EXPLORING EFL TEACHERS’ BELIEFS ON THE USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING (A Case Study at Muhammadiyah University of Surakarta in the Academic Year of 2017/2018)

THESIS
Submitted as Partial Fulfillment of the Requirements for Getting Master Degree Language in Education

By:
AGUSTIN DESI KRISTIANA
S200160034

DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2018
PRIMARY SUPERVISOR'S APPROVAL FORM

The student submits the thesis for examination:

Name : Agustin Desi Kristiana
ID Number : S200160034
Department : Language Studies
Field of Study : English Education
Thesis Title : Exploring EFL Teachers' Beliefs on the Use of Authentic Materials in Teaching Listening (A Case Study at Muhammadiyah University of Surakarta in the Academic Year of 2017/2018)

Supervisor's Approval:
I confirm that the thesis written by the above-named student meets the scholarly standards for degree and is, therefore, eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, 28th March 2018
Primary Supervisor

Prof. Endang Fauziati, Hum
CO SUPERVISOR’S APPROVAL FORM

The student submits the thesis for examination:

Name : Agustin Desi Kristiana
ID Number : S200160034
Department : Language Studies
Field of Study : English Education
Thesis Title : Exploring EFL Teachers’ Beliefs on the Use of Authentic Materials in Teaching Listening (A Case Study at Muhammadiyah University of Surakarta in the Academic Year of 2017/2018)

Co-Supervisor’s Approval:
I confirm that the thesis written by the above-named student meets the scholarly standards for degree and is, therefore, eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, 28th March 2018
Co Supervisor

Mauly Halwat Hikmat, Ph.D
APPROVAL OF THESIS FOR SUBMISSION

EXPLORING EFL TEACHERS' BELIEFS ON THE USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING (A CASE STUDY AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN THE ACADEMIC YEAR OF 2017/2018)

Submitted by
AGUSTIN DESI KRISTIANA

Has been examined by the board of examiners on March 28th, 2018 All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

The Board of Examiners
Primary supervisor

Prof. Dr. Endang Fauziati, M.Hum.
Examiner

Manly Halwat Hikmat, Ph.D.
Examiner

Dr. Dwi Harvanti, M.Hum.

Surakarta, March 31st, 2018
The Director of Graduate School

Prof. Dr. Bambang Sumardjoko, M.Pd.
STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “Exploring EFL Teachers’ Beliefs on the Use of Authentic Materials in Teaching Listening (A Case Study at Muhammadiyah University of Surakarta in the Academic Year of 2017/2018)” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

Name : Agustin Desi Kristiana
ID Number : S200160034
Department : Language Studies
Field of Study : English Education

Date : 28th March 2018
Signed :

(Agustin Desi Kristiana)
MOTTO

“Acquire knowledge, it enables its professor to distinguish right from wrong; it lights the way to heaven. It is our friend in the desert, our company in solitude and companion when friendless. It guides us to happiness, it sustains us in misery, and it is an ornament amongst friends and armor against enemies.”
(The Prophet Mohammed SAW)

“What is destined will reach you, even if it be underneath two mountains. What is not destined, will not reach you, even if it be between two lips.”
(An Arabic Proverb)

“There is no miracle without struggle and you will never know your limits unless you push yourself to them.”
DEDICATION

With deep profound love, this research is fully dedicated to:

MY BELOVED MOTHER and FATHER
Sa'idi and Su Suharningih
Who always love, pray, support for me, and give me advice to my success and happiness in my life...

MY BELOVED HUSBAND
Dhani Dwi Saputra
Thanks for your help, suggestion and always give motivation to me...

MY ADVISORS
Prof. Endang Fauziati, M.Hum. and Maulya Halwatikmat, Ph.D
Thanks for your advice, their instruction and your times so I can finished my thesis..

All of My Best Lecturers
Thank you so much for teaching me

My Friends in English Language Studies
Thanks for your help, support, suggestion and motivation

And all her friends that cannot be mentioned one by one
Thanks for all...
EXPLORING EFL TEACHERS’ BELIEFS ON THE USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING
(A Case Study at Muhammadiyah University of Surakarta in the Academic Year of 2017/2018)

Agustin Desi Kristiana
Agustindesvchristiana@gmail.com

Penelitian ini adalah sebuah studi kasus mengenai kepercayaan guru tentang penggunaan materi otentik dalam mengajar listening dan praktiknya. Desain penelitian ini adalah sebuah studi kasus yang telah dilaksanakan pada sekelompok dosen di Universitas Muhammadiyah Surakarta. Tujuan penelitian ini adalah (1) untuk menggambarkan keyakinan guru terhadap penggunaan materi otentik dalam mengajar listening, (2) untuk menyelidiki bagaimana keyakinan guru direfleksikan dalam pengajaran di dalam kelas dan (3) untuk menyelidiki apakah ada ketidaksesuaian antara keyakinan guru dengan praktiknya di dalam pengajaran, (4) untuk menyelidiki faktor-faktor yang membentuk keyakinan guru terhadap penggunaan materi otentik dalam mengajar listening, dan (5) untuk menyelidiki faktor-faktor yang mempengaruhi ketidaksesuaian antara keyakinan guru dengan praktiknya di dalam pengajaran di kelas. Data yang digunakan dalam penelitian ini berupa data qualitatif. Data diperoleh dari hasil kuesioner, wawancara, obervasi, dan analisis dokumen. Hasil dari penelitian ini menunjukkan bahwa (1) keyakinan guru terhadap penggunaan materi otentik dalam mengajar listening telah sesuai dengan teori, (2) beberapa keyakinan guru tidak terefleksikan di dalam kelas dan (3) ada ketidaksesuaian antara keyakinan guru dan praktiknya di dalam kelas. Hasil penelitian menunjukkan bahwa dosen tidak menggunakan semua jenis materi dan criteria untuk memilih materi dalam praktik di kelas. (4) Ada beberapa faktor yang membentuk keyakinan guru terhadap penggunaan materi otentik dalam pembelajaran listening seperti pengalaman guru sebagai pembelajar bahasa, pelatihan, dan pengalaman selama mengajar. Hasil terakhir menunjukkan bahwa (5) ada beberapa faktor yang mempengaruhi ketidaksesuaian antara keyakinan guru dengan praktiknya di dalam pengajaran di kelas, diantaranya adalah keterbatasan waktu, rendahnya motivasi guru dalam mengajar dan rendahnya kemampuan guru dalam pengembangan materi.

Kata Kunci : Keyakinan Guru; Materi Otentik; Pembelajaran Listening; Praktik
EXPLORING EFL TEACHERS’ BELIEFS ON THE USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING

(A Case Study at Muhammadiyah University of Surakarta in the Academic Year of 2017/2018)

Agustin Desi Kristiana
Agustindesvkrstiana@gmail.com

This research is a case study on exploring EFL teachers’ beliefs on the use of authentic materials in teaching listening and the classroom practices. The design of the research is a case study that had been conducted in a group of lecturers at Muhammadiyah University of Surakarta. This research aims to (1) describe teachers’ beliefs on the use of authentic material in teaching listening, (2) investigate how teachers’ beliefs are reflected in the classroom practices and (3) investigate whether there are some discrepancies between teachers’ beliefs and the classroom practices, (4) to investigate the factors contribute to shape teachers’ beliefs on the use of authentic material in teaching listening, and (5) to identify the factors contribute to the discrepancies between teachers’ beliefs and the classroom practices. The research data were collected in the form of qualitative data. Those qualitative data were obtained through questionnaire, interview, classroom observation and document analysis. The result of this research showed that (1) the teachers’ beliefs on the use of authentic materials in teaching listening were appropriate with the theories, (2) some teachers’ beliefs were not reflected on their classroom practices (3) there were discrepancies between teachers’ beliefs and the classroom practices. The result of research showed that lecturers did not use all of the kind of authentic materials and criteria for selecting authentic material in the classroom practices. (4) There were some factors contribute to shape teachers’ beliefs on the use of authentic materials in teaching listening such as teachers’ experience as language learners, workshop and training, and teaching experience. The last result showed that (5) there were some factors affected the discrepancies between teachers’ beliefs and the classroom practices, those were time limits, teachers’ low motivation and teachers’ low material development skill.

Keywords: Teachers’ beliefs, authentic materials, teaching listening, practices
ACKNOWLEDGEMENT

Assalam’ualaikum Wr. Wb.

Praise to be ALLAH SWT, the Almighty God, for blessing and guiding in completing this research paper and thanks to Prophet Muhammad SAW, peace be upon him. The researcher could finish his research paper entitled EXPLORING EFL TEACHERS’ BELIEFS ON THE USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING (A Case Study at Muhammadiyah University of Surakarta in the Academic Year of 2017/2018)

In conducting this research, the researcher realizes that it is impossible to finish this research paper without much support from several important people. On this best occasion, the researcher wants to give grateful thanks to all people who have helped him to finish the research paper patiently and wisely. On this opportunity, the researcher wants to express his deep gratitude to the following persons:

1. Prof. Dr. Bambang Sumardjoko, M. Pd., the Director of Graduate School of Muhammadiyah University of Surakarta.
2. Prof. Dr. Markhamah, M. Hum., the Head of Language Studies of Muhammadiyah University of Surakarta.
3. Prof. Dr. Endang Fauziati, M.Hum., as the primary supervisor, for giving his a valuable guidance and advice from beginning up to the completion this research paper.
4. Mauly Halwat Hikmat, Ph. D., as the co-supervisor, for also continuous of correction, advice, guidance, and criticized in finishing this paper.
5. Dr. Dwi Haryanti, as the internal examiner, who has given evaluation in this research paper.
6. All of the lecturers of English Language Study of Post Graduate, for precious knowledge and experience given to his.
7. Mauly Halwat Hikmat, Ph. D., as the Dean of English Department, Muhammadiyah University of Surakarta who has allowed and given permission the writer to carry out his research at the university.

8. Sigit Haryanto, M.Pd., as the English lecturer (third semester) of Muhammadiyah University of Surakarta for giving help to carry out the research in his class.

9. Hartati Widyastuti, M.Pd., as the English lecturer (first semester) of Muhammadiyah University of Surakarta for giving help to carry out the research in her class.

10. All of Students at the First and third Semester of Muhammadiyah University of Surakarta, thanks for your help and participation in this research.

11. The big family of Muhammadiyah University of Surakarta, for giving support, motivation and praying.


13. All friends and everyone who have helped the researcher in accomplishing this thesis.

The researcher realizes that this research paper is still far from being perfect, so all suggestions and criticisms for improving this research paper are accepted widely and happily. Hopefully, this research paper will be useful for the readers and prospective researchers.

_Wassallam’mualaikum Wr. Wb._

Surakarta, 28th March 2018

Agustin Desi Kristiana
TABLE OF CONTENT

COVER ........................................................................................................................................... i
PRIMARY SUPERVISOR’S APPROVAL FORM ............................................................... ii
CO-SUPERVISOR’S APPROVAL FORM ........................................................................ iii
APPROVAL OF THESIS FOR SUBMISSION ............................................................... iv
STATEMENT OF AUTHORSHIP ..................................................................................... v
MOTTO ...................................................................................................................................... vi
DEDICATION ......................................................................................................................... vii
ABSTRAK .............................................................................................................................. viii
ABSTRACT ............................................................................................................................ ix
ACKNOWLEDGMENT ........................................................................................................... x
TABLE OF CONTENT ........................................................................................................... xii
LIST OF FIGURES ................................................................................................................ xvi
LIST OF TABLES .................................................................................................................... xvii
LIST OF APPENDICES ......................................................................................................... xviii

CHAPTER I: INTRODUCTION ......................................................................................... 1
    A. Background of the Study ......................................................................................... 1
    B. Identification of the Problems .............................................................................. 3
    C. Problem Statement ............................................................................................... 5
    D. Objectives of the Study ......................................................................................... 6
    E. Limitation of the Study ......................................................................................... 6
    F. Benefits of the Study ............................................................................................. 7
    G. Thesis Organization .............................................................................................. 8

CHAPTER II: RESEARCH ON RELATED LITERATURE .............................................. 10
    A. Previous Study ........................................................................................................ 10
        1. Azizah’s Work (2016) ...................................................................................... 10
        2. KochitoMamo’s Work (2013) ................................................................. 11
        3. Leila Ghaderpanahi’s Work ........................................................................ 11
7. Salwa H. Al Darwish (2014) .............................. 14
12. The Position of the Current Study ...................... 17

B. Theoretical Review ............................................. 24

1. Teachers’ Beliefs .............................................. 24
   a. The Nature of Teachers’ Beliefs ....................... 24
   b. The Importance of Teachers’ Beliefs ................. 26
   c. Types of Teachers’ Beliefs .............................. 28
   d. Factors Influencing Teachers’ Beliefs ............... 29

2. Instructional Material ........................................ 31
   a. The Nature of Instructional Material .................. 31
   b. The Importance of Instructional Material .......... 32
   c. Types of Instructional Material ....................... 33
   d. The Role of Instructional Material .................... 34

3. Authentic Material .......................................... 35
   a. The Nature of Authentic Material .................... 35
   b. Advantages of Authentic Material ................... 36
   c. Disadvantages of Authentic Material ............... 39
   d. Criteria for Selecting Authentic Material .......... 40
   e. The Differences between Authentic Material and
      Non-Authentic Material ................................. 43
   f. Kinds of Authentic Material ........................... 45

4. Listening Skill ................................................. 47
   a. Definition of Listening ................................. 47
   b. Component of Listening ............................... 48
c. The Process of Listening ........................................... 51
d. The Importance of Listening ...................................... 54
e. The Difficulty of Listening ........................................ 55
C. Theoretical Framework ........................................... 59

CHAPTER III: RESEARCH METHOD .................................. 61
A. Research Design .................................................. 61
B. Research Setting .................................................. 62
  1. Place of the Study .............................................. 62
  2. Time of the Study .............................................. 63
  3. Subject of the Study ........................................... 64
C. Data and Data Source ............................................ 64
  1. Informant .......................................................... 64
  2. Document ....................................................... 65
  3. Event ............................................................... 65
D. Technique for Collecting Data ................................... 65
  1. Observation ..................................................... 65
  2. Questionnaire .................................................. 66
  3. Interview ........................................................ 66
  4. Document ........................................................ 67
E. Data Validity ....................................................... 67
F. Trustworthiness .................................................... 68
G. Technique of Data Analysis ...................................... 68
  1. Data Collection ................................................ 68
  2. Data Reduction ................................................ 69
  3. Display Data .................................................... 69
  4. Drawing Conclusion ........................................... 70

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION ............ 71
A. Research Findings ............................................... 71
1. EFL Teachers’ Beliefs on the Use of Authentic Material in Teaching Listening ................................ 71
   a. Advantages of Authentic Material................................. 71
   b. Kinds of Authentic Material........................................... 73
   c. Criteria for Selecting Authentic Material .................... 75
   d. Material Used in Teaching Listening ......................... 77
   e. Students’ Response toward the Implementation of Authentic Material........................................ 78
   f. Assessment in Teaching Listening Using Authentic Material ............................................... 79

2. The Classroom Practices ............................................. 83
   a. Advantages of Authentic Material................................. 83
   b. Kinds of Authentic Material........................................... 86
   c. Criteria for Selecting Authentic Material .................... 88
   d. Material Used in Teaching Listening ......................... 90
   e. Students’ Response toward the Implementation of Authentic Material........................................ 94
   f. Assessment in Teaching Listening Using Authentic Material............................................... 97

3. The Consistency between EFL Teachers’ Beliefs and the Classroom Practices................................. 105
   a. Advantages of Authentic Material................................. 105
   b. Kinds of Authentic Material........................................... 106
   c. Criteria for Selecting Authentic Material .................... 106
   d. Material Used in Teaching Listening ......................... 108
   e. Students’ Response toward the Implementation of Authentic Material........................................ 109
   f. Assessment in Teaching Listening Using Authentic Material............................................... 110

4. Factors Contribute to Shape Teachers’ Beliefs .......... 117
   a. Teacher’s experience as Language Learner................. 117
b. Workshop/Training ............................................ 118

c. Teaching Experience ........................................ 119

5. Factors that Affected to the Discrepancies .......... 121
   a. Time Limits .................................................. 121
   b. Teachers’ Low Motivation ............................... 123
   c. Teachers’ Low Material Development Skill .... 126

B. Discussion of Findings ....................................... 128
   1. Advantages of Authentic Material ........................ 128
   2. Kinds of Authentic Material ................................ 130
   3. Criteria for Selecting Authentic Material ............ 131
   4. Material Used in Teaching Listening .................. 132
   5. Students’ Response toward the Implementation of
      Authentic Material .......................................... 133
   6. Assessment in Teaching Listening Using Authentic
      Material .......................................................... 135
   7. Factors Contribute to Shape Teachers’ Beliefs .... 136
      a. Teacher’s experience as Language Learner .... 136
      b. Workshop/Training ...................................... 137
      c. Teaching Experience ..................................... 137

CHAPTER V: CONCLUSION, IMPLICATION, AND SUGGESTION 139

A. Conclusion ....................................................... 139

B. Pedagogical Implication ....................................... 140
   1. The Importance of Understanding the Beliefs on the
      Use of Authentic Material .................................. 140
   2. The Importance of Understanding the Theories of
      Authentic Material .......................................... 141
   3. The Importance of Consistency between Teachers’
      Beliefs and The Classroom Practices .................... 141
   4. Reducing the Inconsistency between Teachers’
      Beliefs and The Classroom Practices .................... 142
C. Suggestion ................................................................. 142

BIBLIOGRAPHY
APPENDICES
LIST OF FIGURE

2.1 Basic Stage of Listening Process
3.1 Data Triangulation
4.1 Classroom Observation in Lecturer Hw’s Class
4.2 Classroom Observation in Lecturer Hw’s Class
4.3 Classroom Observation in Lecturer Sh’s Class
LIST OF TABLE

2.1 The Differences between Beliefs and Knowledge
2.2 The Differences between Authentic Material and Non-Authentic Material
3.1 Time Schedule of the Study
4.1 The Result of Questionnaire (Kind of Authentic Material)
4.2 The Result of Questionnaire (Kind of Authentic Material)
4.3 The Result of Questionnaire (Criteria for Selecting of Authentic Material)
4.4 EFL Teachers’ Beliefs on the Use of Authentic Material
4.5 The Implementation of Authentic Material
4.6 The Consistency between Teachers’ Beliefs and the Classroom Practices
4.7 Factors Contribute to Shape Teachers’ Beliefs
4.8 Factors that Affected the Discrepancies between Teachers’ Beliefs and the Classroom Practices
LIST OF APPENDICES

Appendix 1 : The Result of Interview (Lecturer HW)
Appendix 2 : The Result of Interview (Lecturer SH)
Appendix 3 : The Result of Questionnaire (Lecturer HW)
Appendix 4 : The Result of Questionnaire (Lecturer SH)
Appendix 5 : The Result of Observation (Lecturer HW)
Appendix 6 : The Result of Observation (Lecturer SH)
Appendix 7 : Lecturers’ Agreement Form
Appendix 8 : Test of Turnitin