The Implementation of Authentic Materials in Teaching Speaking in an Islamic Boarding School

Penerapan Materi Otentik dalam Pembelajaran Speaking di Lingkup Sekolah Islam

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa terhadap penggunaan materi otentik dalam belajar keterampilan berbicara bahasa Inggris, pengimplementasian materi otentik dalam mengajar keterampilan berbicara bahasa Inggris yang dibawakan oleh guru, dan dampak materi otentik terhadap keterampilan berbicara siswa. Penelitian ini merupakan studi kasus dengan peserta penelitian diantaranya adalah guru dan siswa kelas XI IPA Pesantren Modern Putri IMMIM Pangkep. Intsrumen penelitian yang digunakan adalah kuesioner, observasi, dan wawancara. Data dari hasil penelitian menggunakan teknik kuesioner dimana google formulir sebagai media, teknik observasi termasuk observasi ceklis, pencatatan, mengumpulkan nilai siswa dari dokumen guru dan teknik wawancara. Hasil dari analisis data menunjukkan bahwa frekuensi jawaban siswa dari kuesioner dimana 20 siswa masuk ke dalam kategori sangat baik dan 6 lainnya berada dalam kategori baik, sementara pada tiga indikator yaitu pengalaman, motivasi, dan emosi siswa berada pada klasifikasi yang sangat baik jadi siswa memiliki penerimaan persepsi yang tinggi terhadap otentik material dalam belajar keterampilan berbicara. Selanjutnya guru mempertimbangkan berbagai langkah dan aktivitas dalam mengajarkan keterampilan berbicara dan variasi materi otentik yang digunakan adalah video, lagu, dan artikel berita, kesimpulannya guru memiliki pengimplementasian yang sedang terhadap otentik material dalam mengajar keterampilan berbicara. Dan yang terakhir nilai siswa pada keterampilan bebicara sesuai ekspektasi, dengan demikian penerapan materi otentik secara positif berdampak pada keterampilan berbicara bahasa Inggris siswa.

Kata kunci: Materi Otentik, Mengajar Keterampilan Berbicara, Implementasi, Persepsi Siswa

ABSTRACT

This research aims to describe the student's perception on the use of authentic materials in learning speaking, the implementation of authentic materials in teaching speaking delivered by the teacher, and the impact of authentic materials in students' speaking skill. This research was a case study. The participants were the teacher and the students at XI grade IPA of IMMIM Boarding School Pangkep. The research instrument employed was questionnaire, observation, and interview. The data were collected using questionnaire with Google form, observation technique including observation checklist, note-taking, and collected data from teachers' document, and interview technique. The result of data analysis shows that the frequency of students answer in their questionnaire was 20 students in very good category and 6 students was in a good category, meanwhile in three indicators including experience, motivation, and emotion of students' perception are in a very good classification so, the students had a highly perceived on authentic materials in learning speaking. Furthermore, the teacher considers a vary steps and activities in teaching speaking also the authentic material found was video, songs, and news article, the teacher is moderately implemented authentic material in teaching speaking. Finally, the students score in their speaking performance was met the expectation thus the implementation of authentic materials positively impact the students' speaking skill.

Keywods: Authentic Material, Teaching Speaking, Implementation, Student's Perception

1. INTRODUCTION

Speaking Skill is one of the matter subjects in language classroom since it become a productive skill as a prove to the language mastering. Speaking is one of the most demanding skills for students because of contractions, vowel reductions and elision, the utilization (Brown: 1994). Considering the complexity in speaking by using English as a foreign language, teachers need to understand well how to facilitate their students to be able to communicate by using the target language. To empower the teachers to encourage learning, there are some standards that they need to bear in mind when they willing to obtain such objectives; there are understanding students' perspective, selecting suitable teaching media, strategy, as well as teaching material.

As the most important aspect, teaching material is very crucial in the teaching and learning process that is to fulfill the purpose of gain the information to enrich the students' knowledge in short from nothing to knowing. As well as the importance of teacher and learner roles in understanding of the language teaching, and in an understanding of learning content through material and task (Rodgers: 1986). Another point of material is the main role in language teaching analyses as a resource for presentation materials; source of activities for learner practice communicative interaction; a source of stimulation and ideas for classroom activities (Cunningsworth:1995).

Teaching Incorporation of different kinds of teaching materials into the classroom has been of great importance and value; it represents the core of the teaching practice and become the heart of it. Therefore, a distinction has been made between authentic and non-authentic materials, differing in their nature and purpose. The materials are dived into two kinds namely authentic materials (AMs) and created materials also known as non-auhentic materials (Richard: 2006), many researchers have pros and cons regarding to both materials but along with that both has its own advantage and disadvantage.

Authentic materials as spoken or written language data that has been produced during genuine communication, and not specifically written for purposes of language teaching (Nunan:1999) defines. an authentic text as one which is produce to communciate rather than to teach (Tomlinson :2013). Consequently, authentic materials give certifiable language which is normally utilized in the objective community where the language is spoken for instance newspaper, radio, tv, menu, brochure, realia etc.

The researcher found a challenging phenomenon in this boarding school since the researcher has become the students in it. This school trying to adapt different languages and implementing a regulation to the students that they must speak English and Arabic in everyday life, they organized speak English for a week and Arabic and it repeated over again.

These regulations have been approved by the teachers, advisors, and the chairman of the foundation. When the students break the regulations then there will be a punishment. In this kind of circumstance, students have additional incentive to speak English not only in the classroom but also in their daily lives. These regulations make it imperative for them to dominate English particularly in Speaking skill. Furthermore, it was found that some students felt quite stressed because of the difficulty in speaking English and had to accept punishment if they did not obey the rules (Fitria et al., 2021).

Consequently, the teacher has the challenge to support and help the students increase their language skills from the existence of the regulation. In selecting the material, the teacher sense that using non-authentic material is less helpful for her to achieve the target of using natural language for students. Therefore, she implemented authentic materials as a teaching material to be used in teaching speaking to facilitates and helps the students to stimulate their speaking ability to the upper level by using more authentic materials to achieve the target language, and the students can use it in their daily lives. Even less to use a particular material, she has the authority to construct materials to be taught as referring to the form letter no 14, 2019 Ministry of Education and Culture (2019).

Hence, researcher found fascinating cooperation in the field regarding to the must of students in speaking English, while Speaking Skill is the subject matter that indicate of mastering the language target, then authentic materials are the teaching media that designed to produce genuine language and to convey a real message in everyday life, and this material are implemented by the teacher in this boarding school, thus prompt researcher to have a depth exploring to the implementation of authentic material in the Speaking classroom.

2. REVIEW OF LITERATURE

Materials play a central role in language teaching (Garton & Graves, 2014). They are considered as the heart of teaching and learning process. Generally, it is believed that materials which are chosen selectively, and used effectively, will improve the quality of teaching and learning process. Damayanty et all 2018, p. 2. Ocak, Ozcalisan, & Kuru (2010) argue that materials make learning more enjoyable and understandable. Materials are "anything which can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interactions" Tomlinson, 2012:143), and to facilitate teachers and learners in the language learning Richards and Schmidt, (2002). Teaching materials should have the potential to make knowledge accessible to students by assisting and supporting their learning, as well as encouraging them to study further Strakova (2016).

Tomlinson (1998: 7-21) explain good materials should help the learners to feel at ease, to achieve impact, to develop confidence, to be relevant for learners; to give the opportunity to achieve the communicative purposes, to cover all students' need and learning styles. They can be "informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language)" (Tomlinson, 2012)

Kilickaya (2004) defined authentic materials as a disclosure to real language and use in its real community. Authentic material is teaching resources that were not specially prepared for pedagogical purposes in teaching. They are often contrasted to the created materials, the textbook, and other specially-developed instructional resources Fadeli (2009).

According to Herod (2002) authentic learning materials and activities are designed to imitate the real -world situations. Based on Geoffrey (2010), authentic materials chosen by the teachers should functions as:

a. Instrumental: it is to help students with getting what they need.
b. Regulatory: it contains the information or data that the students may follow.
c. Interactional: it keeps up and establishes a personal or individual relationship with someone.
d. Personal: it can express the students' personal thought and idea.
e. Heuristic: it can help the students to explore the world.
f. Imaginative: it helps the students to create the imaginative world for others.
g. Informative: it presents the information which is needed by the students themselves.

In short that authentic materials is the material which is not specially made for the teaching and learning process but it is adapted from the real world language taken from the native which is used in the real life communication.

The use of varied materials will help students link their knowledge with the outside world. Teacher may use different kind of authentic material to interact the students in learning. Gebhard (1996) Classified into 3categories below

1. Authentic Listening-Viewing Materials

TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2. Authentic Visual Materials:

Slides, photographs, paintings, children' artwork, stick-figure drawings, silhouettes, wordless street signs, pictures from a magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

3. Authentic Printed Materials:

Newspaper, articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

These kinds of authetnic materials also were found in some other researchers used to upgrade students' skill in Speaking classroom interaction:

Anggia & Setyadi (2017) the use of authentic materials in speaking class is valuable parts which must be selected more carefully. It is found that by using authentic materials, it has many advantages for both the teacher and the students. For the teacher, they can

improve the way the teacher leads the class and color the material. For the students, by using authentic materials, the students will increase their interest and motivation.

The research untitled Teachers' Attitude towards Authentic and Non-Authentic Materials in Speaking Classroom: Case of First Year EFL Teachers at the University of Tlemcen located in Algeria Mahi (2017) Revealed that EFL teachers attempt to create an environment like outside world. For this reason, they use various resources are internet, TV programs, books, videos, songs, web pages, logos, Twitter and Facebook status, and recordings to obtain their teaching materials. The findings also demonstrate that EFL teachers never select materials (non-authentic/ AMs) randomly, in fact they take into consideration learners' need, interest, level, and culture background.

Hartatic & Tities (2016) with the research "Investigating the Student's View on the Authentic Materials Used in Basic Speaking Class" the research objective was to investigate students view on the use of authentic materials used in the process of teaching and learning Speaking. They applied descriptive qualitative to portray the result of the study. And the finding shows that the implementation of authentic material in basic speaking class was very positive stated by the students. They declare an agreement with the idea that authentic materials are beneficial and the teacher need to consider about the complexity of the AMs.

"The Effectiveness of Using Authentic Materials on Teaching Speaking for Eleventh Grade Students' of Islamic High Schools Students of Muallimin Muhammadiyah Yogyakarta in Academic Year 2013/2014" Ilham (2017) focus to find out whether the using authentic material on teaching Speaking is effective for eleventh grade students after used authentic materials and there is a significance difference between students' speaking ability who taught by using authentic material and those taught by using created material. Again, the Authentic Materials give the improvement in speaking classroom.

3. METHODS

3.1. Research Design

In this research, the researcher employed a case study. Yin (2009) stated that a case study is a method of research that attempt to describe and interpret the objects in accordance with reality and real situation. It may be used to justify current practice, make a judgment, and to develop theories. According to the purpose of the study the reseacher will be use a descriptive type, it will draw the phenonemena in real situation.

In short, the researcher drew and described the phenomena and actual conditions in the speaking classroom. The teacher implemented authentic materials as one of the teaching materials to help the students increase their speaking skills. Moreover, it described three research questions: the implementation of authentic materials in the speaking classroom, students' perception of authentic materials, and the impact of authentic material on the students speaking skills with a data source was the teacher and XI grade students at Pesantren Modern Putri IMMIM.

3.2 Research Instrument

The fisrt instrument used was questionnaire. The research instrument that contains a series questions for getting the information from the object observation. Questionnaire can serve as a structured technique for collecting primary data which aiming at developing new theory. Mahi (2017:25) as the matter of fact it is less time consuming to gain the information from the object of the research. It is to gain the information in accordance to the students' perception looking in three aspects; emotion, experience, and motivation.

The second is observation which is one of the oldest and most fundamental research methods approaches. This approach involves collecting data using one's sense, especially looking, and listening in a systematic and meaningful way (McKeechnie 2008:573) this observation is to see the authentic materials implemented by the teacher.

Finally, Interview as best method way used to gain strong qualification of data obtained. There are three types of interview; structured, semi-structured, and unstructured. This research used semi structured interview that open type allowing new things to be brought up during the interview as the students

answering the questions. It is used to gain the information about the students' perception towards the implementation of authentic materials.

3.3 Data Analysis

In the data analysis, the researcher used a technique by Miles, Huberman, & Saldana (2014) that consisting four steps: first is data collection first step was to collect the data through several instruments to answer the available research questions , then data condensation is way to reduce and breaking down the data, next was data display is an organized, compressed assembly of information that permits conclusion drawing and action , and conclusion drawing/verification to decide what things mean is nothing regularities, patterns, explanations, possible configuration, causal flows, and proposition conclusion as well confirmed as the analyst proceeds.

4. FINDINGS

4.1. The Students' Perception on the Use of Authentic Materials in Learning Speaking

To urge the information, the researcher has used a questionnaire method to see how students perceive the use of authentic materials in learning speaking. The results that have been obtained from the researcher where there are two categories view from the students, the first is highly perceived and the second category is moderately perceived on authentic materials in learning speaking. There are only slight differences between the two categories, and the results are almost the same. Three indicators from the results of student perceptions will be described, namely experience, motivation, and emotion.

Table 1. The Distribution Frequency of Students' Perception Category

Range	Classification	Freq.	Percent	Mean
81-100	High	20	77	
61-80	Moderate	6	23	85.2
0-60	Low	0	0	
Total		26	100	

From the Table 1 shows distribution frequency shows 26 students who have filled out the questionnaire. The table above shows that there is no data in the column low classification or got 0, meaning that the results of students' answers prove they are not in a poor

category. On the other hand, there are only two categories in the first and second row, the moderate classification where the frequency is 6 with a percentage of 23%, and the most frequent category where the frequency is 20 with a presentation of 77%, which is in the high category.

And the most decisive thing is the mean score with the total of 85.20, and it is classified in the very good category from the overall students. And finally the students classified into highly perceived and moderately perceived on the use of authentic materials in learning speaking.

Table 2. The level of perception of 3 indicators

Perception Indicator	Mean Score	Classification
Experience	83.53	High
Motivation	85.84	High
Emotion	86.23	High

The table shows all indicatros are in the high calssification. The students' perception in receiving authentic materials in learning speaking having a good accpetence inlcuding their experience, motivation, and emotion as well as stated in students'statements from the interview result.

Extract 1

"Hmmm... In learning English, there are many ways right, sis, so here I think authentic material is special, like it's different because it is an actual language. Moreover, I like Speaking, so it makes it more interesting. So, I can say that my experience learning is more meaningful"

Students had interesting experience in learning speaking and got positive results, meaning that authentic materials contributed very well to enrich students' insights and experiences.

Extract 2

"As I said earlier, I like Speaking. So, to practice my speaking, I must talk actively, whatever it is. Also, our teacher told us, like, she, she pushed us to speak, so we are not reminded silent if asked to speak"

Students actively involved in the speaking activity. When students' motivation is categorized as high, teachers and students will find it easier to engage in the teaching and learning process. More importantly, the learning objectives will be easily achieved. Therefore, implementing authentic material in learning speaking increases students' motivation to achieve learning objectives

Extract3
"It can be said it increase my confidence. Because if there is a speaking activity, there is something that provokes us to talk, it means preparation, hmmm like, like if there is a material being shown, hmm, it feels good when talking, hmm, it's like being more confident if we do it that way"

The presence of interesting items and raise confidence in speaking class by employing authentic materials as a teaching method causes students to have strong emotions. Therefore, it succeeds in filling emotions by offering interesting things to learn. This is highly dependent on the classroom setting, as when students experience positive emotions and interests, the class becomes more conducive, effective, and productive.

Even though students come from various backgrounds, some enjoy English more than others, some enjoy it but it is not a priority, some are not very capable in this field, they all agree that authentic materials enhance their learning experience, shows positive attitude which authentic material increase students' interest, motivation raising student confidence, providing information how to use language especially in learning speaking.

4.2. The Implementation of Authentic Materials in Teaching Speaking

Based on the observation when the teacher used authentic material in speaking class within six meetings the researcher found that the teacher is moderately implemented authentic materials in teaching speaking. In processing data to find implementation, the researcher refers to the theory of Metz & Albers (2014) implementation comes to the stages. It goes through four stages: exploration, installation, implementation, and sustainability. However, sustainability is something that is not a separate stage but consideration in each stage of implementation.

a. Exploration/ Planning Stage
The exploration stage be the initial stage before teaching. The teacher prepares all things, including topics, materials, technology, and most importantly, prepares class goals as a reference. Because the topic is the core of learning, the teacher always provides topics to be discussed at every meeting and is provided long before the class starts. The first topic meeting is "cause and effect." The second to fourth meetings discuss the topic of "songs that are related to teenage life" at the next meeting, the fifth and sixth discussion topics are "explain this!"

The material used for six meetings is authentic material, with a theme that fits the topic, the first meeting with the title of the video material "what is coronavirus?", the second meeting using a song with the title "fix you, roar, and scars to your beautiful" where the title selection has been filtered according to todays of youth life, the third and fourth meetings still use song material, but students choose their own songs. The fifth meeting uses video of flooding explanation material, and the last meeting uses news article material.

The use of teacher technology to teach authentic material is not so varied, such as generally using laptop to explain the material that has been prepared, an LCD to display material including videos or pictures, and speakers as loudspeakers so that students can hear when the material is played through a laptop.

b. Installation/preparation stage
The first thing to be prepared at this stage is to provide activities where the teacher gives questions or statements about the material to be discussed, and this is intended to start a warm-up to provoke students to express their opinions and tempt whether they have basic knowledge regarding prior knowledge. The teacher always gives initial questions about prior knowledge which with the benefit of stimulating students' curiosity by presenting interesting phenomena so that interaction occurs and makes students think critically, and from these questions, students answer by offering themselves or being appointed by the teacher randomly.

The second is to provide an agenda as a schedule of topics to be presented. The teacher gives instructions on what they will do, how much time is estimated they need to do an activity or complete a task aimed at producing good time management to motivate students to complete assignments at the right time, and the learning process is completed at that time. When the teacher gave the agenda or schedule, somehow the teacher gave the estimated time for the activities to be carried out. However, most of the time, before doing the core activities of the lesson, she explained clearly the steps of the agenda that will be carried out.

The third step is connecting the topic to students' context. If the material is far outside the student's context, then there will be a gap where students are overwhelmed by absorbing the material. Therefore, the teacher must provide contextual content where the teacher connects the learning material with the real-life context experienced by students or things in their lives. In each different topic, the teacher provides an overview and explanation of an event that occurs in the surrounding environment, and students can see and feel this which will open students' minds to provoke their sensitivity to study specific topics.

The last step from the installation stage is to emphasize the impact of content on student learning outcomes. At this stage, the teacher is expected to provide students with information about the learning outcomes after being given a specific topic. In attracting students' attention in learning, the teacher emphasizes the impact of their learning outcomes after studying the given topic, so the teacher always integrates the topic into the learning outcomes so that to achieve the goals students not only get scores but also get many benefits of knowledge from different topics. Furthermore, students can use the knowledge's impact for a long time.

c. Implementation stage
The implementation stage is the core of activities where the center of all important activities in learning is at this stage, by involving interactions between teachers and students, students, and students also the teacher is expected to actively involve students, attract students' interest and attention, generate student motivation, provide individual student services, prepare, and use media in learning and create effective learning conditions.

The first step is to build class by explaining and sharing materials with the students, the teacher sometimes gives a simple explanation before start the activity only to make clarity regarding to the topic will be discussed. The main goal, of course, is that students more efficiently receive and understand information clearly from the knowledge that is being conveyed. It is because the teacher has a direct influence on student involvement during the learning process.

At the step of providing examples of the content/practice in use of material the teacher only applies it at the first and fifth meetings. when the teacher gives a short explanation then she also gives an example to help students' understanding their task, then it will provoke ideas and get them to make a sentence regarding to the given topic.

The next is illustrates the applicability of the material, knowledge, or practice to the students' context is one of the steps that help the students to think about around them. The teacher draws the applicability of the material to the students' context, which triggers their curiosity and will impact their way of thinking and how they respond to the material given. The learning process is oriented to the process of direct experience. So learning is not just reading or memorizing but constructing knowledge within students themselves. It is assumed that students will more easily understand the subject matter by demonstrating something as an example that students can imitate.

The next step is including opportunities for students to practice or rehearse speaking skills. The teacher actively gives the students opportunities to rehearse or practice their speaking skills. As many kinds of topics, the teacher can manage the activity that suits it. It can be said that the interaction in the speaking class that occurs is categorized as an active class. The teacher can still compensate and cover other shortcomings despite the various abilities. In short, this step of implementation trigger student's creativity to their thought; most importantly it makes students upgrade their speaking skills.

The next step is to include opportunities for students to express personal perspectives. The students will express their opinions if asked by the teacher, but most of the activities require them to give opinions on related topics. The teacher gives questions according to the context of the students, so this makes it easier for them to express themselves. Wrong or right of students' opinions are not the focus, but they have the courage to express their opinions and become confident in learning to speak with a personal perspective. If it is often done, it will increase students' creativity in issuing ideas.

The step includes opportunities for students to interact with each other related to teaching content. The teacher uses it according to the topic and type of activity to be delivered. Interaction between students occurs when there is a discussion in a group and when they are given the opportunity to ask other students about the

displayed presentations. However, this interaction is not found in every meeting because not all topics and activities can create interaction between students. In essence, interaction is still needed but must be conditioned with the lesson's theme so that they interact with each other. In turn, optimal learning achievement can be obtained.

The next step is to include a discussion of specific indicators related to the material. At this stage, the teacher allows students to re-discuss the material that requires a more detailed explanation. However, this rarely happens in speaking classes, where there is less theory and more practice. Therefore, this activity is only carried out at the second meeting when students choose the vocabulary contained in the song that they do not know.

The next step is offers opportunities for continued learning through technical assistance or resources. In the second and the fifth meetings, teachers provide information regarding the source of materials to support their students in upgrading their skills, supporting the process and achievement of learning objectives, and generating motivation and interest in learning. Of course, the most accessible learning resource is the internet, where students can find anything, including authentic material and other similar types.

The last step of the implementation stage is detailed follow-up activities that require students to apply their learning. After carrying out the learning process, the teacher provides instructions on what activities they will do later. The teacher provides follow-up activities at the end of each lesson. To better provide a deep understanding of the materials, she gives direction to find other materials themselves and train themselves through the many sources they can use. At other meetings, the teacher sometimes gives assignments related to topics that have just been studied with different methods and authentic materials.

The researcher found that the teacher is moderately implemented on authentic materials in teaching Speaking. Based on observation the teacher used three kinds of authentic materials in teaching speaking for six meetings. The first meeting used a video clip entitled "What is Corona Virus?" At the second to fourth meetings, the teachers used songs as a material with two different activities provide the songs and the

students bring their favorite song. At the fifth meeting, the teachers again used a video clip entitled "Flooding Explanation-Learning about Flood", and at the sixth meeting, the teachers used news articles for students who act as news anchors. Almost all the teacher's material is obtained from the internet.

4.3. The Impact of Authentic Materials on Students' Speaking Skill

Based on the interview and teachers' document it is found that authentic materials have a positive impact on students speaking skill.

The data from the students' achievement score showed that the students are in the category excellent, very good, and good from the first to the sixth meeting. This indicates the overall performance of students speaking skills increases by the changes in the classification of students' grades to the end of the meeting.

The development of speaking can be seen from several aspects, which indicates someone mastering speaking is seen from the good aspect of speaking skills, namely fluency, pronunciation, vocabulary, and grammar Brown (2001). These four aspects must be met to master speaking skills.

The fluency aspect by students is categorized as having an impact on authentic material, which is seen from the mean score, shows a good result and continues to increase with additional points until the sixth meeting. It indicates that students expressing their opinions have a good flow and easily understandable delivery method. It makes students comfortable in speaking. Indeed, students can speak well, softly, clearly, precisely in the end.

The pronunciation aspect is the aspect that most shows promising results with the highest score compared to other aspects. This is motivated by the presentation of material with audio, including songs and videos that require listening skills that help students make it easier for them to pronounce a correct and appropriate word. The existence of repetition in videos and songs makes students pay close attention to pronouncing the word. Not only that, but students also pay attention to how they make sounds, including stress and intonation of a word or sentence.

The next aspect is vocabulary; without it, a sentence will not be formed, so vocabulary mastery is needed in

written and oral forms. The results of students' speaking scores in this aspect also impact authentic materials. Although they only add a few additional points, there is an increase in each meeting. Students' vocabulary increases with the presence of new sentences from the material provided with varying difficulty arrangements found in videos and articles. When listening and reading, the students' vocabulary can increase. It happens in the speaking class when the teacher gives authentic material to students. As a result, in practice speaking, students can perform by expressing the vocabulary they get from the material. They can also improve the quality of varied vocabulary they have rarely used before.

The last aspect in producing good speaking is grammar. Being the lowest point category in student achievement, this aspect is difficult to in speaking. Even though it has the lowest points, authentic material still impacts students' speaking skills in grammar, where the points at each meeting vary. At the fifth meeting, the average points dropped but increased in the last meeting. From the impact, students are still trying to improve their skills in this aspect. Most students use sentences according to the correct structure in their speaking performance.

Advantage and Disadvantage of Authentic Materials
Authentic materials implemented by the teacher are very beneficial and have several advantages found in speaking class. The varied content succeeded in attracting students' attention to learn the language. Then authentic materials make students more able to express their opinions, and personal experiences relate to their daily lives. Besides that, authentic materials can provide the type of language that can be used according to the context and conditions needed and provide opportunities for students to know and learn about foreign cultures contained in the material.

However, in its implementation, some disadvantages are also found; including the teacher must consider the suitability of the material to the needs of students and the level of difficulty of the selected material. Then in some materials, vocabulary at a high level of difficulty can be found. Furthermore, choosing appropriate materials for the topic requires more time and preparation. Moreover, of course, knowledge of adequate sources of material and varied creativity is needed by the teacher in the use of authentic materials.

5. CONCLUSION

According to result of the research the researcher concluded the implementation of authentic materials in teaching speaking. Based on the results of questionnaires and interviews for question number one, there are two categories of students' perception, namely highly perceived and moderately perceived authentic material in learning speaking. According to the three indicators of perception; experience, motivation, and experience of students' perception in learning speaking are in the high category level. In short students' perception of authentic material delivered by the teacher is highly accepted.

Related to observation in the classroom for question number two. The teacher is categorize as moderately implemented authentic material in teaching speaking. It is found that teacher have good preparation and implementation in teaching speaking. By going through the initial considerations of types appropriate to the topic, lesson plans, and needs that are suitable for students, learning ideas are formed for practical and fun activities in the classroom when using authentic materials in teaching speaking including videos, songs, and news article to her teaching process.

According to teachers' interview and document for question number three. The authentic materials positively impact students' speaking skills. Seen from the aspects of good speaking skills: fluency, pronunciation, vocabulary, and grammar resulting a good students' performance that the teacher has assessed.

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