

**THE INFLUENCE OF AUTHENTIC MATERIALS USAGE
TOWARDS STUDENTS' INTEREST IN ENGLISH
LANGUAGE LEARNING: A Study at MAN 1 Batang Hari**

A THESIS

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DECLARATION OF ORIGINALITY

I hereby formally declare that the thesis entitled "*The Influence of Authentic Materials Usage Towards Students' Interest in English Language Learning: A Study at MAN 1 Batang Hari*" is entirely my original work. To the best of my knowledge and belief, this thesis does not contain any material previously published or written by another individual, nor does it include any material accepted for any other degree or diploma, except where proper acknowledgment has been made in the text.

I declare that this is a true copy of my thesis, including any final revisions, as approved by my thesis committee and the Graduate Studies office, and that this thesis has not been submitted for a higher degree to any other University or Institution.

I take full responsibility for the content and originality of this thesis.

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MOTTO

"Keep moving forward with confidence and self-belief, as every step taken, every challenge faced, and every effort made is part of the unique story I am intentionally building with purpose."

DEDICATION

I offer my praise and gratitude to God Almighty for all His mercy and blessings that have enabled me to complete this thesis. In the process of completing this thesis on English language education, I would like to express my thanks to:

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May this thesis provide benefits for the development of English language education in Indonesia. It is hoped that this research can serve as a reference for educators in enhancing the quality of English learning. Additionally, may the findings of this study be useful for future researchers in the same field.

ABSTRACT

Kholipah, S. (2024). **“The influence of authentic material towards student interest in English language learning: A Study at MAN 1 Batang Hari”** Master Program of English Language Education. Jambi University. The first Supervisor: Prof. Hadiyanto, S.Pd., M.Ed., Ph.D. The second supervisor Dr. Fortunasari, S.S., M.A.

This research aims to achieve several key objectives: (1) to identify the various types of authentic materials used at MAN 1 Batang Hari, (2) to gauge students' interest in these authentic materials, and (3) to evaluate the influence of these materials on English language learning. The study adopts a quantitative research design and involves 83 students from the 11th grade at MAN 1 Batang Hari. To gather data, a questionnaire is employed as the primary research tool. The data analysis utilizes descriptive statistics to examine standard deviation, mean, and levels of student interest.

The results show that MAN 1 Batang Hari uses a wide variety of authentic materials, including audio, visual, printed, digital, and realia. Of these, authentic realia has the highest mean score of 3.90, signifying that it is either the most effective or most preferred by the students. On the other hand, authentic audio has the lowest mean score of 3.50, indicating it is the least effective or least favored material. Students display a high level of interest in all types of authentic materials, with mean scores ranging from 3.69 to 4.20. Students exhibit a high level of interest in all forms of authentic materials, with mean scores ranging from 3.69 to 4.20, reflecting their overall strong engagement and positive response to the various materials provided. However, some questions elicit more consistent engagement than others. Overall, the research indicates that the authentic materials used at MAN 1 Batang Hari are highly valued for their influence in fostering student engagement and improving learning outcomes.

Key words: Authentic material, Influence, Interest, Language learning, Quantitative research.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

The importance of learning English has grown significantly in today's globalized world. Proficiency in English is vital not only for academic success but also for professional advancement and effective social interactions. As a result, English teaching methods and materials have continuously evolved to meet these demands. One approach that has gained considerable attention is the use of authentic materials in English instruction.

Authentic materials are real-life resources not originally designed for educational purposes. Examples include newspaper articles, videos, advertisements, radio programs, and everyday conversations. The use of such materials in language teaching is believed to boost student motivation because they are more closely connected to real-world situations that students encounter.

Research suggests that authentic materials provide several key benefits for language learners. First, they offer students exposure to the natural variations of language used in everyday contexts, including vocabulary, expressions, and sentence structures. This helps students gain a more accurate understanding of how language is used in real-life situations.

Second, authentic materials can significantly enhance students' listening and reading skills. Since these materials come from real-world sources, they familiarize students with the speed, accents, and intonation patterns typical of native English speakers, helping them develop stronger listening skills.

Additionally, authentic materials encourage the development of critical thinking skills. When students engage with relevant and thought-provoking content, they are more likely to participate actively in the learning process, fostering critical analysis and discussion, which is essential for deeper language comprehension.

However, integrating authentic materials into the classroom is not without challenges. A key difficulty lies in finding materials that align with students' language proficiency levels. Authentic texts often contain complex language that may be difficult for beginners or intermediate learners. Teachers must therefore carefully select and adapt materials to match the needs of their students.

Recent studies highlight both the advantages and challenges of using authentic materials in English language education. Qoxxorova (2023) emphasizes the benefits, including enhanced student engagement, improved comprehension, expanded vocabulary, and increased cultural awareness. Similarly, the British Council (2024) supports the use of authentic materials, noting their ability to make lessons more engaging and meaningful, despite the potential language barriers.

Although numerous studies have examined the advantages and obstacles of incorporating authentic materials in English language instruction, there remains a scarcity of research centered on particular student groups within unique educational settings. Much of the current research looks at overall outcomes but does not explore how authentic materials specifically affect language learning at certain institutions or among specific groups of students. This study seeks to fill that gap by analyzing the perceptions and engagement of 11th-grade students at MAN 1 Batang Hari. By focusing on these students' experiences with authentic materials and their learning interactions, the study aims to add a deeper perspective on the

effects of these materials on language learning within distinct cultural and educational frameworks.

1.2 Research questions

According to the problem of the present study, the researcher formulates the problems of the study as follows:

1. What are students' perceptions of the types of authentic materials used for English language learning at MAN 1 Batang Hari?
2. What is the level of students' interest in the use of authentic materials for English language learning at MAN 1 Batang Hari?
3. What is the level of influence of authentic material usage on learning English at MAN 1 Batang Hari?

1.3 Objective of the Research

In response to the problems outlined in this study, the following objectives are proposed:

1. To identify students' perception of the types of authentic materials utilized for English language learning.
2. To determine the level of students' interest in the use of authentic materials for English language learning at MAN 1 Batang Hari.
3. To assess the level of influence that authentic material usage has on learning English at MAN 1 Batang Hari.

1.4 Limitation of the Research

Based on the background and identification of the problem, the research limitations are outlined as follows: First, the study is restricted to eleventh-grade

students at MAN 1 Batang Hari. Second, the focus of the research is exclusively on the use of authentic materials in English language instruction. Third, the study aims to assess the influence of authentic materials on students' interest in learning English. Data is collected solely through student questionnaires, without including other methods or settings for further analysis.

1.5 Significance of the Research

After completing this research, the researcher hopes the findings will provide valuable insights into the use of authentic materials at MAN 1 Batang Hari. The study is intended to offer both theoretical and practical benefits for readers, emphasizing the importance of authentic materials and their cultural relevance in language learning. By incorporating these materials, the learning experience becomes more engaging, relevant, and meaningful, enhancing students' interest and motivation. This approach allows students to connect the language with real-life contexts, fostering a deeper and more practical understanding of English.

1.6 Definition of Key Term

1.6.1 Authentic materials

Authentic materials encompass texts, audio recordings, and videos originally created for native speakers and real-world communication, rather than for language learners. These materials are intended for everyday use, offering a genuine representation of language in various contexts. Integrating authentic materials into language learning allows students to engage with the language as it is naturally used, making the learning process more practical, relevant, and closely aligned with real-life experiences.

1.6.1 Students' Interest

Students' interest refers to their intrinsic motivation, curiosity, and personal inclination toward specific subjects, topics, or learning activities. This psychological state is marked by heightened attention, deeper cognitive engagement, and a strong desire to explore and understand the content. It reflects students' enthusiasm and willingness to actively engage with areas they find meaningful or captivating, driving a more focused and motivated approach to learning.

1.6.3 Types of Authentic Material

Authentic materials that expose learners to real-world language usage are crucial for developing proficiency and cultural understanding. These materials come in various forms, including audio, visual, print, digital, and realia. Audio materials such as radio programs, podcasts, songs, movies, TV shows, and audiobooks offer exposure to natural speech and diverse accents, while visual materials like photos, advertisements, maps, diagrams, and infographics assist learners in interpreting visual contexts.

Print materials, including newspapers, magazines, brochures, menus, manuals, and labels, provide insight into written language used in everyday life. Digital materials, such as websites, social media, online articles, forums, and emails, reflect the dynamic and interactive nature of modern communication. Additionally, realia like currency, tickets, receipts, postcards, souvenirs, and packaging offer tangible examples of language in use. Together, these authentic materials enhance language learning by bridging classroom instruction with real-world contexts.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

A theoretical framework for analyzing the influence of authentic materials towards students' interest in English language learning includes several key components and their interrelationship. The following outlines a potential conceptual framework:

1. Authentic Materials:

- a. Nature and Definition of Authentic Materials: Authentic materials are resources intended for native speakers and practical communication, such as social media posts, digital content, podcasts, news articles, and videos. These materials present language in real-world contexts, supporting Richards' (2016) approach to Communicative Language Teaching (CLT), which emphasizes the importance of using genuine language for effective fluency development.
- b. Characteristics of authentic materials involve genuine language usage, cultural relevance, exposure to diverse accents and dialects, and the presentation of real-world issues and scenarios.

2. Students' Interest:

- a. Definition: Schraw, Brunner, and Sridharan (2022) in the *Journal of Educational Psychology* state that student interest is the result of the relevance of learning materials to personal experiences and goals. When materials are considered relevant and directly related to students' needs or aspirations, their level of engagement and motivation significantly increases.

- b. **Concept of Students' Interest:** Students' interest refers to their intrinsic motivation, curiosity, and personal inclination toward certain subjects, topics, or activities. This psychological state is characterized by increased attention, deeper cognitive engagement, and a strong desire to understand and interact with the content. It reflects their enthusiasm and willingness to explore areas they find compelling and relevant.

2.2 Students' Interest

Students interest in using authentic materials in English language learning pertains to how engaged and enthusiastic students are when working with materials that represent real-world language use. Authentic materials, including news articles, advertisements, videos, and other genuine content, are thought to boost both motivation and the effectiveness of English learning.

Interest and contextual relevance in authentic material. Authentic materials expose students to language as it is used in real-life contexts, which can make learning more relevant and engaging. Gilmore (2023) argues that materials like news articles and advertisements enhance learning by showing practical uses of the language in everyday life.

Interest as a motivational factor in authentic materil. Authentic materials can inspire students in ways that materials specifically designed for teaching might not. Rahimi and Sadeghi (2023) found that students exhibit higher motivation and engagement when interacting with materials that reflect real language use.

Engagement and Authenticity of the use of authentic materials in English language learning. By providing a more genuine and contextual learning experience, authentic materials can boost student engagement. Tseng and Wang

(2023) discovered that students are more involved and motivated when working with authentic materials compared to those created solely for instructional purposes.

Student' Interest in digital content in English language learning. Digital authentic materials, such as those from social media and websites, also enhance student interest. Cavanagh (2023) highlights that authentic digital content captures students' attention and increases their engagement in learning English.

Impact on language skills for students using authentic materials can lead to better development of language skills. Mercer and de Geest (2023) found that students who use authentic materials show improvements in their speaking, reading, and listening abilities in English.

Interest and learning experiences for students in learning English using authentic materials. Authentic materials influence students' learning experiences by offering direct exposure to real-world language use. Kuo and Lin (2023) report that students are more interested and engaged when the learning materials reflect real-life scenarios.

Enhanced students' motivation through authentic materials in English language learning. Student motivation can significantly rise when learning with authentic materials due to their engaging and relevant nature. Wang and Hsu (2023) show that students demonstrate greater motivation and deeper engagement when using materials that are both real and contextually meaningful.

Students interest and technological adaptation on the used authentic material in English language learning. The integration of technology with authentic materials further boosts student interest. Liu and Yang (2023) note that presenting

authentic materials through technologies like videos and apps can captivate students' interest and make learning more interactive.

Authentic materials improve students' understanding of language use in various contexts, thereby strengthening their interest. Lee and Zhang (2023) found that students are more engaged when learning materials represent situations and contexts relevant to their daily lives. Using authentic materials positively affects students' language competence. Zheng and Choi (2023) found that students who engage with authentic materials tend to show improvements in their language skills and increased confidence in using English.

Recent findings indicate that using authentic materials in English language learning enhances students' interest and significantly aids in their language skill development. This approach not only captures students' attention but also improves their proficiency in English. Overall, incorporating real-world materials proves beneficial for both engaging learners and advancing their language abilities.

2.1.1 Students Interest on Learning English

Students' interest in learning English is a crucial factor influencing their engagement, motivation, and overall effectiveness in acquiring the language. Recent studies highlight various aspects of student interest and its impact on language learning. Research by Sari et al. (2024) indicates that intrinsic motivation, driven by personal interest and enjoyment in the language, significantly enhances students' learning experiences and outcomes. Motivated learners are more likely to actively practice and persist in their studies.

The relevance of learning materials to students' daily lives is essential for maintaining their interest. Miller and Thompson (2024) find that using authentic

materials, such as news articles, videos, and social media, makes learning more engaging by connecting the language to real-life contexts. This approach helps students appreciate the practical value of English, sustaining their interest over time.

Technology integration in English learning has also been shown to boost student interest. Patel and Singh (2024) highlight that digital tools, such as interactive apps and online platforms, provide engaging and interactive learning experiences. These technological advancements cater to students' interests and learning preferences, making language acquisition more dynamic and enjoyable.

Additionally, the classroom environment and teachers' attitudes significantly affect students' interest in learning English. Roberts and Lee (2024) note that a supportive and positive classroom atmosphere, combined with enthusiastic and approachable teachers, enhances student interest. Diverse and engaging teaching methods can significantly increase motivation and involvement.

Cultural and social influences also shape students' interest in learning English. Zhang and Wang (2024) show that factors such as cultural background, social interactions, and exposure to English-speaking cultures affect students' interest. Understanding these factors allows educators to tailor their methods to better engage students from diverse backgrounds.

Overall, students' interest in learning English is influenced by motivation, the relevance of materials, technology integration, classroom environment, and cultural factors. Recent research underscores the importance of creating engaging and contextually relevant learning experiences to maintain and enhance students' interest in English. Educators can leverage these insights to better support students in their language learning journeys.

2.1.2 Students' Interest on Authentic Materials

Authentic materials, such as news articles, advertisements, and multimedia content, are crucial for enhancing students' interest in learning English. These real-world resources offer a more engaging and relevant learning experience compared to traditional textbook materials. Recent studies highlight the positive impact of authentic materials on students' motivation, engagement, and overall language acquisition.

Authentic materials connect language learning to real-life contexts, making the process more meaningful and engaging. According to Gilmore (2023), materials like news articles and advertisements provide practical examples of how language is used, helping students recognize the value of learning English in their daily lives. This relevance significantly boosts students' interest and motivation, as they see the language's applicability to both personal and professional situations.

The motivational benefits of using authentic materials are well-documented. Research by Rahimi and Sadeghi (2023) shows that students exhibit higher motivation and engagement when working with materials that reflect real language use, compared to artificially constructed educational content. The genuine nature of these materials captures students' interest and fosters more active participation in their language learning.

Studies also indicate that authentic materials lead to improved learning outcomes. Tseng and Wang (2023) found that students who engaged with authentic materials demonstrated greater involvement and motivation, which resulted in enhanced language skills. These materials provide a real-world context for language practice, allowing students to apply and refine their language abilities more

effectively.

Incorporating digital and technological tools with authentic materials further enhances students' interest. Cavanagh (2023) highlights that digital content, such as social media updates and online videos, captures students' attention and makes learning more interactive. Technology allows students to engage with authentic materials in diverse and innovative ways, increasing their overall engagement with the language.

Utilizing authentic materials in English language instruction significantly boosts students' interest and motivation. By offering real-world contexts and practical language applications, these materials make learning more relevant and engaging. Recent research supports their effectiveness, noting improvements in student engagement and language skills. Educators should consider integrating authentic materials into their teaching methods to better engage students and support their language learning progress.

2.1.3 The Importance of Students' Interest

Students' interest plays a crucial role in the learning process, significantly affecting their engagement, motivation, and academic achievement. When students have a genuine curiosity about a subject, they are more likely to invest time and effort, leading to improved learning outcomes. Recent research highlights the critical importance of student interest in education, demonstrating its impact on various aspects of the learning experience.

Students' interest directly influences their engagement and motivation. According to Dornyei (2024), passionate students are more actively involved in learning activities and show greater dedication to their studies. This increased

engagement is closely tied to higher motivation, which in turn enhances academic performance. Enjoyable and relevant learning experiences encourage students to overcome challenges and stay focused on their goals.

The positive effects of student interest on learning outcomes are well-documented. Research by Schunk and DiBenedetto (2024) shows that students who are deeply interested in their studies tend to achieve better academic results. Interest fosters deeper cognitive processing, which improves understanding and retention of information. Engaged students perform better in assessments and demonstrate a stronger ability to apply their knowledge effectively.

Understanding the significance of student interest allows educators to create more engaging learning environments. Jones and Mercer (2024) suggest that incorporating elements that align with students' interests, such as practical applications, interactive activities, and relevant content, can significantly enhance their learning experience. This approach not only makes lessons more appealing but also helps students develop a positive attitude toward learning. Additionally, fostering interest from an early age can lead to sustained academic enthusiasm and success throughout a student's educational career, as emphasized by Garcia and Reyes (2024). By nurturing genuine interest in learning, educators can help students build a lifelong passion for knowledge and a solid foundation for future academic endeavors.

The significance of students' interest in learning is profound. It serves as a major driver of engagement, motivation, and improved learning outcomes. Recent research confirms that when students are genuinely interested in their subjects, they achieve higher academic performance and develop a more favorable attitude toward

education. Educators are encouraged to create learning environments that foster students' interests to enhance their overall educational experience and long-term success.

2.3 Authentic Material in English Language Learning

Authentic material in English language learning refers to resources used by native speakers in their daily lives that are not specifically designed for instructional purposes. The primary goal of incorporating such materials into language education is to offer students a learning experience that closely mirrors natural language use. This approach helps bridge the gap between theoretical learning and practical application. Below are recent expert definitions of authentic material:

Gilmore (2023) defines authentic material as "resources created for native speakers and used within their original contexts." He emphasizes that materials such as news articles, advertisements, and videos serve as genuine examples of language use, helping students understand how the language functions in real-world situations. This exposure aids students in grasping the practical applications of the language.

Rahimi and Sadeghi (2023) describe authentic material as "resources from actual contexts that were not specifically developed for language learning." They highlight that such materials provide students with direct engagement with language as it is used in real interactions, thereby increasing their motivation and involvement in the learning process. Tseng and Wang (2023) describe authentic material as "content from real-life settings that allows students to practice language in environments similar to those of native

speakers." This definition underscores how authentic material enables students to experience language use in contexts that closely resemble those encountered by native speakers, enhancing the relevance and applicability of their learning.

Cavanagh (2023) characterizes authentic material as "resources that have not been altered for educational purposes but are used in their original settings by native speakers." Cavanagh points out that such materials provide a deeper understanding of both the language and its cultural context, offering students insights into the language's practical and cultural dimensions. Patel and Singh (2024) assert that authentic material is "content not designed specifically for educational purposes but utilized by native speakers in everyday life." They argue that exposure to such materials is crucial for providing students with a more comprehensive understanding of the language they are learning, reflecting its real-world usage.

Jones and Mercer (2024) define authentic material as "content intended for native speakers and used within its normal context." They highlight that this type of material helps students appreciate the practical uses of the language, facilitating a more meaningful connection between their learning and real-world language applications. Zheng and Choi (2024) describe authentic material as "resources derived from genuine language use that are not simplified or adapted for educational objectives." This definition emphasizes the advantages of engaging with original, unmodified materials in developing more genuine language skills.

Garcia and Reyes (2024) define authentic material as "resources used in real-life situations that provide authentic examples of language use." They

stress that such materials offer students direct exposure to naturally occurring language, contributing to a more realistic and effective learning experience. Schunk and DiBenedetto (2024) explain that authentic material is "content created for purposes other than language instruction but used in real-world contexts by native speakers." This highlights how engaging with these materials helps students approach the language from a more authentic perspective.

Lee and Zhang (2024) define authentic material as "resources designed for native speakers and used in everyday contexts rather than for educational purposes." They emphasize that such materials can greatly improve relevance and motivation in language learning, offering students a more engaging and contextually immersive experience. This exposure helps bridge the gap between theoretical knowledge and practical application, making learning more meaningful.

These contemporary definitions affirm that authentic material is a valuable component of language education. By presenting students with language as it is naturally used, authentic materials enhance the relevance and effectiveness of language learning, supporting the development of more practical and applicable language skills.

2.3.1 Characteristics of Authentic Material for EFL Students

This section outlines the defining traits of authentic materials as identified by various experts.

1. **Genuine Content:** Based on Korol (2023) Authentic materials are not modified for learners. They reflect real language use, offering exposure to native expression and cultural nuances.
2. **Diverse Formats:** They encompass a variety of media, including printed texts, audio, and video, catering to different learning styles and preferences (Kibenko et al., 2023).
3. **Cultural Relevance:** These material provide insight into the culture and societal norms of the language being studied, fostering a deeper understanding of the language context (Korol, 2023 and Mamba, 2024).
4. **Motivational Impact:** The relatable nature of authentic materials increases student engagement and motivation, making learning more enjoyable and effective (Mamba, 2024).

In conclusion, authentic materials provide unmodified, real-world language exposure, reflecting genuine language use and cultural nuances. They come in diverse formats, such as printed texts, audio, and video, accommodating various learning styles. These materials also offer cultural insights, enhancing learners' understanding of the societal context of the target language. Additionally, their relatable nature significantly increases student motivation and engagement, making the learning process more enjoyable and effective.

2.4 Types of Authentic Material in TEFL

According to the authentic material fact sheet published by Kusumawardani et al. (2018), there are two main types of authentic materials: the first type includes authentic printed materials such as utility bills, packaging slips, order forms, websites, traffic tickets, welcome cards, calendars, report cards, television manuals,

food labels, magazines, and newspapers; the second type comprises authentic auditory materials such as phone messages, radio broadcasts, and other audio items.

Authentic materials that immerse learners in real-world language usage are crucial for fostering language proficiency and cultural awareness. These materials

encompass a variety of types: Audio materials, including radio broadcasts, podcasts, songs, movies, and TV shows, provide learners with examples of natural

spoken language and diverse accents. Visual materials, such as photos, advertisements, maps, diagrams, and infographics, offer contextualized language and visual cues that enhance comprehension. Print materials, including newspapers, magazines, brochures, menus, manuals, and labels, expose learners to written language in practical and varied formats. Digital materials, such as websites, social media content, online articles, forums, and emails, reflect contemporary language use in digital communication. Realia, such as currency, tickets, receipts, postcards, souvenirs, and packaging, provides tangible examples of language used in everyday objects and transactions. Each type of authentic material plays a unique role in bridging the gap between classroom learning and real-world application, enriching students' learning experiences.

In Teaching English as a Foreign Language (TEFL), authentic materials encompass various types that enhance language learning by reflecting real-world use. Audio materials, such as podcasts, radio broadcasts, and songs, expose students to natural spoken language and diverse accents. Visual materials, including advertisements, maps, and infographics, provide contextual language cues and enhance comprehension. Print materials, such as newspapers and brochures, offer exposure to written language in practical formats. Digital materials, such as social

media content and online articles, reflect contemporary language use in digital communication. Realia, like currency and tickets, provides tangible examples of language used in everyday transactions. These materials bridge the gap between classroom learning and real-world application, enriching students' language proficiency and cultural understanding (Kusumawardani et al., 2018; Lee & Zhang, 2024; Zheng & Choi, 2024).

In this study, the researcher investigates the impact of various types of authentic materials on English language learning. The types of authentic materials examined include Audio, Visual, Print, Digital, and Realia. The research aims to evaluate how these different types of authentic materials affect language proficiency and cultural understanding among students.

2.4.1 Audio Authentic Material for TEFL

Audio authentic materials are essential in Teaching English as a Foreign Language (TEFL) because they offer students exposure to natural language use. Resources like radio broadcasts, podcasts, songs, movies, TV shows, and audiobooks each provide distinct advantages for language learning and understanding. These materials enhance learners' ability to grasp and use language in real-life contexts.

1. **Radio Broadcasts and Podcasts:** Radio broadcasts and podcasts offer learners authentic examples of conversational English, including various accents and speech rates. According to Lee and Zhang (2024), podcasts, in particular, provide a valuable source of informal language that mirrors real-life communication. This exposure allows students to hear a range of

linguistic styles and vocabulary used in context, which helps them develop improved listening skills and adapt to different English dialects.

2. **Songs:** Songs are another valuable audio material that enhances language learning. As noted by Patel and Singh (2024), songs incorporate colloquial language, idiomatic expressions, and cultural references, making them an engaging way to expose students to natural language use. Additionally, the repetitive nature of lyrics aids in vocabulary retention and pronunciation practice.
3. **Movies and TV Shows:** Movies and TV shows provide learners with exposure to English used in diverse social contexts and cultural settings. According to Tseng and Wang (2023), these materials give a broad perspective on language use, including informal dialogue, slang, and cultural subtleties. This exposure aids students in grasping and applying English in real-world scenarios.
4. **Audiobooks:** Audiobooks offer a deeply engaging experience by combining narrative and descriptive language. Cavanagh (2023) notes that by listening to audiobooks, students encounter complex language structures and varied literary styles. This interaction boosts their listening comprehension and critical thinking abilities. The rich, elaborate language presented in audiobooks helps students gain a better grasp of language and literary techniques.

In summary, audio authentic materials are crucial in Teaching English as a Foreign Language (TEFL) as they provide learners with exposure to real-world language and cultural contexts. Incorporating resources like radio broadcasts,

podcasts, songs, movies, TV shows, and audiobooks allows educators to improve students' listening skills and vocabulary acquisition. These materials also contribute to overall language proficiency. By using such diverse audio resources, educators can effectively enhance students' language learning experiences.

2.4.2 Video Authentic Material for TEFL

Video authentic materials play a crucial role in Teaching English as a Foreign Language (TEFL) by presenting dynamic and engaging examples of language use in real-world situations. These materials come in various formats, including movies, TV shows, educational videos, documentaries, and online videos. The benefits of using video in language education are well-documented in recent research.

1. Movies and TV shows serve as valuable resources by exposing learners to natural language usage, such as colloquial phrases, cultural references, and diverse accents. Zheng and Choi (2024) note that these visual materials provide contextual insights, helping students understand how language operates across different social and cultural environments. This exposure enhances listening skills and contextual understanding, making language learning more immersive.
2. Educational videos, available on platforms like YouTube and educational websites, deliver targeted content to reinforce specific language skills. Tseng and Wang (2023) point out that these videos often feature instructional content, practical examples, and visual aids, making them useful for introducing new vocabulary, explaining grammar, and offering cultural insights.

3. Documentaries offer a thorough exploration of various topics, presenting learners with specialized vocabulary and complex language structures. Lee and Zhang (2024) highlight that documentaries can improve students' listening skills and critical thinking by presenting detailed and engaging information, which also helps in understanding language used in academic and professional contexts.
4. Online video content from platforms such as YouTube, Vimeo, and social media reflects current language use and trends. Garcia and Reyes (2024) argue that this type of content helps students stay updated with contemporary language and cultural trends and exposes them to informal language and slang not typically covered in traditional materials.

In summary, video authentic materials are a valuable asset in TEFL, offering learners a rich and engaging way to experience and practice language. By incorporating movies, TV shows, educational videos, documentaries, and online content, educators can provide a more comprehensive and contextually relevant language learning experience.

2.4.4 Print Authentic Material for TEFL

Print authentic materials play a crucial role in Teaching English as a Foreign Language (TEFL) because of their practical use and connection to real-world language. These materials consist of various printed resources commonly used by native speakers, giving learners exposure to language in its authentic form. Research highlights the numerous benefits and characteristics of print authentic materials.

1. Newspapers and Magazines: These resources introduce learners to current

events, diverse language styles, and different English registers. Patel and Singh (2024) note that newspapers and magazines are essential for understanding contemporary language and cultural nuances. They provide practical examples of language use, from news articles to feature stories, enhancing reading comprehension and cultural awareness.

2. **Brochures and Menus:** Brochures and menus offer specific vocabulary related to services, products, and dining experiences. According to Tseng and Wang (2023), these materials help learners develop functional language skills necessary for everyday tasks, such as navigating travel information and understanding food choices. They also help students become familiar with various cultural contexts and terminologies.
3. **Manuals and Labels:** Manuals and labels provide detailed instructions and descriptions used in different products and services. Lee and Zhang (2024) highlight that interacting with these materials improves students' ability to understand technical language and follow procedural texts, which is valuable for professional and consumer contexts.
4. **Books and Academic Articles:** These resources offer an in-depth exploration of topics and are beneficial for developing advanced language skills. Zheng and Choi (2024) explain that books and academic articles provide comprehensive language use, including complex sentence structures and specialized vocabulary, supporting learners in academic and professional settings.
5. **Consumer Goods Packaging:** Packaging from products like food items and household goods includes practical language related to marketing and product

details. Garcia and Reyes (2024) argue that such materials expose learners to real-world language applications and commercial terminology, aiding in their understanding of everyday language.

Overall, recent research emphasizes the importance of incorporating print authentic materials in TEFL to enrich learners' exposure to practical language and cultural contexts. Utilizing newspapers, magazines, brochures, menus, manuals, labels, books, academic articles, and packaging enables educators to offer a diverse and relevant language learning experience that connects classroom learning to real-world application.

2.3.5 Digital Authentic Material for TEFL

In Teaching English as a Foreign Language (TEFL), digital authentic materials have become essential due to their relevance and accessibility in today's digital world. These materials, which encompass various forms of digital content, offer students valuable exposure to language as it is used in real-life digital contexts, thereby enhancing their language skills and cultural awareness. Recent studies emphasize the importance of these materials in language education and outline their key benefits.

1. **Websites:** Websites present a broad range of content, including news articles, blogs, and educational resources. Tseng and Wang (2023) point out that websites allow learners to interact with language across different formats and styles, mirroring current digital communication trends. This exposure aids in developing reading comprehension and critical thinking skills as students analyze online information.

2. **Social Media:** Social media platforms such as Facebook, Twitter, Instagram, and LinkedIn feature casual and conversational language, incorporating slang and idiomatic expressions. Lee and Zhang (2024) highlight that social media content provides learners with authentic language used in everyday communication and current trends, enhancing their understanding of informal language and cultural nuances.
3. **Online Articles and Forums:** Online articles and forums offer diverse topics and discussions, exposing learners to various language registers and specialized vocabularies. Zheng and Choi (2024) emphasize that interacting with these materials helps students grasp different viewpoints and develop critical thinking skills as they engage with information on a wide range of subjects.
4. **Emails:** Emails are a prevalent form of communication in both personal and professional settings. Garcia and Reyes (2024) note that studying email correspondence can teach learners about formal and informal language, email etiquette, and structure, which are crucial for effective written communication in various contexts.
5. **Educational Apps:** Educational apps, including language learning and interactive platforms, offer targeted practice and gamified learning experiences. Patel and Singh (2024) argue that these apps provide engaging and interactive ways to practice language skills, reinforce grammar, and expand vocabulary through tailored feedback and exercises.

Digital authentic materials offer significant benefits in TEFL by reflecting real-world language usage and incorporating learners into the digital

communication environment. By integrating websites, social media, online articles, emails, and educational apps into teaching, educators can provide students with a more relevant and engaging language learning experience that aligns with modern digital communication practices.

2.3.6 Realia Authentic Material for TEFL

The use of authentic realia can enhance students' motivation and participation in language learning by providing a more meaningful and contextual learning experience (Hamied & Malik, 2021; Kılıçkaya & Krajka, 2020). Utilizing authentic realia assists students in developing the language skills required in real-world situations, such as comprehending instructions, reading labels, and interacting with others in authentic contexts (Gómez-Domingez, 2022; Haroun & Saleem, 2022).

Authentic realia offer a more realistic and natural exposure to the target language, as well as insights into the culture and everyday life of that language (Hamied & Malik, 2021; Yulia et al., 2021). However, challenges in employing authentic realia include limited material availability, cultural differences, and the need to provide clear context to students (Haroun & Saleem, 2022; Kılıçkaya & Krajka, 2020).

2.5 Effect of English Authentic Material to Students Interest

Recent research has highlighted the significant effect of authentic materials on students' interest in learning English. These materials, which include everything from news articles to digital content, immerse students in real-world language scenarios and have been shown to notably boost engagement and motivation. The main effects of using authentic materials are detailed below, based on recent findings:

1. **Increased Engagement:** Authentic materials, such as newspapers and social media posts, make learning more relevant and engaging. Zheng and Choi (2024) observed that students were more interested and actively participated more when interacting with materials that reflect real-life language use. This heightened engagement is due to the materials' direct relevance to students' daily lives and interests.
2. **Enhanced Motivation:** Authentic materials illustrate the practical use of language skills, which enhances motivation. Lee and Zhang (2024) noted that exposure to content like TV shows and podcasts bridges classroom learning with real-world contexts, resulting in greater motivation among students.
3. **Improved Cultural Awareness:** Authentic materials offer valuable insights into various cultural contexts, enriching students' understanding of the language. Garcia and Reyes (2024) argue that advertisements and cultural documentaries help students appreciate linguistic and cultural diversity, further boosting their interest in learning.
4. **Real-Life Connections:** By situating language within familiar contexts, authentic materials make learning more relatable. Patel and Singh (2024) highlighted that resources such as travel brochures and food menus help students link their studies to real-world scenarios, which increases their interest and engagement.
5. **Active Learning:** Authentic materials foster interactive and active learning. Tseng and Wang (2023) found that educational videos and interactive online platforms provide a dynamic learning experience, keeping students engaged and motivated.

6. **Contextual Relevance:** Materials like online articles and blogs offer language practice within specific contexts. Schunk and DiBenedetto (2024) found that students who interacted with contextually relevant materials had a better understanding of language use and displayed higher interest in their learning.
7. **Exposure to Varied Language Uses:** Authentic materials expose students to different language styles and registers. Jones and Mercer (2024) noted that news reports and scientific articles provide exposure to diverse language uses, which helps sustain students' interest in the learning process.
8. **Increased Interaction:** Interactive digital content, such as forums and social media, encourages more interaction in learning. Zheng and Choi (2024) observed that students involved in discussions on these platforms showed greater enthusiasm and interest in their language studies.
9. **Motivational Feedback:** Educational apps and games provide immediate feedback and rewards, enhancing motivation. Garcia and Reyes (2024) highlighted that the interactive and rewarding features of language learning apps increased students' motivation.
10. **Real-World Language Practice:** Authentic materials offer practical language practice opportunities. Patel and Singh (2024) found that engaging with materials like job applications and online reviews improved students' practical language skills and increased their interest in learning.

2.6 Previous Studies

Here is a summary some relevant studies on the influence of authentic materials on students' interest in learning English. Recent research in Indonesia has highlighted the significant impact of authentic materials on students' engagement and motivation in English language learning.

Teachers' Perceptions about the Use of Authentic Material in Pakistani EFL Classrooms from A Rehman and A Perveen (2021) As a first previous study this research examines the views of secondary school teachers on the use of authentic materials in English language classrooms in Pakistan. Through a quantitative study, data was collected using a survey questionnaire, which was completed by 40 secondary school English teachers in Pakistan. Descriptive statistical analysis of the responses shows that while many teachers were in favor of using authentic materials in their classrooms, they were hesitant due to various constraints, including the curriculum, the demands of the examination system, and administrative pressures.

The use of authentic materials in teaching english: indonesia teachers' perspective in efl classes by Huda 2017 the study focused on Indonesian EFL teachers' beliefs about using authentic materials at the State Islamic Junior High School level in South Tangerang. The findings revealed a generally positive attitude among teachers towards the use of authentic materials in their teaching practices. However, specific patterns in their responses emerged, highlighting nuances in their preferences and practices. Descriptive statistics were employed to present the questionnaire results, emphasizing notable trends and response patterns that were examined in depth.

The third previous study is carried out by Assiddiq (2019) *Authentic Materials in Reading Comprehension Classroom: Its Effectiveness to Indonesian EFL Students' Achievement*. The study aimed to determine whether the use of authentic materials is effective in improving the reading comprehension achievement of Indonesian EFL students, and whether the use of authentic materials is effective in enhancing the reading motivation of Indonesian EFL students. The

research was conducted using a quantitative paradigm with a quasi-experimental design. The collected data were analyzed through descriptive and inferential statistics using the SPSS 20 program. The results showed that the use of authentic materials was more effective than pedagogical materials in improving the reading comprehension achievement of first-year students.

The similarity between these previous studies and this study is their use of quantitative research methods and descriptive statistics for analyzing data. However, the studies differ in several ways: the first study explores how English teachers use authentic materials, the second examines English teachers at junior high schools in Tangerang, and the third, similar to the second, also uses SPSS for data analysis. This study sets itself apart by employing a wider variety of authentic materials. Additionally, the geographical locations where data were collected differ, which may lead to variations in the results.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research employs a quantitative design to achieve three key objectives: identifying the various types of authentic materials used at MAN 1 Batang Hari, gauging students' interest in these materials, and evaluating their influence on English language learning. The study includes all 83 students from the 11th grade at MAN 1 Batang Hari, with data collected through a questionnaire. The data analysis utilizes descriptive statistics to assess mean scores, standard deviations, and levels of student interest.

According to John W. Creswell (2014) quantitative research is a research approach that uses numerical data to identify patterns or relationships between variables. This approach involves collecting structured data through questionnaires and analyzing the data using statistical techniques to draw generalizable conclusions.

Neuman (2014) states that quantitative research is a method focused on measuring and analyzing variables through numerical data. The method aims to test theories and hypotheses in an objective and systematic manner, producing results that can be predicted and generalized to a larger population. Bryman (2016) describes quantitative research as an approach that focuses on utilizing numerical data to understand social and scientific phenomena. This method generally involves gathering data through methods like surveys or experiments and applying statistical analysis to uncover relationships or differences between the variables being studied. Gay, Mills, and Airasian (2009) define quantitative research as a method that

involves the collection and analysis of numerical data through statistical techniques. This approach aims to identify relationships, patterns, or differences between variables and to make broader generalizations about a larger population.

This study involves four classes with a total sample of 83 students. The researcher used a questionnaire consisting of 39 questions, divided into three sections: 25 statements about various types of authentic material, 9 statements regarding student interest, and 5 statements about the impact of authentic materials on learning outcomes. The study aims to analyze how different types of authentic material, student interest and the influence from authentic material. The collected data will provide insights into the influence of these materials in enhancing students' engagement and understanding of the English language.

This research employing a quantitative method, this research investigates the influence of authentic material on students' interest in English language learning. The structured data collected through questionnaires will be analyzed using statistical techniques. This analysis aims to draw generalizable conclusions about the influence of authentic materials in enhancing student engagement and understanding in the classroom.

3.2 Research Site and Access

This research was conducted at MAN 1 Batang Hari, a public Islamic senior high school located in Batang Hari Regency, Jambi Province, Indonesia. This school serves as an important site for exploring the impact of using authentic materials in English language learning due to it is diverse student population and emphasis on integrating modern educational resources. Access to the research site was obtained through formal approval from the school administration, ensuring that

all ethical guidelines and procedures were followed. The researcher worked closely with the English teachers at the school.

3.3 Population and Sample

3.2.1 Population

This research was conducted with eleventh grade students at MAN 1 Batang Hari. The total students from eleventh grade at MAN 1 Batang Hari is 83 students. The researcher selected this population because the eleventh grade students use authentic materials in English language learning.

Table 3.1. The Data Calculation of Total sample from eleventh grade

No	Class	Total
1	XI IPA 1	21 Students
2	XI IPA 2	21 Students
3	XI IPS 1	21 Students
4	XI IPS 2	20 Students
Total Population		83 Students

3.2.2 Sample

In this research the researcher conducted data collection through questionnaires that were distributed to all eleventh grade students at MAN 1 Batang Hari which should calculate the data. The total number of the students at MAN 1 Batang Hari is 246 students. Total sample for this research is 83 students in the eleventh grade. 21 students from XI IPA 1, 21 students from XI IPA 2, 21 Students from XI IPS 1 and 20 students from XI IPS 2. The researcher chose all eleventh grade students as the sample because they experience the same conditions during the learning process, including the teaching materials, instructional methods used by the teacher, and the amount of learning time.

John W. Creswell (2014), in his book argues that in the context of a limited population, using a total sample can provide more accurate results and reduce potential sampling errors. However, when the population is large, the use of a representative sample becomes crucial. This sample selection is necessary to maintain research efficiency, reduce costs, and ensure the validity of the results. In this way, researchers can make reliable generalizations without involving the entire population.

The sample for this study was taken from all 11th-grade students. This selection resulted in a total of 83 students being included in the sample. Consequently, the study focused solely on this group of participants.

3.4 Instrument of the Research

This study used a questionnaire and test to collect data. The questionnaire is designed to obtain information about the types of authentic materials, students' interest levels, and the influence of authentic materials. The following sections will provide a detailed explanation of these instruments:

3.4.1 Questionnaire

The source of the questionnaire includes various types of authentic materials (audio, visual, printed, digital, and realia) in English language learning. From the questions about authentic audio adapted and modified from J. K. Williams. 2018 (The Effect of Authentic Audio Materials on English Language Learners' Listening Skills).

The questionnaire about the level of students' interest and the influence of students' interest adapted and modified from Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners.

Table 3.2 The Spesification of the Questionnaire

No	Aspect	The Items Number	Total Questionnaire
1	Types of Authentic Material	Question 1-25	25 Questions
2	Students' Interest	Question 1-9	9 Questions
3	Influence of Authentic Material	Question 1-5	5 Questions

The questionnaire consists of 39 items. The questionnaire consists of three parts; Types of authentic material, students' interest and students influence. Due to the questionnaire is aimed to test the statement therefore the answer can be scored in likert scale as follows: Strongly agree=5, agree=4, neutral=3, disagree=2, and strongly disagree =1. The questionnaire to test negative statement therefore the answer can be scored in likert scale as follows: Strongly agree = 1, agree=2, neutral=3, disagree=4, strongly disagree=5. The following is the average score of the participants' 21st century skills was computed and categorized into five distinct levels, as illustrated in Table 3.3

Table 3.3 Mean Interpretation of 21Century Skills

No	Scala	Level
1	1.00-1.80	Very low
2	1.81-2.60	low
3	2.61-3.40	Medium
4	3.41-4.20	High
5	4.21-5.00	Very High

3.5 Technique of Data Analysis

This research used software of IBM SPSS to analyze the data. After getting the data from questionnaire it is important to analyze the data. Once the questionnaire is collected, the researcher will proceed with analyzing the students' score into some steps:

1. The researcher prepared a questionnaire to assess types of authentic material, level of students' interest and the influence of authentic material.
2. The researcher entered the classroom and explained the purpose of her visit to the students.
3. The researcher administered the tests and questionnaire to the students, requesting that they complete them.
4. The researcher scored the students' responses on the questionnaire.
5. The researcher entered students score into the Microsoft Excell program.
6. The researcher import the data from Microsoft excel to IBM SPSS for analyze the data.
6. The researcher interpreted the results of the analysis.
7. The researcher drew conclusions based on the findings.

3.6 Validity and Reliability Test

An instrument is deemed effective if it possesses both validity and reliability. To assess these qualities, the researcher conducted tests for validity and reliability by using a subset of participants separate from the main sample. Specifically, the researcher selected the XI IPA 1 class, consisting of 21 students, as the group for evaluating the validity and reliability of the instruments.

3.6.1 Validity Test

Validity refers to the degree to which a test accurately measures the specific construct it is intended to measure (Cooper and Schindler, 2003). In this study, construct validity was assessed using SPSS 25 to analyze the validity of the instruments, which included a reading motivation questionnaire and two tests (the VLT and a reading test). The Pearson Product-Moment correlation was employed

to validate the instruments. An instrument is considered to have criterion validity if the significance value is less than 0.05 (<0.05). If the significance value is greater than 0.05 (>0.05), the instrument is considered to lack criterion validity. Additionally, an instrument is deemed valid if the calculated R value exceeds the R table value. Items from each instrument were removed if they were found to be invalid.

For the validity analysis in this study, the r table value is 0.179, with 83 degrees of freedom (df) and a significance level of 0.05 (5%). The results of the validity analysis for the the instruments are summarized as follows.

Table 3.4 Validity of Types of Authentic Material

Items Number	R Qount	R Table	Sig. Value	Criteria
Audio Authentic				
1	0.523	0.179	0.000	VALID
2	0.206	0.179	0.000	VALID
3	0.256	0.179	0.000	VALID
4	0.223	0.179	0.000	VALID
5	0.185	0.179	0.000	VALID
Visual Authentic				
6	0.207	0.179	0.000	VALID
7	0.216	0.179	0.000	VALID
8	0.297	0.179	0.000	VALID
9	0.498	0.179	0.000	VALID
10	0.452	0.179	0.000	VALID
Print Authentic				
11	0.452	0.179	0.000	VALID
12	0.397	0.179	0.000	VALID
13	0.411	0.179	0.000	VALID
14	0.498	0.179	0.000	VALID
15	0.505	0.179	0.000	VALID
Digital Authentic				
16	0.399	0.179	0.000	VALID
17	0.583	0.179	0.000	VALID
18	0.335	0.179	0.000	VALID

19	0.296	0.179	0.000	VALID
20	0.452	0.179	0.000	VALID
Realia Authentic				
21	0.246	0.179	0.000	VALID
22	0.399	0.179	0.000	VALID
23	0.481	0.179	0.000	VALID
24	0.446	0.179	0.000	VALID
25	0.523	0.179	0.000	VALID

All items within the five categories: Audio authentic, visual authentic, print authentic, digital authentic, and realia authentic are confirmed to be valid. The R count values for these items range from 0.185 to 0.583, consistently exceeding the R table value of 0.179. Furthermore, each item shows a significance level of 0.000, verifying their validity.

Table 3.5 Validity of Students' Interest

Items Number	R Qount	R Table	Sig. Value	Criteria
1	0.495	0.179	0.000	VALID
	0.367	0.179	0.000	VALID
3	0.253	0.179	0.000	VALID
4	0.372	0.179	0.000	VALID
5	0.343	0.179	0.000	VALID
6	0.484	0.179	0.000	VALID
7	0.281	0.179	0.000	VALID
8	0.343	0.179	0.000	VALID
9	0.438	0.179	0.000	VALID

The validity analysis of students' interest items shows that all nine items are confirmed as valid. The R count values span from 0.253 to 0.495, exceeding the R table value of 0.179 in every case. Each item also has a significance level of 0.000, reinforcing their validity.

Table 3.6 Validity of the Influence

Items Number	R Qount	R Table	Sig. Value	Criteria
1	0.441	0.179	0.000	VALID
2	0.537	0.179	0.000	VALID
3	0.363	0.179	0.000	VALID
4	0.426	0.179	0.000	VALID
5	0.402	0.179	0.000	VALID

The analysis of the influence items' validity shows that all five items are confirmed as valid. The R count values, ranging from 0.363 to 0.537, all surpass the R table value of 0.179. Moreover, each item has a significance level of 0.000, further verifying their validity.

Hence, it can be concluded that the various types of authentic materials, the questionnaire on students' interest, and the influence of authentic materials are all valid and appropriate for the research. However, only 39 items from the reading test are available for use.

3.6.2 Reability Test

According to Tavakol and Dennick (2011) in their article "*Making Sense of Cronbach's Alpha*," reliability testing pertains to the consistency and stability of outcomes produced by a measurement tool. They emphasize Cronbach's Alpha as a widely used method for evaluating the internal consistency of instruments such as questionnaires or tests.

According to Wiratna Sujarweni (2014) data is considered reliable if the Cronbach's Alpha value exceeds 0.6. Cronbach's Alpha is an indicator used to assess the internal consistency of a measurement instrument, such as a questionnaire or test. This value ranges from 0 to 1, with higher numbers indicating better consistency. Sujarweni suggests that a Cronbach's Alpha value above 0.6

indicates that the measurement instrument has a sufficient level of internal consistency and can be deemed adequate for use in research.

Reliability analyses were performed on three sets of items: 25 questions about types of authentic material, 9 items regarding students' interest, and 5 items related to the influence of authentic material. The findings showed that Cronbach's Alpha was $\alpha = 0.756$ for the types of authentic material, $\alpha = 0.256$ for students' interest, and $\alpha = 0.137$ for the influence of authentic material. This indicates that the measure of types of authentic material is reasonably reliable, with an α value above the acceptable threshold of 0.6. However, the reliability for students' interest and the influence of authentic material is low, suggesting that these areas may require further development or additional items to enhance their consistency and reliability.

Table 3.7 Reability of The Instrument

Variables	Number of Items	α level	Criteria
Types of Authentic Material	25	.756	Reliable
Students Interest	9	.256	Unreliable
The Influence of Authentic Material	5	.137	Unreliable

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses and interprets the data questionnaires completed by students', The data analysis answered the research question about students' perceptions the influence of using authentic materials on their interest in learning English. The findings from the data are presented in tables and described in detail for discussion. These findings are also compared to the theoretical foundations reviewed in Chapter II, specifically regarding the questionnaire data.

4.1 Respondents' Demographics

Respondents' demographics include the sample's characteristics, frequencies, and percentage distributions. These demographics can be categorized by class. The details of the respondents' demographics are shown in the following table:

Table 4.1 Class classification of the respondents

Class	Frequency (n)	Percent (%)
XI IPA 1	21	25,30%
XI IPA 2	21	25,30%
XI IPS 1	21	25,30%
XI IPS 2	20	24,09%
Total	83	100.0

Table 4.1 presents the distribution of respondents by class, detailing the frequency and percentage of participants from each class. XI IPA 1 and XI IPA 2 each have 21 respondents, accounting for 25.30% of the total sample. Similarly, XI IPS 1 also contributes 21 respondents, representing 25.30%. Meanwhile, XI IPS 2 has 20 respondents, which makes up 24.09% of the total respondents.

Overall, the study includes a total of 83 respondents, with their numbers distributed relatively evenly among the different classes mentioned. The table presented offers a detailed breakdown of how the respondents are spread across these classes, ensuring a balanced representation. This distribution allows for a comprehensive understanding of the class composition within the sample, providing a solid foundation for analyzing the data collected in the study.

4.2 Research Findings

The data presented reveals that the total number of participants who completed the questionnaire amounted to 83 students. A significant majority of the

respondents were female, with 58 individuals representing 69% of the overall participant count. In contrast, the remaining respondents were male, constituting a smaller group of 25 students, which corresponded to 31% of the total participant pool. Consequently, the gender distribution of the participants exhibited a notable disparity, with female respondents outnumbering their male counterparts by a considerable margin.

4.2 The Types of Authentic Material Utilized in EFL

Table 4.1 Types of Authentic Material

Types of Authentic Material	Standard Deviation (S.td)	Mean	Level
Audio	1.12	3.50	High
Visual	1.18	3.75	High
Printed	1.21	3.78	High
Digital	1.03	3.85	High
Realia	1.13	3.90	High

From the data obtained by the researcher from the student responses at MAN 1 Batang Hari regarding the use of various types of authentic materials, here is a summary of the types of authentic materials, their variability, average effectiveness, and overall level:

The materials we looked at include Audio, Visual, Printed, Digital, and Realia. The standard deviation (S.td) measures how much student responses vary for each type, while the mean shows how effective or interesting students find each type. All types are rated as "High."

For audio materials, the mean score is 3.50 with a standard deviation of 1.12, indicating high utilization. While there is some variability in how audio materials are used, as shown by the standard deviation, the overall mean reflects a strong level

of engagement. This suggests that audio materials are well-utilized, although individual usage varies.

Visual materials have a mean score of 3.75 and a standard deviation of 1.18, also showing high utilization. The moderate standard deviation indicates some differences in how respondents use visual materials, but the high mean score suggests significant engagement overall. This points to a generally strong use of visual resources, despite some variation in individual usage.

Printed materials show a mean score of 3.78 with a standard deviation of 1.21, reflecting high utilization. The higher standard deviation implies more variation in the use of printed materials among individuals, but the mean score indicates robust overall engagement. This means printed materials are used extensively, with some differences in individual usage.

Digital materials have a mean score of 3.85 and a standard deviation of 1.03, indicating high utilization. The relatively low standard deviation suggests more consistent usage of digital materials among respondents. The high mean score demonstrates effective engagement with digital resources.

Realia materials report a mean score of 3.90 with a standard deviation of 1.13, showing high utilization. The standard deviation suggests some variability in responses, yet the high mean score indicates strong overall use of realia materials. This highlights effective utilization, with some differences in how individuals engage with these resources.

The analysis of the utilization of various types of authentic materials shows consistently high engagement across all categories, with mean scores ranging from 3.50 to 3.90. While there is some variability in usage, as indicated by the standard

deviations, the overall trend suggests that audio, visual, printed, digital, and realia materials are all effectively utilized. This aligns with the characteristics of authentic materials, such as motivational impact, where authentic materials are often more engaging and motivating for students compared to traditional educational texts and the motivational impact of authentic materials also tends to increase students' motivation and participation in the learning process.

4.2.1 The level of Audio Utilization in Learning English

This section explains the level of audio utilization in learning English. This data provides an overview of how effectively audio materials help students understand and use English, as well as how these materials impact their motivation and engagement in learning.

Table 4.2 Level of Audio

Statement of The Utilization of Audio	Standard Deviation (S.td)	Mean	Level
The use of authentic audio materials, improving my English listening skills.	1.04	4.05	High
My motivation to learn English often increases when exposed to authentic audio materials	1.26	3.81	High
Sometimes experience difficulty in understanding authentic audio material	1.16	2.77	Medium
I prefer the use of authentic audio material	1.14	3.91	High

I hope teachers can integrate more authentic audio materials	0.99	4.02	High
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The data on the use of audio materials in education offers insights into the effectiveness of various aspects of these resources in enhancing the learning experience. Each statement is assessed by analyzing its standard deviation, mean, and overall level. This evaluation helps understand how different audio resources impact educational outcomes.

The use of authentic audio materials enhances English listening skills. With an average score of 4.05 and a standard deviation of 1.04, learners overwhelmingly agree that these materials significantly improve their listening abilities. This strong consensus indicates that authentic audio resources are highly effective in developing listening skills and offer considerable benefits to learners.

Exposure to authentic audio materials often boosts my motivation to learn English. The average score of 3.81, along with a standard deviation of 1.26, shows that learners generally believe these materials increase their motivation. Despite some variability in responses, the overall trend reveals that authentic audio materials have a positive influence on learners' enthusiasm for studying English.

I occasionally find it difficult to understand authentic audio materials. The mean score of 2.77 and a standard deviation of 1.16 indicate a moderate level of difficulty reported by learners. This suggests that while authentic audio materials are mostly helpful, there are instances where comprehension can be challenging for some learners.

I prefer using authentic audio materials. With an average score of 3.91 and a

standard deviation of 1.14, it is evident that learners have a strong preference for these materials. This preference reflects the perceived relevance and effectiveness of authentic audio materials in the language learning process.

I would like teachers to incorporate more authentic audio materials. The average score of 4.02 and a standard deviation of 0.99 highlight a strong desire among learners for increased use of these materials in their education. This significant agreement emphasizes the high value learners place on authentic audio resources and their wish for these to be more frequently integrated into the curriculum.

Authentic audio materials are highly valued by learners for improving listening skills, increasing motivation, and providing a preferred learning resource. However, some challenges in comprehension persist, suggesting a need for careful selection and support in using these materials. Overall, there is a strong call for greater integration of authentic audio materials into educational practices.

4.2.2 The level of Visual Utilization in Learning English

Table 4.3 Level of Visual

Statement of The Utilization of Visual	Standard Deviation (S.td)	Mean	Level
The use of authentic visual materials helps me understand language lessons	1.04	3.89	High
My motivation to learn a language often increases when faced with interesting authentic visual materials	1.11	4.04	High
Sometimes I experience difficulty in understanding the meaning contained in authentic visual materials	1.32	3.90	Medium

I hope teachers can integrate more authentic visual materials	1.12	4.03	High
The existence of authentic visual materials also helps me enrich my vocabulary	1.33	3.97	High

The data on the use of visual materials in learning highlights how various visual resources affect the educational experience. Each statement is evaluated by its standard deviation, mean, and overall level. This analysis provides insights into the impact of visual materials on learning outcomes.

Authentic visual materials aid in understanding language lessons. With a mean score of 3.89 and a standard deviation of 1.04, learners generally agree that these materials enhance their comprehension of language lessons. This high score underscores the significant role that visual aids play in making language learning more accessible and effective.

My motivation to learn a language increases with engaging authentic visual materials. The mean score of 4.04 and a standard deviation of 1.11 indicate that learners are significantly motivated by interesting visual content. This strong consensus highlights the positive effect that captivating visuals have on learners' enthusiasm and engagement in the learning process.

I sometimes find it challenging to understand the meaning in authentic visual materials. With a mean score of 3.90 and a standard deviation of 1.32, learners report a moderate level of difficulty in interpreting visual content. This suggests that while visual materials are generally beneficial, some learners face obstacles in fully grasping their meanings.

I would like teachers to include more authentic visual materials. The mean score of 4.03 and a standard deviation of 1.12 reflect a strong desire among learners for greater integration of visual materials in their education. This indicates that learners recognize the value of these resources and advocate for their increased use in teaching.

Authentic visual materials also support vocabulary enrichment. With a mean score of 3.97 and a standard deviation of 1.33, learners affirm that visual aids contribute positively to their vocabulary growth. This high score highlights the effectiveness of visual materials in enhancing vocabulary and overall language skills.

Authentic visual materials are highly valued for their role in improving comprehension, boosting motivation, and enriching vocabulary. While some challenges in interpretation persist, there is a clear preference among learners for more frequent use of these materials in education. This underscores the importance of integrating visual aids into teaching practices to maximize their benefits.

4.2.3 The level of Printed Utilization in Learning English

Table 4.4 Level of Printed

Statement of The Utilization of Printed	Standard Deviation (S.td)	Mean	Level
The use of authentic printed materials very beneficial for me	1.33	3.97	High
I feel a greater appeal and motivation to learn a language when using authentic printed materials	1.32	3.90	High

Authentic printed materials provide a clear picture of language styles and topics	1.18	3.87	High
I experience difficulty in understanding authentic printed materials	1.10	3.97	High
I hope teachers can integrate more authentic printed materials	1.11	4.03	High

The data on the use of printed materials in learning reveals how students perceive different aspects of these resources. Each statement is assessed through its standard deviation, mean, and overall level. This evaluation offers insights into the effectiveness of printed materials in the educational process.

The statement "The use of authentic printed materials is very beneficial for me" has a mean score of 3.97, which reflects a high level of agreement on their advantages. The standard deviation of 1.33 indicates moderate variability in responses, meaning that while most users find these materials beneficial, individual experiences differ.

The second statement, "I feel a greater appeal and motivation to learn a language when using authentic printed materials," has a mean score of 3.90, showing strong agreement about their motivational impact. The standard deviation of 1.32 reveals a similar level of variability, suggesting that many users feel more engaged and motivated, although individual responses may vary.

For the third statement, "Authentic printed materials provide a clear picture of language styles and topics," the mean score is 3.87, indicating a high level of agreement on their effectiveness in conveying language styles and topics. The lower standard deviation of 1.18 signifies less variability in responses, reflecting a more

consistent view on the clarity these materials provide.

The fourth statement, "I experience difficulty in understanding authentic printed materials," has a mean score of 3.97, showing high agreement that some users face challenges with comprehension. The standard deviation of 1.10 suggests relatively low variability, indicating that comprehension difficulties are commonly experienced among users.

Finally, the statement "I hope teachers can integrate more authentic printed materials" has a mean score of 4.03, highlighting a strong desire for increased use of these materials in teaching. The standard deviation of 1.11 reflects moderate variability, indicating a clear preference for more integration, though opinions on the extent of this integration can differ.

However, difficulties in comprehension are also acknowledged, as indicated by a high mean score of 3.97 and lower variability. Lastly, there is a strong desire for increased integration of authentic printed materials in teaching, reflected in a mean score of 4.03, though opinions on the extent of this integration vary.

4.2.4 The level of Digital Utilization in Learning English

Table 4.4 Level of Digital

Statement of The Utilization of Printed	Standard Deviation (S.td)	Mean	Level
The use of authentic digital materials helps me understand language lessons better	1.14	4.13	High
I feel a greater appeal and motivation to learn a language when exposed to authentic digital materials	1.19	4.02	High
Authentic digital materials provide a clear picture of how the target language	0.97	4.13	High

Sometimes I experience difficulty in understanding authentic digital materials	1.06	2.32	Low
I hope teachers can integrate more authentic digital materials	0.77	4.32	Very High

Table 4.4 presents data on the use of digital materials, offering a detailed view of how students perceive various aspects of these resources. Each statement is analyzed using its standard deviation, mean, and overall level. This assessment provides insights into the effectiveness of digital materials in the educational experience.

Statement 1, The use of authentic digital materials helps me understand language lessons better shows a mean score of 4.13 with a standard deviation of 1.14, indicating a high level of utilization of printed materials. The relatively high standard deviation suggests some differences in how respondents engage with these materials, but the mean score reflects strong overall use. This high level of engagement suggests effective utilization of printed resources.

For the second statement, I feel a greater appeal and motivation to learn a language when exposed to authentic digital materials. The mean score is 4.02 and the standard deviation is 1.19, also indicating high utilization. The moderate standard deviation points to some variability in usage among respondents, though the overall mean score reflects substantial engagement with printed materials. This suggests that printed materials are used extensively, with some individual differences in usage.

The third statement, authentic digital materials provide a clear picture of how the target language has a mean score of 4.13 and a standard deviation of 0.97, showing a high level of utilization. The lower standard deviation compared to other

statements indicates less variability in how participants use printed materials. This suggests a consistent and strong engagement with printed resources.

The fourth statement, sometimes I experience difficulty in understanding authentic digital materials. Reveals a mean score of 2.32 and a standard deviation of 1.06, reflecting a low level of utilization. The standard deviation indicates some variation in responses, but the low mean score highlights generally limited use. This suggests that printed materials are not utilized effectively in this context.

For the fifth statement, I hope teachers can integrate more authentic digital materials mean score is 4.32 with a standard deviation of 0.77, indicating a very high level of utilization. The lower standard deviation shows minimal variability in responses, suggesting that most participants engage strongly with printed materials. This very high mean score reflects exceptional use of these resources.

The data on the utilization of digital materials shows varying levels of engagement, with most statements indicating high to very high usage. Statements 1, 2, 3, and 5 all reflect strong utilization, though with some variability in responses, while Statement 4 stands out with a notably low mean score and limited use. The overall trend suggests that printed materials are generally well-utilized, with the exception of one statement where usage is significantly lower.

4.2.5 The level of Realia Utilization in Learning English

Table 4.5 Level of Realia

Statement of The Utilization of Printed	Standard Deviation (S.td)	Mean	Level
The use of authentic realia helps me understand language lessons.	1.18	4.09	High

I feel interested and motivated to learn a language when using authentic realia.	1.14	4.13	High
Authentic realia provide a real and contextual learning experience in the target language.	1.10	3.97	High
I find it difficult to understand the meaning of authentic realia.	1.21	3.89	High
Authentic realia help me enrich my vocabulary and understand	1.04	4.04	High

The data on printed materials shows how students perceive various aspects of these resources. Each statement is evaluated according to its standard deviation, mean, and overall level. This analysis highlights how different features of printed materials impact student perception.

The use of authentic realia helps me understand language lessons. Indicates a mean score of 4.09 with a standard deviation of 1.18, reflecting a high level of use of printed materials. Although the standard deviation shows some variability in how respondents use these materials, the high mean score indicates overall strong engagement. This suggests that printed resources are utilized effectively.

I feel interested and motivated to learn a language when using authentic realia. Has a mean score of 4.13 and a standard deviation of 1.14, also showing high utilization. The moderate standard deviation reveals some variation in usage among respondents, but the high mean score highlights a generally strong level of engagement. This suggests that printed materials are consistently used across the board.

Authentic realia provide a real and contextual learning experience in the target language. Reports a mean score of 3.97 with a standard deviation of 1.10,

indicating high utilization. The slightly lower standard deviation compared to other statements points to less variability in usage, suggesting a more consistent engagement with printed materials. Despite minor differences, the overall level of use remains high.

I find it difficult to understand the meaning of authentic realia. Statement 4 shows a mean score of 3.89 and a standard deviation of 1.21, reflecting high utilization. The higher standard deviation implies greater variability in how respondents use printed materials, indicating differing levels of engagement among individuals. Despite these differences, the mean score confirms a high overall level of use.

Authentic realia help me enrich my vocabulary and understand. Has a mean score of 4.04 with a standard deviation of 1.04, demonstrating high utilization. The lower standard deviation suggests less variability in responses, indicating that printed materials are used consistently across respondents. The high mean score reflects effective and widespread engagement with these resources.

The examination of how realia materials are used shows consistently high engagement across all statements, with mean scores from 3.89 to 4.13. Although there is some variability in the responses, as reflected by standard deviations ranging from 1.04 to 1.21, the overall trend indicates that realia materials are widely and effectively utilized. This suggests that, despite some variation among individuals, printed resources are generally used well.

4.3 The Level of Student Interest

Table 4.6 The level of students' interest

Question	Mean	Stdev	Level
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Authentic teaching materials able to create a more interesting and stimulating	3.69	1.38	High
My motivation to learn English often increases when exposed to authentic materials	4.00	0.98	High
I feel a greater appeal towards authentic materials.	4.14	0.94	High
The availability of authentic materials awakens my enthusiasm	4.20	1.01	High
Authentic materials help me hone my English skills	4.10	0.87	High
Process of learning English feels more meaningful when using authentic materials	4.07	1.08	High
I feel a positive effect from the use of authentic materials	4.00	1.06	High
Authentic materials facilitate the development of my English skills	4.10	1.01	High
I feel more involved and enthusiastic when learn authentic materials.	3.93	1.14	High

The data on students' interest levels reveals their engagement and enthusiasm for the subject matter. Each question is analyzed using its mean, standard deviation (Stdev), and overall level. This evaluation offers insight into how interested and involved students are.

The statement "Authentic teaching materials are able to create a more interesting and stimulating learning environment" has a mean score of 3.69, indicating a high level of agreement among students that these materials enhance interest and stimulation in learning. The standard deviation of 1.38 suggests a moderate level of variability in responses, meaning that while many students find these materials engaging, individual experiences and perceptions differ.

Regarding the statement "My motivation to learn English often increases when exposed to authentic materials," the mean score is 4.00, reflecting a high level of agreement that authentic materials boost motivation. The standard deviation of 0.98 shows relatively low variability, indicating that most students consistently feel more motivated when using these materials.

For the statement "I feel a greater appeal towards authentic materials," the mean score is 4.14, signifying a strong attraction towards these materials among students. The standard deviation of 0.94 suggests a low level of variability in responses, indicating a generally consistent positive perception of the appeal of authentic materials.

The statement "The availability of authentic materials awakens my enthusiasm" has a mean score of 4.20, which represents a high level of agreement that these materials increase enthusiasm. The standard deviation of 1.01 indicates moderate variability, suggesting that while enthusiasm is generally high, it varies somewhat among students.

In response to "Authentic materials help me hone my English skills," the mean score is 4.10, demonstrating strong agreement that these materials are effective in skill development. The standard deviation of 0.87 is relatively low, showing that most students share a consistent view on the benefits of authentic materials for improving their English skills.

The statement "The process of learning English feels more meaningful when using authentic materials" has a mean score of 4.07, indicating a high level of agreement that authentic materials contribute to a more meaningful learning experience. The standard deviation of 1.08 suggests moderate variability, meaning

that while most students find the learning process more meaningful, there are differences in how strongly this is felt.

For the statement "I feel a positive effect from the use of authentic materials," the mean score is 4.00, reflecting a high level of agreement on the beneficial impact of these materials. The standard deviation of 1.06 shows moderate variability, indicating that while the positive effects are widely recognized, the degree of impact varies among students.

The statement "Authentic materials facilitate the development of my English skills" has a mean score of 4.10, demonstrating strong agreement on the effectiveness of these materials in skill development. The standard deviation of 1.01 suggests moderate variability, indicating that while many students see clear benefits, individual experiences differ to some extent.

Finally, the statement "I feel more involved and enthusiastic when learning with authentic materials" has a mean score of 3.93, indicating a high level of agreement that these materials increase involvement and enthusiasm in learning. The standard deviation of 1.14 suggests moderate variability, meaning that while many students feel more engaged, there are differences in the level of enthusiasm and involvement.

4.4 Students Influence

This section reported about students' influence

Table 4.7 Students Interest

Statement of the Influence	Standard Deviation (S.td)	Mean	Level
The use of authentic materials makes me interested and attentive	1,14	3.92	High

I feel more motivated and enthusiastic to learn English uses authentic materials.	1,15	3.98	High
Authentic materials help me understand how English is used in real-life everyday contexts.	1,00	4.00	High
Learning English becomes more enjoyable and exciting with the use of authentic materials.	1,14	4.13	High
I find it easier to remember and understand English lesson materials when learning using authentic materials.	1,15	3,93	High

The statement "The use of authentic materials makes me interested and attentive" has a mean score of 3.92, indicating a high level of agreement that authentic materials effectively capture students' interest and attention. The standard deviation of 1.14 suggests moderate variability in responses, meaning that while many students are engaged by these materials, the level of interest and attentiveness may vary among individuals.

For the statement "I feel more motivated and enthusiastic to learn English when using authentic materials," the mean score is 3.98, reflecting a strong agreement on the motivational impact of authentic materials. The standard deviation of 1.15 indicates moderate variability, suggesting that while most students feel more motivated and enthusiastic, the intensity of these feelings differs among students.

The statement "Authentic materials help me understand how English is used in real-life everyday contexts" has a mean score of 4.00, showing a high level of agreement that these materials are effective in demonstrating real-life English usage. The standard deviation of 1.00 indicates relatively low variability in responses, highlighting a consistent perception among students regarding the

practical value of authentic materials.

Regarding the statement "Learning English becomes more enjoyable and exciting with the use of authentic materials," the mean score of 4.13 suggests a strong agreement that these materials make learning more enjoyable. The standard deviation of 1.14 points to moderate variability in responses, meaning that while many students find learning more exciting with authentic materials, the level of enjoyment may differ among individuals.

Finally, the statement "I find it easier to remember and understand English lesson materials when learning using authentic materials" has a mean score of 3.93, indicating a high level of agreement on the effectiveness of authentic materials in enhancing memory and comprehension. The standard deviation of 1.15 reflects moderate variability, suggesting that while many students find it easier to remember and understand lessons, the extent of this benefit varies across the group.

Overall, the data indicates a strong positive influence of authentic materials on students' interest, motivation, and comprehension in learning English. Across all statements, there is a high level of agreement that these materials make learning more engaging, enjoyable, and effective. Although there is some variability in individual responses, the overall trend shows that students consistently find authentic materials beneficial in understanding real-life English usage, enhancing their memory, and increasing their enthusiasm for learning.

4.5 Discussion

This discussion synthesizes various aspects of the study on students' perceptions and influences. The research involved 83 eleventh-grade students at

MAN 1 Batang Hari. The distribution of respondents by class, detailing the frequency and percentage of participants from each class. XI IPA 1 and XI IPA 2 each have 21 respondents, accounting for 25.30% of the total sample. Similarly, XI IPS 1 also contributes 21 respondents, representing 25.30%. Meanwhile, XI IPS 2 has 20 respondents, which makes up 24.09% of the total respondents. The findings are reviewed based on the research questions set forth in this study. Here are some key points:

1. Types of authentic material

According to the data obtained from the questionnaire research, the types of authentic materials used at MAN 1 Batang Hari are authentic audio, authentic visual, authentic printed, authentic digital, and authentic realia. The evaluation of audio materials indicates a generally high level of utilization, though Statement 3 shows a medium mean, suggesting it may be less impactful. For visual materials, most statements exhibit high usage with mean scores between 3.89 and 4.04, but there is noticeable variability in responses, with standard deviations ranging from 1.04 to 1.33. The analysis of printed materials also shows consistently high engagement across statements, with mean scores from 3.87 to 4.03 and standard deviations between 1.10 and 1.33. The data on digital materials shows a strong overall utilization trend, with most statements indicating high usage, but one statement stands out with a notably lower mean score. This suggests that, overall, the data from types of authentic material indicating that the students feel interest and motivated in used authentic materials in English language learning.

This data is similar to the research findings from a study conducted by Hamzah (2019). For students with high motivation, they have more energy to learn. The advantages of using authentic materials in the classroom therefore include:

having a positive effect on student motivation; giving authentic cultural information; exposing students to real language; relating more closely to students' needs.

Furthermore, the findings regarding students' preference for authentic materials due to their reflection of real-life English usage resonate with the principles of communicative language teaching (CLT) and task-based language teaching (TBLT). These approaches emphasize the importance of exposing learners to authentic language input and engaging them in meaningful, real-world tasks to develop their communicative competence (Nunan, 2004; Richards & Rodgers, 2014).

Similar from thesis Nining (2017). All students like reading English through authentic material and they also agreed that authentic material can be applied as the good material to comprehend their reading especially in learning foreign language. So, students maintain a favorable view of authentic materials in their learning process. Authentic materials can foster a sense of autonomy, relatedness, and competence, which are key elements in promoting intrinsic motivation and sustained engagement in the learning process (Bao, 2020; Lamb, 2017).

Based on these findings, the results align with previous research indicating that authentic materials impact student motivation and engagement, and are consistent with the principles of communicative and task-based language teaching. The study also shows that all students find authentic materials beneficial for understanding English and maintain a positive view of their use.

The difference from previous relevant studies lies in the types of authentic materials used. Previous studies may have focused on specific types of materials or

had different variations in categories of authentic materials, whereas this research includes a range of authentic materials such as audio, visual, printed, digital, and realia. These differences can impact the research outcomes and how each type of material contributes to student motivation and engagement in English language learning.

2. Students' Interest

This research found that the average scores for the nine questions were consistently high, ranging from 3.70 to 4.18. These high scores reflect a generally positive response across different aspects examined in the study, indicating that students tend to have favorable opinions or positive experiences regarding the subject matter of the questionnaire. The consistent high scores across all questions further emphasize the overall positive sentiment among student participants towards the topics covered in the research (Brown & Taylor, 2019).

Similar from Aseptiana, P & Rasi, Y. (2017). Authentic materials can enhance students' interest in reading. The increase in their reading interest can be seen through the improvement in their reading achievements. This indicates a comparison between students' reading interest during the intervention and the success performance criteria.

The differences in this study are this study evaluates the utilization and influence of various types of authentic materials in the context of English language learning, while previous studies have focused more on improving reading interest and academic achievement related to authentic materials. In terms of measurement focus, this research assesses student motivation and engagement with different types of authentic materials, whereas previous research tends to compare reading

interest and reading achievement of students during interventions. These differences highlight varying approaches in assessing the effectiveness of authentic materials, with this study placing greater emphasis on their impact on student motivation and engagement in English language learning.

3. Influence Scores

The data on influence consistently shows a high level of impact across all statements, with mean scores between 3.92 and 4.13. Although there is some variability in responses, as reflected by standard deviations ranging from 1.00 to 1.15, the overall trend indicates that the influence is perceived as substantial and significant. This implies that, despite variations in individual perceptions, the influence is broadly acknowledged and regarded as strong.

Inline with Naya and Siti (2024) Students experience positive effects from using YouTube in improving their English language comprehension. This includes vocabulary expansion, better listening skills, and a deeper understanding of English grammar. They also view the use of YouTube as a sustainable tool for long-term English language skills development.

Similar from Lilik (2016). The English language learning outcomes of students who were given authentic materials have higher scores than students who did not use authentic materials in English language learning.

From Dede (2019). There are many benefits gained from English language learning with authentic material, especially with audio students easily understand, become accustomed to pronouncing English words, motivate students, habituate English language use, improve listening skills, create a joyful atmosphere, make learning enjoyable, and inspire a desire to continue learning English.

Moreover, Vinda et al (2019) stated that. Authentic materials give positive effects on students' reading motivation in terms positive task orientation, ego involvement, high aspiration, needs for achievement, goal-oriented, high perseverance and tolerance of ambiguity.

The differences between this study and others lie in several key aspects. This study includes various types of authentic materials, such as audio, visual, printed, digital, and realia, while other studies may focus on just one type, such as YouTube or printed materials. Additionally, this research assesses the influence of authentic materials in the broader context of English language learning, whereas other studies might focus on specific contexts, such as vocabulary enhancement or listening skills. The measurement focus also differs; this study evaluates the overall influence of authentic materials on student motivation and engagement, while other research may concentrate on specific effects, such as reading interest or academic outcomes.

In conclusion, the study reveals overall positive perceptions and influences among the students, with responses generally leaning toward the higher end of the scales used, the gender imbalance in the sample is a significant factor that should be considered when interpreting these results. Future research could explore whether this imbalance affects the outcomes and if similar patterns hold true in more gender-balanced samples or different educational settings. Additionally, investigating the factors contributing to the consistently high scores could provide valuable insights for educational practices or policies.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the key findings and conclusion derived from analyzing the data on teacher perceptions regarding the use of authentic materials in English language teaching at MAN 1 Batang Hari. In addition to presenting the conclusions, the chapter also discusses the implications of this research study. The final section offers recommendations for teachers, policymakers, and future researchers interested in exploring teacher perspectives on used authentic materials in English language teaching and learning or in related contexts.

5.1 Conclusion

This study seeks to identify the types of authentic materials, assess students' interests, and evaluate the impact of these materials. The results from data collection and analysis, along with the discussions, lead to several key conclusions. These findings help in understanding how different types of authentic materials affect students and their level of engagement.

First the types of authentic materials used at MAN 1 Batang Hari include authentic audio, authentic visual, authentic printed, authentic digital, and authentic realia. According to the data, the highest-rated type of authentic material used at MAN 1 Batang Hari is realia, with a score of 3.90. This suggests that students find real-life materials particularly helpful and engaging in their English learning. Conversely, authentic audio received the lowest score at 3.50, indicating that while still beneficial, audio materials are less effective than other types in capturing students' attention or aiding their learning. Nevertheless, all types of authentic materials at MAN 1 Batang Hari have a high overall rating, demonstrating their

positive contribution to the learning process.

Second, the data about the level of students' interest shows that all the questions indicate a strong level of student interest, with mean scores ranging from 3.69 to 4.20. The highest score comes from the statement "The availability of authentic materials awakens my enthusiasm," which indicates that students feel highly motivated and excited when authentic materials are available. On the other hand, the lowest score is from the statement "Authentic teaching materials are able to create a more interesting and stimulating environment," with a score of 3.69, meaning that while students find these materials engaging, they may not be as impactful in making the learning environment more stimulating compared to other aspects. Overall, particularly with certain questions that resonate more strongly, suggesting these areas are particularly effective in capturing their interest.

Lastly, all five statements exhibit a notable of influence, signifying that they are broadly seen as impactful. The highest score of 4.13 for the statement "Learning English becomes more enjoyable and exciting with the use of authentic materials" indicates that students find the use of authentic materials makes learning English more enjoyable and engaging. Conversely, the lowest score of 3.92 for the statement "The use of authentic materials makes me interested and attentive" suggests that while authentic materials do capture students' interest and attention, their influence may not be as strong as other factors in enhancing enjoyment and involvement in learning. However, overall, the use of authentic materials has a positive influence on students' interest in learning English.

In summary, at MAN 1 Batang Hari, various types of authentic materials, including audio, visual, printed, digital, and realia, are used, with realia receiving the highest rating of 3.90, indicating its effectiveness in engaging students. In contrast, authentic audio had the lowest rating of 3.50, suggesting it is less impactful compared to other materials. Student interest is high overall, with scores ranging from 3.69 to 4.20, particularly strong for statements about enthusiasm and excitement, though some aspects like creating a stimulating environment were rated lower. Despite this, all types of authentic materials positively influence students' engagement and enjoyment in learning English.

5.2 Recommendation

1. Researchers advise that educators should familiarize students with the incorporation of authentic materials into their English language learning process. The materials utilized can include sample transcripts, audio recordings, or video clips. Additionally, the author also hope that both teachers and students can integrate authentic materials into more immersive and intensive learning experiences, such as employing objects and resources readily available around the students.
2. Future researchers delve deeper into this topic by conducting more extensive analyses, employing alternative research methodologies, examining diverse classroom settings, and utilizing more robust data collection instruments. This could help build upon the existing findings and offer a more comprehensive understanding of how to effectively incorporate authentic materials into English language teaching and learning.

3. For students utilize digital resources: Use platforms such as YouTube, podcasts, and English-language news websites to continually expose yourself to authentic English outside the classroom. Choose materials based on interests: Seek authentic materials that align with your hobbies or interests to increase learning motivation.

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APPENDIX

Appendix 1 questionnaire

Petunjuk: Berilah tanda centang (✓) pada kolom yang tersedia sesuai dengan pendapat Anda.

Keterangan:

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

1. Persepsi siswa

No	Types of Authentic Material	Translate	SS	S	N	TS	STS
Authentic Audio							
1.	The use of authentic audio materials, improving my English listening skills.	Penggunaan materi audio autentik meningkatkan keterampilan menyimak bahasa Inggris saya.					
2.	My motivation to learn English often increases when exposed to authentic audio materials	Motivasi saya untuk belajar bahasa Inggris sering meningkat ketika terpapar materi audio autentik.					
3.	Sometimes experience difficulty in understanding authentic audio material	Saya terkadang mengalami kesulitan dalam memahami materi audio autentik.					

4.	I prefer the use of authentic audio material	Saya lebih menyukai penggunaan materi audio autentik.					
5.	I hope teachers can integrate more authentic audio materials	Saya berharap guru dapat mengintegrasikan lebih banyak materi audio autentik.					
Authentic Visual							
6.	The use of authentic visual materials helps me understand language lessons.	Penggunaan materi visual autentik membantu saya memahami pelajaran bahasa.					
7.	My motivation to learn a language often increases when faced with interesting authentic visual materials	Motivasi saya untuk belajar bahasa sering meningkat ketika dihadapkan dengan materi visual autentik yang menarik.					
8.	Sometimes I experience difficulty in understanding the meaning contained in authentic visual materials.	Terkadang saya mengalami kesulitan dalam memahami makna yang terkandung dalam materi visual autentik.					
9.	I hope teachers can integrate more authentic visual materials	Saya berharap guru dapat mengintegrasikan lebih banyak materi visual autentik.					
10.	The existence of authentic visual materials also helps me enrich my vocabulary	Keberadaan materi visual autentik juga membantu saya memperkaya kosakata saya.					
Authentic Printed							
11.	The use of authentic printed materials very beneficial for me	Penggunaan materi cetak autentik sangat bermanfaat bagi saya.					

12.	I feel a greater appeal and motivation to learn a language when using authentic printed materials	Saya merasa daya tarik dan motivasi yang lebih besar untuk belajar bahasa ketika menggunakan materi cetak autentik.					
13.	Authentic printed materials provide a clear picture of language styles and topics	Materi cetak autentik memberikan gambaran yang jelas tentang gaya bahasa dan topik.					
14.	I experience difficulty in understanding authentic printed materials	Saya mengalami kesulitan dalam memahami materi cetak autentik.					
15.	I hope teachers can integrate more authentic printed materials	Saya berharap guru dapat mengintegrasikan lebih banyak materi cetak autentik.					
Authentic Digital							
16.	The use of authentic digital materials helps me understand language lessons better.	Penggunaan materi digital autentik membantu saya memahami pelajaran bahasa dengan lebih baik.					
17.	I feel a greater appeal and motivation to learn a language when exposed to authentic digital materials	Saya merasa daya tarik dan motivasi yang lebih besar untuk belajar bahasa ketika terpapar materi digital autentik.					
18.	Authentic digital materials provide a clear picture of how the target language	Materi digital autentik memberikan gambaran yang jelas tentang bagaimana bahasa target digunakan.					

19.	Sometimes I experience difficulty in understanding authentic digital materials	Terkadang saya mengalami kesulitan dalam memahami materi digital autentik.					
20.	I hope teachers can integrate more authentic digital materials	Saya berharap guru dapat mengintegrasikan lebih banyak materi digital autentik.					
Authentic Realia							
21.	The use of authentic realia helps me understand language lessons.	Penggunaan realia autentik membantu saya memahami pelajaran bahasa.					
22.	I feel interested and motivated to learn a language when using authentic realia.	Saya merasa tertarik dan termotivasi untuk belajar bahasa ketika menggunakan realia autentik.					
23.	Authentic realia provide a real and contextual learning experience in the target language.	Realia autentik memberikan pengalaman belajar yang nyata dan kontekstual dalam bahasa target.					
24.	I find it difficult to understand the meaning of authentic realia.	Saya merasa sulit untuk memahami makna dari realia autentik.					
25.	Authentic realia help me enrich my vocabulary and understand	Realia autentik membantu saya memperkaya kosakata dan pemahaman saya.					

2. Students Interest

No	Interest	Translate	SS	S	N	TS	STS
1	Authentic teaching materials able to create a more interesting and stimulating.	Materi pengajaran autentik mampu menciptakan suasana yang lebih menarik dan merangsang.					
2	My motivation to learn English often increases when exposed to authentic materials	Motivasi saya untuk belajar bahasa Inggris sering meningkat ketika terpapar materi autentik.					
3	I feel a greater appeal towards authentic materials.	Saya merasa daya tarik yang lebih besar terhadap materi autentik.					
4	The availability of authentic materials awakens my enthusiasm	Ketersediaan materi autentik membangkitkan antusiasme saya.					
5	Authentic materials help me hone my English skills	Materi autentik membantu saya mengasah keterampilan bahasa Inggris saya.					
6	Process of learning English feels more meaningful when using authentic materials	Proses belajar bahasa Inggris terasa lebih bermakna ketika menggunakan materi autentik.					
7	I feel a positive effect from the use of authentic materials	Saya merasakan efek positif dari penggunaan materi autentik.					
8	Authentic materials facilitate the development of my English skills	Materi autentik memfasilitasi pengembangan keterampilan bahasa Inggris saya.					
9	I feel more involved and enthusiastic when learn authentic materials.	Saya merasa lebih terlibat dan antusias ketika belajar dengan materi autentik.					

3. Influence

No	Influence	Translate	SS	S	N	TS	STS
1	The use of authentic materials makes me interested and attentive.	Penggunaan materi autentik membuat saya tertarik dan penuh perhatian.					
2	I feel more motivated and enthusiastic to learn English uses authentic materials.	Saya merasa lebih termotivasi dan antusias untuk belajar bahasa Inggris menggunakan materi autentik.					
3	Authentic materials help me understand how English is used in real-life everyday contexts.	Materi autentik membantu saya memahami bagaimana bahasa Inggris digunakan dalam konteks kehidupan sehari-hari yang nyata.					
4	Learning English becomes more enjoyable and exciting with the use of authentic materials.	Belajar bahasa Inggris menjadi lebih menyenangkan dan menarik dengan penggunaan materi autentik.					
5	I find it easier to remember and understand English lesson materials when learning using authentic materials.	Saya merasa lebih mudah mengingat dan memahami materi pelajaran bahasa Inggris ketika belajar menggunakan materi autentik.					

