**STUDENTS’ PERCEPTION ON THE IMPLEMENTATION OF AUTHENTIC MATERIALS IN TEACHING SPEAKING**

**Muh.Syafei, Nuraeningsih, Rusiana**

**ABSTRACT**

Nowadays, learning to speak competently seems to be a priority. Teachers do several ways to achieve the goal. One of them is by providing various resources that can facilitate students in achieving it. Then, the challenge is providing appropriate activities and resources for speaking which will prepare for spontaneous interaction and which will aid the acquisition process. The resources have to encourage the students to be willing to be highly motivated and practice more. One of the resources which can be considered to teach speaking is authentic materials. Using authentic materials for learning language will enable the learners to preview the real language they will face in the real world. And, when they have been used to using those materials, mostly they will succeed in communicating target languages to others. The first semester students of English Education Department are considered to be those who really need assistant to learn English since they are high school fresh graduate. Their English proficiency is needed to be upgraded, and they need experiences in learning English in which interesting resources can be an interesting learning experience that will trigger them to be active especially in speaking. This research is conducted to find out how the influence of teaching speaking using authentic materials on students’ speaking ability. The finding of the research will show how the use of the authentic materials in teaching speaking.

Keywords: *speaking, authentic materials.*

**A. Background of the Study**

Nowadays, learning to speak competently seems to be a priority. It is needed for a variety of reasons, for example to keep up rapport in relationships, influence people, and win or lose negotiations (Hedge, 2000: 263). It is a skill by which they are judged while first impressions are being formed. Yet, it is a complex task. Various resorts have to be provided to facilitate students in achieving the goal. In fact, typically most of activities are concerned with grammar and pronunciation. It surely provides less opportunity for students to speak in natural setting. Also, they often focus only on the form of the language. Harmer (2007) claims that such kind of speaking is part of study.

For a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns. Thornburry (2005) defines speaking as a skill, and as such needs to be developed and practiced independently of the grammar curriculum. It is in line with Harmer (2007) who says that speaking means speak naturally without being aware much of the grammar or structure of the sentence. It can be said that someone who is still thinking much about grammar in his/her speaking is less capable as speaking means an ability to use words and phrases fluently without very much conscious thought. To sum up, speaking means an ability to express ideas spontaneously and naturally in a cultural manner without being aware much of grammatical rule.

Then, the challenge is providing appropriate activities and resources for speaking which will prepare for spontaneous interaction and which will aid the acquisition process. The resources have to encourage the students to be willing to be highly motivated and practice more. One of the resources which can be considered to teach speaking is authentic materials.

Authentic materials are those that are not intentionally created for learning English. It has been available in the surroundings, for example: news report, menus, catalogue, newspaper, announcement, TV shows, etc. Nunan (1999) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language. According to Brinton (1991), authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. In other words, using authentic materials for learning language will enable the learners to preview the real language they will face in the real world. And, when they have been used to using those materials, mostly they will succeed in communicating target languages to others.

Authentic materials as resources to learn English is necessary for some reasons. Firstly, authentic materials provide authentic languages in a proper context. Secondly, authentic materials encourage learners to focus on the content rather than the language itself. Gebhard (1996) sees authentic materials as a way to “contextualize language learning”. It can be seen, when lessons are focused on the comprehension of TV weather report or a menu, students tend to focus on the content and meaning rather than the language itself. It equips the students a valuable source of language input, so that they are not being exposed only to the language.

Since authentic materials are either in form of spoken or written, it is helpful to be used as resources for teaching and learning language skills and even the language components. Here, the writers see that authentic materials will give significant contribution to the students’ speaking skill. Being able to speak in target languages is important, but more importantly is speaking using authentic languages. It is necessary so that the language used is not severely understood by others. Using authentic materials as many times as possible and as early as possible may help students to acquire the language better.

The first semester students of English Education Department are considered to be those who really need assistant to learn English since they are high school fresh graduate. Their English proficiency is needed to be upgraded, and they need experiences in learning English in which interesting resources can be an interesting learning experience that will trigger them to be active especially in speaking. Dealing with that issue, the writers implemented authentic materials to teach speaking to the first semester students of English Education Department. Speaking for the freshmen in this research is not a subject but one of skills that has to be achieved in *Intensive Course*, a 12 credit subject that must be taken by the freshmen. Therefore, after conducting the class by using authentic materials, the writers considered important to investigate students’ perception related to the topic.

**B. The Nature of Speaking and Oral Interaction**

Speaking as a skill deals with practice as it is related to ability in expressing idea in unpredictable situation. People cannot prepare each single word in every moment because the real situation and condition might be different. This skill is required in many fields since it is important to know ideas and feelings of others. Hence, to be able to speak fluently, speaking needs to be practiced and used as a means of communication rather than as knowledge. Harmer (2001; 2007) states that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on-the-spot’. The rapid processing skills are languages processing interacting with others and on the spot information processing means the students process language so that it is comprehensible.

In the past, language teaching has been concerned with the teaching of written language. It emphasizes on well-structured sentences to be integrated into highly structured paragraphs. On the other hand, spoken language consists of short and fragmented utterances. Often, there is repetition and overlap between one speaker to another. It is common to use nonspecific words or phrases and the use of fillers such as “well”, “oh”, and “uhuh”. (Brown and Yule ( in Nunan, 1989: 26) suggest that, in contrast with the teaching of written language, teachers concerned with teaching the spoken language must confront some points, they are:

* 1. appropriate form of spoken language to teach
  2. reasonable model of pronunciation by considering how important the pronunciation is
  3. whether teaching pronunciation is more important than teaching handwriting in the foreign language, etc.

They also distinguish the language functions into two, they are transactional and interactional function. The former deals with the transfer of information and the later deals with the maintenance of the social relationships. Another distinction considering the development of speaking skill is between monologue and dialogue. They suggest that most language teaching is concerned with developing skills in short, interactional exchanges in which the learner is only required to make one or two utterances at a time. The success of interactional skills can be shown when one knows when the turn to speak and be able to systematically relate his conversation to the physical situation in which it occurs.

Obviously, speaking is a skill not knowledge. Consequently, teaching speaking has to refer some points where the students’ needs either in class or in real life needs to be considered. Great opportunities also have to be given in order that the students realize that speaking is a matter of practice. Hence, teaching speaking has to emphasize on the communicative tasks that will enhance the students’ ability to speak in the target language.

**C. Teaching Speaking**

Teaching speaking for students has many reasons. According to Harmer (2007: 123), there are three main reasons for teaching speaking. Firstly, speaking activities provide rehearsal opportunities to practice real-life speaking. Secondly, speaking tasks in which students try to use any or all of the languages they know. Thirdly, the more students have chances to activate various elements of language they have stored in their brains, the more automatic their use of these elements become. It means they are able to speak fluently without very much conscious thought.

Deals with ability in speaking, Thornburry (2006) defines speaking as a skill when it is used as a way to complete a task. He also suggests that the teaching of speaking should depend of there being a classroom culture of speaking, and that classrooms need to become “talking classroom” so that students will be much confident speakers.

Harmer (2007: 124-132) suggests some speaking activities, they are:

1. Photographic competition

The students work in groups and are told that they are going to be the judges of photographic competition in which all images are of different age men. Before they see the pictures, they have to decide the criteria they are going to use. Each group should come up with some criteria. While they are discussing, we can help them out of any difficulties. The students then are shown the four finalist for the competition. Then each group decides the winner based on the criteria the have made.

1. Role-play

Students act as if they were in a real situation. We can ask them to simulate for example, a job interview, or a presentation to a conference. The teacher provides particular situation and make sure that each student understand it. Class is divided into some groups and then each of them is given the role-cards. They discuss what they might say depends on the role they get.

1. The portrait interview

Students are put into three groups. Each group gets a copy of the particular portrait, for instance “The Arnolfini Marriage” by JanVan Eyck. Each group selects the man, the woman, or the dog. They have to look at the picture carefully and then come up with many questions for their character as possible.

1. Discussion

Discussion here can be either planned discussion or spontaneous discussion. When students want to talk about something in a lesson and discussion occurs spontaneously, the result is often highly gratifying. Though, it is rare to occur in class, yet both of discussion has the great advantage of provoking fluent language use.

1. Information gap activities

It is called information gap since there is a gap between one student to another one. They have different bits of information, and they can only complete the whole picture by sharing that information. The popular one is *Describe and Draw.* In this activity, one student has a picture that has not known by his/her partner. He/she describes the picture to the partner and the partner has to draw based on the description. The picture is usually surrealist paintings such as empty doorways on beaches.

1. Telling stories

The students are shown sequence of pictures that which tells a story. Then new groups are formed which consist of one student from each of the original group. The new groups have to work out what story the original picture sequences told. Then different groups tell the class their stories to see if everyone came up with same version.

1. Favorite objects

Giving opportunity to students to tell personal stories for example about their favorite objects (things like MP3 players, objects with sentimental value, instruments, etc). They describe it in terms of when they got them, why they got them, what they do with them, etc. In groups, then they tell each other about their objects, then the groups tell the class about which was the most unusual/interesting, etc in their group.

1. Meeting and greetings

Students role play a formal/business social occasion where they meet a number of people and introduce themselves.

1. Surveys

Surveys can be used to get students interviewing each other. For instance, they can design questionnaire about people’s sleeping habits with questions like “How many hours do you normally sleep? “have you ever walked in your sleep or talked in your sleep?, etc. Then they go around the class asking each other their questions.

1. Famous people

Students think of some famous people. They have to decide on a perfect gift for each person. We can also get groups of students to decide on which of famous people they would most like to invite for dinner, what they would talk about and what food they would give them.

1. Student presentations

Individual student give a talk on a given topic or person. As it is an individual work, time must be given for students to gather information. Giving a model is needed so that the students know how to do the presentation.

1. Balloon debate

A group of students are in the basket of balloon which is loosing air. Only one person can stay in the balloon and survive (the others have to jump out of the balloon). Individual students representing a famous people (Obama, Prince William, etc) or profession (doctor, teacher, judge, etc) have to argue why they should be allowed to survive.

1. Moral dilemmas

Students are presented with a “moral dilemma” and asked to come to a decision about how to resolve it. For example they are told that a student has been caught cheating in an exam. They have to choose one out of two conditions offered.

Those activities are designed to provoke *“speaking as a skill”* which emphasizes on talking, not only linguistics. They provide opportunities for rehearsal and give feedback for both teachers and students. Those also motivate students because of their engaging qualities.

Surely activities have to be accompanied by the presence of materials to stimulate students to have more ideas in speaking. Also, with materials, students have ideas on how to use the language properly and appropriately in a certain context.

**D. Authentic Materials**

Discussing authentic materials could grab people’s attention due to the prominence they have. Authentic materials are defined as “spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language” (Nunan, 1991). Thus, both spoken and written texts which are produced for the sake of communication is called as authentic materials.

**F. Kinds of Authentic Materials**

Authentic materials are varied. They are classified based on the source or place where they are usually attached to. Gebhard (1996) groups them into:

* Authentic Listening: TV commercials, comedy shows, movies, soap operas, radio ads, songs
* Authentic Visual Materials: slides, photographs, paintings, children’s artwork, wordless street signs, pictures from magazines, postcard pictures, wordless picture books
* Authentic Printed Materials : newspaper articles, menu, sports reports, lyrics to songs, brochures, university catalogs, telephone books, maps, comic books, greeting cards
* Realia (Real world objects) : coins and currency, folded paper, wall clocks, phones, dolls, and puppets

**G. The Advantage and Disadvantage of Authentic Materials**

There are a lot of advantages of using authentic materials investigated by many researchers as listed byShu-Chin in ir.lib.au.edu.tw/dspace/bitstream/.../1/AUGD-conf.2008\_su01\_01.pdf. They are as follows:

1. Authentic materials provided exposure to real language and related more closely to students’ need. Students were exposed to real world intercultural discourse (Kilickaya, 200; Martinez, 2002; Morrison, 1989; Peacock, 1997)
2. Incidental or improper English often was not included in textbooks and the same piece of material could be used in a different way if the task was different (Dumitrescu, 2000; Martinez, 2002)
3. In the English language, changes could be reflected in the materials so that students and instructors both understood the changes (Martinez, 2002)
4. Authentic materials could be used for practicing mini-skills, such as scanning, or micro-skills of listening, including listening to news reports, and identifying the names of people or countries (Martinez, 2002; Peacock, 1997)
5. Authentic materials included a wide variety of text types and language styles not easily found in traditional teaching materials (Martinez, 2002; Peacock, 1997)
6. Authentic materials contained topics of interest to students and encouraged reading for pleasure, and there were practical and real because they provided valid linguistic data (Dumitrescu, 2000; Martinez, 2002; Peacock, 1997)
7. Authentic materials had an intrinsic educational value and kept students informed what was happening in the world (Martinez, 2002; Peacock 1997; Sanderson, 1999)
8. Authentic materials provided an opportunity to transmit information and foster communication and understanding across culture (Gebhard, 1996)
9. Authentic materials included resources and activites that instructors used in class. Authentic materials contextualized language learning and were a valuable source of language input (Kilickaya, 2004; Kramsch, 1989; Spelleri, 2002; Swan, 1985; Vigil, 1985; Wong,Kwok& Choi, 1995).
10. Authentic materials were applicable and adaptable for classroom use (Chase, 2002)
11. Authentic materials were realistic, ready-to-use, relevant, and triggered the process of natural language acquisition for students (Hwang, 2005).
12. Authentic materials increased students’ comprehension skills and oral and written language performance. They significantly enlivened the ESL class, exposed students to cultural feature, and generated a deeper understanding and interest in the topic (Kelly, Kelly, Offner&Vorland, 2002)
13. Authentic materials provided authentic cultural information and helped “facilitate cultural adaptation, language comprehension, and language use” (Duquette, et al, 1987, p.489)
14. Authentic materials had a positive effect on increasing students’ motivation and made learning more enjoyable (Karpova, 1999; Katchen, 1993)
15. Authentic materials provided valuable support (creative approach to teaching) and could be used for a specifically designed curriculum. They were a bridge between the classroom and the real world (Peacock, 1997)
16. Authentic materials lowered the degree of anxiety when students faced new situations in the target language (Moya, 2000). Advanced students enjoyed authentic materials (Chavez, 1994).
17. Authentic materials provided close contact with language, built up paralinguistic features, introduced life-like scenarios into the classroom, and could be used for all levels (Karpova, 1999)
18. Authentic materials “(a) give the students the opportunity to practice English, (b) help the students gain confidence in their English ability, (c) expose the students to cultural differences and customs, and (d) help the students develop their ability to find pertinent information quickly” (Kelly, Kelly, Offner, &Vorland, 2002, p.12)

On the other side, authentic materials have disadvantage as listed byShenShu Chin in ir.lib.au.edu.tw/dspace/bitstream/.../1/AUGD-conf.2008\_su01\_01.pdf as follows:

1. Authentic materials might be too culturally based for students to understand and they could force readers to focus on the code. The vocabulary might not fit the students might lack skills required to manage the vast amount of information (Martinez, 2002; Peacock, 1997).
2. Authentic materials often contained difficult language, unneeded vocabulary, grammar, and too many structures, so the lower level students might have a hard time decoding the texts. Students might be less motivated (Martinez, 2002; Peacock, 2997; Byrd, 1997)
3. The preparation of the materials could be time consuming if special preparation was needed; the investment of time might not be feasible or realistic (Martinez, 2002; Peacock, 1997)
4. Interpreters recorded on the listening materials might have many different accents. The materials could become outdated easily and the designs were more complex (Martinez, 2002; Peacock, 1997)
5. The wide range of contents and topics were not accompanied by textual aids, so they might be too challenging and discourage some students. The materials could be used in the older age group, but for the younger group they might irrelevant, inaccurate, or inappropriate because of the unfamiliar words, phrases, and idioms (Dumitrescu, 2000)
6. No matter how authentic the conditions or realistic the cases that instructors used in a learning environment, they still could not be the same as a work environment (Herrington, Oliver & Reeves, 2003)
7. Some students criticized the authentic environment as non-academic, non-rigorous, and time wasting to efficient learning. Sometimes even the materials instructors found that they had difficulty finding suitable authentic materials and created their own communicative activities. Some people thought authentic texts were made to seem “real” and might be edited and changed for language purpose (Chase, 2002; Eynon, 2000; Haigh, Lennon &Thyen, 1994; Katchen, 1993; Kilickaya, 2004; Petraglia, 1998; Rogers, 1988; Swan, 1985).

Some previous research concerning to the use of authentic materials are Peacock (1997) and Webb (2008). Peacock (1997) investigated the effect of authentic materials on EFL learners’ motivation. Through a classroom action research showed that students’ motivation increased when they learned through authentic materials. However, the research reveals that authentic materials to be less significantly interesting than artificial materials. He also recommends teachers to select appropriate authentic materials that could motivate learners. While, Webb (2008) finds out that quality of context possibly gives greater effect on gaining the knowledge of meaning. In contrast, the number of encounters gives more effect on knowledge of form. He strongly highlighted that since to the aim of teaching vocabulary is to increase students’ vocabulary mastery, teachers or book writers should present target vocabulary in correct context. It will be contra productive when they provide misleading context.

**G. Research Design**

To get the answer of the research questions, observation and survey were employed. This research was conducted to the first semester students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University in academic year 2014/2015. So, the population is the entire of the first semester students of English Education Department. To select the sample, the writers used cluster random sampling. There were three classes of Intensive Course; Intensive Course A, B and C. after taking the lottery, it is resulted Intensive Course B. There were 33 students joining Intensive Course B Class in academic year 2014/2014 but there were only 27 students fulfilling questionnaire.

**H. Finding & Discussion**

**1. Students’ understanding about authentic materials**

The first item of structured questionnaire is asking about students’ understanding about authentic materials. The result can be seen as follows:

|  |  |  |
| --- | --- | --- |
| **Question** | **Response** | |
|  | **Yes** | **No** |
| 1. Do you know what authentic materials are? | 100% | 0% |

Table.4.1 Students’ understanding about authentic materials

From the table above, it is found that all students joining Intensive Course class B know and understand about authentic materials.

1. **Students’ Opinion about the Relevance of the Authentic Materials Used**

The second item is asking students’ opinion about the relevance of the authentic materials used. Three authentic materials are used to teach speaking; they are recipe, news report and making order. The result is described as follows:

|  |  |  |
| --- | --- | --- |
| **Question** | **Response** | |
|  | **Yes** | **No** |
| 1. Do you think authentic materials are appropriate to teach speaking? | 100% | 0% |

Table. 4.2 Students’ opinion about the relevance of the authentic materials used

From the table, we can see that 100% of students perceive that authentic materials are appropriate to teach speaking.

**3. The Benefits of Authentic Materials**

The next item is about the benefits that the students gain after the implementation of authentic materials in their class. The result is as follows:

|  |  |  |
| --- | --- | --- |
| **Question** | **Students’ Response** | |
|  | **Yes** | **No** |
| 1. Do authentic materials help you to speak English fluently? | 70.4% | 29.6% |
| 6. Do authentic materials help you to use English in real life? | 88.89% | 88.89% |
| 1. Do you find authentic materials useful in your daily life? | 55.6% | 44.4% |

Table 4.3 The benefit of authentic materials

There are 70.4% out of the students perceive that authentic materials help them to speak English fluently. Furthermore, 88.89% out of students also find hat authentic materials help them to use English in real life. Yet, only 55.6% students find that authentic materials useful in their daily life.

**4. Motivational Effect of Authentic Materials**

|  |  |  |
| --- | --- | --- |
| **Question** | **Students’ Response** | |
|  | **Yes** | **No** |
| 5. Do authentic materials motivate you to learn English? | 92.59% | 7.41% |
| 7. Are you interested more in Exploring English after being taught by using authentic materials? | 92.59% | 7.41% |

There are 92.59% out of the students find that authentic materials motivate them to learn English and that they are interested more in exploring English after learning by using authentic materials.

1. **The Constancy of Authentic Materials to Students’ Competence**

|  |  |  |
| --- | --- | --- |
| **Question** | **Students’ Response** | |
|  | **Yes** | **No** |
| 1. Are authentic materials easy to follow? | 62.96% | 37.14% |
| 1. Is the selected material in line with your competence? | 88.88% | 11.11% |

There are 100% out of the students perceive that authentic materials are appropriate to teach speaking and as number 62.96% out of them answer that it is easy to follow. Moreover, 88.88% students answer that the selected authentic materials are in line with their competence.

From the findings, some items are needed to be further discussed; they are the students’ understanding on the use of authentic materials, the benefits, motivational effect, and the constancy of authentic materials to students’ competence.

The first is the students’ understanding of authentic materials. Authentic materials are those that have been already available in the students’ environment and are not intentionally made for the sake of learning. The students are exposed with various types of authentic materials in Intensive Course class. The examples of authentic materials that are introduced in the class are curriculum vitae, printed news, recipe, video of ordering menu, etc. The data show that all of the students know what authentic materials and perceive that they are appropriate to teach speaking

The second is the relevance of authentic materials used to teach speaking. It is 100% out of the students perceive that authentic materials are appropriate to teach speaking. Authentic materials increased students’ comprehension skills and oral and written language performance. They significantly enlivened the ESL class, exposed students to cultural feature, and generated a deeper understanding and interest in the topic (Kelly, Kelly, Offner&Vorland, 2002)

The third is the benefits of authentic materials for teaching speaking. There are 70.4% out of the students perceive that authentic materials help them to speak English fluently. Furthermore, 88.89% out of students also find that authentic materials help them to use English in real life. Yet, only 55.6% students find that authentic materials useful in their daily life. It can be said that the students are benefited from the use of authentic materials for teaching speaking. They are exposed with different kinds of authentic materials and provided to practice speaking in a real context (ordering menu, telling recipe, news reporting) which help them to speak more fluently in a real life context. It is understandable, since the students practice speaking in real place and context. They order menu in a real food stall, practice telling recipe while cooking, and report the current issues news by using their own word.

The fourth is motivational effect of authentic materials. There are 92.59% out of the students find that authentic materials motivate them to learn English and they are interested more in exploring English after being taught by using authentic materials. (Karpova, 1999; Katchen, 1993) states that authentic materials have a positive effect on increasing students’ motivation and make learning more enjoyable. It is obvious that authentic materials contribute to the students’ motivation in learning English. After getting an experience of learning speaking by using authentic materials, they face the real context where they have to accomplish the assignments to practice speaking English based on the model given through authentic materials. Assignments of ordering menu, telling recipe, and reporting news in the real situation have provided the students with closely-real context. After accomplishing the assignments, the students are interested in exploring English and practicing English as well.

The fifth is the constancy of authentic materials to students’ competence. Authentic materials provide exposure to real language and related more closely to students’ need. Students are exposed to real world intercultural discourse (Kilickaya, 200; Martinez, 2002; Morrison, 1989; Peacock, 1997). The authentic materials have been chosen based on the students’ need and competence that have to be achieved. Consequently, the level of difficulty is moderate and quite easy to be followed. Yet, only 62.96% out of the students answer that it is easy to follow. It means that the rests perceive that the chosen materials are difficult to cope with. Authentic materials often contained difficult language, unneeded vocabulary, grammar, and too many structures, so the lower level students might have a hard time decoding the texts. Students might be less motivated (Martinez, 2002; Peacock, 2997; Byrd, 1997). On the other hand, 88.88% students answer that the selected authentic materials are in line with their competence.

As freshmen, they are targeted to acquire monologue and transactional dialogue. The assignment that they have to complete are telling recipe and news reporting which are monologue and ordering menu which belongs to transactional dialogue. The materials surely have been selected correspond to the syllabus and the competence.

The data show that the students are aware that they are learning speaking by using authentic materials. Among them, the ones that the students find to be useful is making order and telling recipe while for news reporting they find it less useful. It is believed that making order and telling recipe are useful because they are real and often practiced daily. In addition, making order and telling recipe are easy to do and some of students have been experienced with them.

The discussion has met with the theory underlies which is cited as follows:

Authentic materials “(a) give the students the opportunity to practice English, (b) help the students gain confidence in their English ability, (c) expose the students to cultural differences and customs, and (d) help the students develop their ability to find pertinent information quickly” (Kelly, Kelly, Offner, &Vorland, 2002, p.12)

All in all, the students agree that authentic materials are appropriate for teaching speaking and bring about good impacts: 1) the students are curious and encouraged to speak English more; 2) the students are provided with real examples of the use of English in different walks of life. Yet, few students state they are not really influenced by the use of authentic materials to be more motivated in speaking.

1. **Conclusion & Suggestion**

From the discussions above, it can be drawn a conclusion that authentic materials are appropriate for teaching speaking. The students are benefited from the use of it. They are encouraged and motivated to speak English fluently and the motivational effect is that they are interested in exploring more about English. In addition, the authentic materials used are corresponded to the students’ competence.

Suggestions are needed to be proposed in order that the use of authentic materials for teaching speaking as follows:

1. The authentic materials have to be selected based on the students’ need and competence and the level of difficulty to facilitate students with more appropriate materials.
2. The materials have to be various in order to provide ranges of material in order that the students get sufficient exposure of real language and get more benefits and are positively impacted with the use of authentic materials.

**REFERENCES**

Gebhard, J.G. 1996. *Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide.* Ann Harbor: The University of MichiganPress.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Essex: Longman.

Harmer, Jeremy. 2007. *How to Teach English*. Essex: Pearson Longman.

Hedge, Tricia. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Nunan, D. 1991. *Designing Tasks for the Communnicative Classroom*. Cambridge: Cambridge University.

Nunan, D. 1999. *Communicative Tasks and the Language Curriculum. TESOL Quarterly*, 25 (2), 279-295.

Thornbury, Scott. 2006. *How to Teach Speaking*. England: Longman

Shu-Chin, Su. Attitude of Students and Instructors toward Authentic Materials in *Selected Adult TESL Programs.*.available in ir.lib.au.edu.tw/dspace/bitstream/.../1/AUGD-conf.2008\_su01\_01.pdf