency. So, the voice of a native speaker helps students become familiar with the correct pronunciation and get the right information.”*
  - **Third informant:** *“I used authentic texts to increase students’ real-world experience, knowledge, information unrelated to the learning system, and the ability to generate new vocabulary related to the text. because by using this text, students do not get bored but instead add new information related to the text.”*

2. Can you tell me about your preparation before you used authentic materials in your classroom?

➤ **First informant:** *“The first I choose (determine) what source will be used, the second I choose (determine) the media will be used.”*

➤ **Second informant:** *“My preparation is only to understand more deeply about the materials that will be delivered.”*

➤ **Third informant:** *“First, define learning objectives. I start by identifying the specific language skills or content knowledge they want to address using authentic materials. These objectives guide the selection and use of materials. Second, select appropriate materials. I carefully choose authentic materials that align with the learning objectives, language proficiency of the students, and cultural relevance. I consider factors such as relevance, difficulty level, and cultural sensitivity. third, preview materials. Before using authentic materials in the classroom, I thoroughly review and analyze them to identify potential challenges or points of interest. This allows me to anticipate difficulties their students might face.*

3. In your opinion, should we consider authentic materials used to the students' abilities before?



- **First informant:** *“yes, we should consider it.”*
  - **Second informant:** *“of course, we have to do it.”*
  - **Third informant:** *“sure, it must consider it.”*
4. What are the benefits you get from using authentic materials when teaching in the classroom in the teaching internship program?
- **First informant:** *“Authentic materials attracted my students’ attention because I see what students need and like, for example, Instagram, so I use Instagram post captions as authentic visual materials because most students are used to and like Instagram; therefore, I use them so that students don’t feel bored.”*
  - **Second informant:** *“The use of authentic materials has a positive impact on students’ ability to apply the knowledge they have learned in real life. This is because they are given examples of real-world situations and are expected to embed them in their daily lives. For example, when I teach them how to express opinions, agree and disagree with other people’s opinions.”*

➤ **Third informant:** *“authentic materials can increase students’ language proficiency which is listening skill, my students are able to know how to pronounce the good pronunciation because I used the audio of the native speaker.”*

5. What challenges do you face when using authentic materials for classroom teaching?

➤ **First informant:** *“Using authentic materials in teaching English, I feel it is more challenging, because the teaching material comes directly from the native speaker, which means using full English, so I as a teacher must be able to master and convey the material well and correctly. where there is no explanation in Indonesian then I have to prepare for all future possibilities and, I must be prepared for the material and my understanding of the materials that will be given to the students as well, so that the material can be conveyed and understood well by students.”*

➤ **Second informant:** *“In some cases, when I used authentic materials, especially when I play video, students found it challenging to understand certain vocabulary used in the video, making it difficult for them to respond to the materials.”*

- **Third informant:** *“The challenge I faced was that there were some words spoken by the native speaker on the video that I didn’t understand the meaning of. I assumed this was the meaning, but implied a different meaning, which led to a misunderstanding.”*
6. What are the primary challenges that require the greatest effort when you use authentic materials in the classroom?
- **First informant:** *“Before the class I need for an extra effort, like I have to learn for some tools in the facilities of the classroom, deciding the appropriate material for students that according to the theme from various social media.”*
  - **Second informant:** *“I have to decide the source material that is appropriate for students according to their age and the skills of the students in various class and themes in the independent curriculum.”*
  - **Third informant:** *“The main challenge is that as time goes by, even though I use authentic material, I also have to have creativity as a facilitator in providing stimulus as well as good learning strategies and methods.”*
7. What factors do you consider when selecting authentic materials?

- **First informant:** *“The theme of the material that has been determined, the age of the students, the skills of students in various classes.”*
  
- **Second informant:** *“It should be aligned with learning objectives, students’ ability, and students’ interesting.”*
  
- **Third informant:** *“I consider factors such as relevance, difficulty level, and cultural sensitivity.”*

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