



The Suitability Triad: Authenticity, Interest, and Need in High School Listening Instructions

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ABSTRACT

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Although listening is one of skill appears in national examination, there is no audio recorded provided in BSE's book. That is why many English teachers download the materials from the internet. In order to know the suitability quality of authentic listening materials used by teachers, one possible way to address the issue is doing suitability analysis of authentic listening materials that used by the teachers. Authentic listening materials that used by two Senior High English teachers were analysed within two weeks when the teachers were teaching in each eleventh-grade class. There were six classes of eleventh grade. This research only focused on three aspects of suitability and interpreted whether the authentic materials used by teacher suit with the authenticity, students' interest, and students' needs or not. Teacher 1 only used songs in two different meetings. Teacher 2 used a video of cooking competition and parts of films. For suitability to the materials' authenticity, both researcher and observer agreed that all of authentic listening materials used by teachers were suitable to the use of language in the world. For suitability to the students' interest, the authentic listening materials that used by all teachers in meeting 1 were suitable to the students' interest, and in meeting 2 were not suitable to the students' interest. For suitability to the students' needs, there is no authentic listening materials that requires all the students' needs. In conclusion, although the teachers are aware the importance of using authentic listening materials, they still miss the importance of three aspects inside the materials' suitability. It may be caused by less awareness in doing need analysis before making the lesson plan.

Keywords: *Authentic Listening Materials, Suitability, Senior High School English Teachers.*

INTRODUCTION

Many listening materials that are given by teachers are insufficient, not various and sometimes uninteresting as well. Therefore, the teachers should be more creative in providing the listening materials that are completed with audio material from native speakers. Using authentic materials can be as one of alternatives of providing

listening materials since these materials can give real example of English use to the students, they can use these authentic materials based on their interest, and they can use these materials every time they want (Cahyono, 2011: 19). Tomlinson (2001: 68) argues that authentic materials are ordinary texts not produced specifically for language teaching purposes. Authentic material is produced by native speakers only for entertaining, giving information or sometimes advertising products. Miller (2003: 16) points out that authentic listening materials are an oral text that transferred into electronic instrument like television, radio, internet, or CD-Room and the teachers often use a variety of authentic texts such as songs, news, weather forecast, interviews, part of films, note taking, telephone messages, etc.

Authentic material is important to be used by students to face a real communicative setting. As the evidence, Mousavi conducted research in 2012, his finding showed that an experimental group who implemented authentic materials for their listening treatments helped them to increase their level of listening comprehension. Besides, the control group who implemented non authentic listening materials did not show the significant result of their listening comprehension. Mousavi concluded that someone who implements authentic materials for their listening activity has a better listening comprehension than someone who only implements non authentic listening materials. In addition, if authentic material is chosen to correspond to the learner's needs, it will help them to catch the point and get the knowledge. But how if the materials are not match with the goals that are going to catch. How if the materials do not interest, do not fulfill the students' need and do not have an appropriate task for the type of materials chosen. Those are too bad for learning activities especially for the students. They cannot fully get the knowledge of what they should get. So that is why, before giving an authentic listening materials teachers should think the suitability of authentic listening materials content.

Tomlinson (2001: 68) states "in material development, materials should be driven by syllabus needs, learner needs or market needs". From the expert, it can be concluded that materials have to match with course objectives or goals, the students need, assessment, etc. Regarding to the suitable of the authentic listening material itself, Nuttall (2005: 30-31) argues that suitability of content is the most important in choosing materials as well as relevant with students' needs. Hetherington (1985) in her research argues that there are 12 aspects teachers should consider in using materials. They are students' interest, meaningful purpose, appropriate background knowledge, abstractness appropriate, complete, extra textual support, clear sequence signals, redundancy of ideas, equal vocabulary to the task, lot of structures, syntactic sentences clear, and appropriate task. Nuttall (1996) also argues the same thing for choosing authentic materials but simpler than Hetherington, that suitability of content consists of three aspects. First, the content has to represent the type of material that the students will use outside or the authenticity of the materials. Second, the materials have to interest the students. Third, the materials have to be relevant with students' needs.

Sangia (2015) conducted research about assessing Reading text in an English textbook for eleven grade that is published by the ministry of education and culture. He focused only in readability and suitability aspect. The objectives of his research were to find the result of two formulas for assessing readability and to find out the

suitability of reading text in that textbook whether the texts fulfill the required competence in curriculum or not. For the suitability itself, first he read the texts. Second, he read the learning goals of reading that has been set in Curriculum especially in the part of reading competence. Third he set 22 items of target language that correspond to the reading competence in Curriculum. Fourth, he read the texts again and analyzed them with the 22 items by using checklist. His finding showed that from 22 items of target language, there were 12 items that were not covered by the texts. He concluded that from overall reading text, the suitability was projected at 54.54%. For the future researcher, he suggested that for exploring the suitability of content the research should not stick only in reading material but to other English skill.

From the previous study above, the researcher tries to catch what Sangia suggested to explore the suitability in other skill besides reading skill. The researcher tries to explore the suitability in Listening skill especially in authentic listening materials. Because there is no audio provided from government and textbook materials from other English books seem do not represent what the real life happened, some teachers use authentic material that is very easy to find in internet and represent what the real life happened. In previous study, the researcher only focusses on target language in reading competence. But in this research, the researcher tries to look at the suitability of materials to the students' interest, students' need, and the content has to represent the type of material that the students will use outside (Nuttal 1996). So, for the guideline in analyzing the suitability of authentic listening materials, the researcher does not only focus on the students' interest, students' need, and the content has to represent the type of material that the students will use outside

METHODS

Grounded in a descriptive qualitative approach, this study sought to document and describe phenomena as they naturally occurred. Consequently, data interpretation relies on descriptive rather than statistical inference, and findings reflect observed facts without alteration. The subject of this research was 2 Senior High School English teachers that used authentic materials for listening and their all eleventh-grade students. There are 6 classes of eleventh grade; 3 science classes and 3 social classes. Total students of eleventh grade are 171 students. Those teachers are senior and junior English teachers in SMA Wachid Hasyim 2 Taman. Before going to the first research question, the researcher looked for the kinds of authentic listening materials that the teachers used. The data were authentic materials that teachers used in teaching listening for eleventh grade students. Authentic listening materials that were used by the teachers are collected from what teachers have written in lesson plan and class observation perhaps the teachers give additional authentic listening materials.

For the first aspect, the researcher found out the suitability of authentic listening materials that the teachers used to the real use of the language in the world or the authenticity of the material itself. For this aspect, the data were the researcher's and observer' perspective whether the students will use the knowledge outside or not, whether the materials are original from native or not. The data was collected by questionnaire to the researcher and observer. For the second aspect, the researcher

found out the suitability of authentic listening materials that the teachers used to the students' interest. The data is students' feeling to the authentic listening materials. For knowing the students' feeling to the authentic listening material, the data is collected by giving questionnaire to the students. For the third aspect, the researcher found out the suitability of authentic listening materials that the teachers used to the students' needs. The data were information about students' needs regarding to the listening materials such as how the materials should be presented, the length of time for preparation, and etc. The data is collected by giving questionnaire to the students.

RESULTS

The researcher did not only show the finding in the form of explanation but also in the form of table and chart. This chapter is divided into two parts. The first is data presentation of the kinds of authentic materials used by teachers. The second was data presentation of materials' authenticity, students' interest, and students' needs.

1.1 Kinds of Authentic Listening Materials Were Used by Teachers

The first teacher is senior English teacher and teaches *Bahasa Inggris lintas minat*. The second teacher is junior English teacher and teaches *Bahasa Inggris wajib*. The following Table 1 was the result of identifying kinds of authentic listening materials used by teachers.

Table 1. *Kinds of Authentic Listening Materials*

T	M	C	Kinds of materials written in lesson plan	Kinds of materials used in classroom	Topic/ Theme
1	1	All	Parts of 5 songs	Parts of 10 songs	Figurative language
	2	All	Song 1. "Sad Song" by We The King feat. Elena Coats 2. "Roar" by Katy Perry	Song 1. "Sad Song" by We The King feat. Elena Coats 2. "Roar" by Katy Perry	Proverbs
2	1	All	Video of cooking competition – Master Chef United Kingdom	Video of cooking competition – Master Chef United Kingdom	Procedure Text
	2	All	Parts of 2 films 1. Alice in Wonderland 2. Now You See Me 2	Parts of 2 films 1. Alice in Wonderland 2. Now You See Me 2	Conditional Sentence

Note:

T : Teacher
M : Meeting
C : Class

The teaching practices observed indicate that both teachers recognize the role of authentic materials in enhancing listening proficiency. By consistently beginning lessons with authentic listening tasks, they emphasized the primacy of listening skills and provided students with exposure to genuine language use. However, Teacher 1's repeated use of songs compared to Teacher 2's employment of diverse media highlights a disparity in material innovation and suggests limited exploration of the broader spectrum of authentic resources available.

1.2 Extent the Authenticity of the Materials

The researcher did not only analyse the researcher's questionnaire herself, but also other observer's perspective also. The observer is the researcher's friend that is not doing research in the same school and same students. The perspective regarding to the authentic listening materials whether represent the real use of the language in the world or not. The researcher put the result of the data in table 2

Table 2. Suitability to the real use of the language in the world or the authenticity of the materials

T	M	Kinds of materials used in classroom	Researcher's perspective	Observer's perspective	Suitable
1	1	Parts of 10 songs	√	√	√
	2	Song 1. "Sad Song" by We The King feat. Elena Coats 2. "Roar" by Katy Perry	√	√	√
2	1	Video of Master Chef United Kingdom	√	√	√
	2	Parts of 2 films 1. Alice in Wonderland 2. Now You See Me 2	√	√	√

Both the researcher and the independent observer concurred that all listening materials employed by the teachers were deemed truly authentic. This assessment is based on several established criteria: the materials originated from native English speakers, were not originally designed for pedagogical purposes, and align with conventional classifications of authentic listening resources. Furthermore, these materials exemplify real-world English usage, encompassing authentic vocabulary, pronunciation, and other linguistic elements. Consequently, they are suitable for exposing students to genuine, contemporary language and for engaging with realistic scenarios. Such exposure provides pedagogical value by allowing students to encounter and reflect on real-life issues, thereby potentially developing their problem-solving skills within relevant contexts. Finally, the materials were verified as linguistically accurate and current.

1.3 Suitability to the Students' Interest

There were 10 kinds of authentic listening materials that the students had to choose which one is the most interest. From the data, it is claimed that movies were the most popular authentic listening materials with 37,4%. Songs are the most popular in the second place with 34,5%. Followed by cartoons in the third place with 13,5%. Many students like to listen songs, watch movies, and enjoy cartoons. After showing the real data about percentage of students' interest, the researcher showed the Table 3 to know the result whether the materials used by teacher were suit with students' interest or not.

Table 3. Suitability to the Students' Interest in Kinds of Authentic Listening Materials

T	M	Kinds of materials used in classroom	Students' interest	Suitable
1	1	Parts of 10 songs	1. Movies 2. Songs	√

2	Song	1. "Sad Song" by We The King feat. Elena Coats 2. "Roar" by Katy Perry	1. Movies 2. Songs	√
	1	Video of Master Chef United Kingdom	1. Movies 2. Songs	√
2	Parts of 2 films	1. Alice in Wonderland 2. Now You See Me 2	1. Movies 2. Songs	√

The results demonstrated a general alignment between the authentic listening materials selected by the teachers and the students' interests. This suggests a positive correlation between teacher material choice and student preferences. It can be inferred that when a discrepancy exists between student preferences and the materials used, the teacher may lack awareness of those interests. Conversely, when selections closely reflect student preferences, it indicates teacher awareness and consideration of student inclinations. Subsequently, Table 4 was presented to provide a detailed analysis of the congruence between the specific materials used and student interest levels.

Table 4. Suitability to the Students' Interest in Kinds of Authentic Listening Materials

T	M	Kinds of materials used in classroom	Students' interest	Suitable
1	1	Parts of 10 songs	√	√
	2	Song 1. "Sad Song" by We The King feat. Elena Coats 2. "Roar" by Katy Perry	—	—
2	1	Video of cooking competition – Master Chef United Kingdom	√	√
	2	Parts of 2 films 1. Alice in Wonderland 2. Now You See Me 2	—	—

Unfamiliar authentic listening materials can foster deeper cognitive engagement by encouraging focused attention and eliciting inquisitive responses from learners. Whereas familiar songs and movies showed limited success in boosting interest, unfamiliar materials were preferred for their capacity to introduce new ideas, broaden perspectives, and facilitate knowledge construction. This indicates that teacher selection of authentic materials should prioritize cognitive and pedagogical value over general appeal or recognition.

1.4 Suitability to Students' Needs

First of all, the researcher showed the result of students' learning style. From the observation result, it is claimed that 59% of students had visual learning style. They like to learn something through what they have seen. Besides, 30% of students had audio learning style who they like to learn something through what they have heard. The lowest one was kinesthetic learning style which only 11% students had. Kinesthetic students like to learn something through practices. It is claimed that most of students in learning English prefer to be given a video/picture for stimulate their brain. Next, table 5 in the following showed whether the kinds of materials are suitable with students' learning style or not.

Table 5. Suitability to the Students' Interest in Kinds of Authentic Listening Materials

T	Week	Kinds of materials used in classroom	Learning Style	Suitable/not
1	1	Parts of 10 songs	1. Visual 2. Audio	√
	2	Song 1. "Sad Song" by We The King feat. Elena Coats 2. "Roar" by Katy Perry	1. Visual 2. Audio	√
2	1	Video of Master Chef United Kingdom	1. Visual 2. Audio	√
	2	Parts of 2 films 1. Alice in Wonderland 2. Now You See Me 2	1. Visual 2. Audio	√

Based on the data, the selected authentic listening materials demonstrated suitability with the learners' predominant learning styles. A clear preference emerged among students for video-mediated materials, which appear to support cognitive activation and sustained attention in the classroom. Consequently, while teachers may utilize diverse activities, strategic material choice particularly the integration of video is advised. Table 6 provides a detailed assessment of how well these materials meet the learners' pedagogical needs.

Table 6. Suitability to the Students' Needs in Teachers' Authentic Listening Materials

T	M	Kinds of materials used in classroom	Students' needs				Suitable
			1	2	3	4	
1	1	Parts of 10 songs	–	–	–	–	–
	2	Song 1. "Sad Song" by We The King feat. Elena Coats 2. "Roar" by Katy Perry	–	–	√	–	–
2	1	Video of Master Chef United Kingdom	√	–	√	–	–
	2	Parts of 2 films 1. Alice in Wonderland 2. Now You See Me 2	√	–	–	–	–

Note

- 1 = Listening materials should be presented in the form of video
- 2 = Length of time for preparation is more than 3 minutes
- 3 = Length of time for listening should be presented in more than 3 minutes
- 4 = Students' needs to know listening tips and tricks before having listening

The findings revealed that only two of the authentic listening materials successfully captured student interest within the teaching-learning process. This raises a critical question: what occurs when instructional materials fail to address student needs? It is imperative to strike a balance between fostering interest and fulfilling pedagogical needs. While a teacher's consistent use of motivating materials may indicate an awareness of student interests, effective pedagogy requires a dual focus. Interest, though essential for engagement, must be coupled with a deliberate effort to meet learners' specific educational needs.

DISCUSSION

1.1. Kinds of authentic listening materials

Observations of the two English teachers indicated an awareness of the importance of incorporating authentic materials, particularly for listening practice. This was evidenced by their use of such materials during the final two meetings of the even semester for eleventh-grade students at SMA Wachid Hasyim 2 Taman.

Teacher 1 utilized songs in both observed meetings. In the first meeting, focused on figurative language, the teacher employed song excerpts containing relevant examples. A discrepancy was noted between the lesson plan, which listed five song titles, and the actual classroom implementation, where ten titles were used. In the second meeting, which addressed proverbs, songs were again used for the introductory activity. The key distinction was that while the first meeting used song excerpts, the second featured full-length songs. In contrast, Teacher 2 employed varied authentic materials across the two sessions. The first meeting utilized a video segment from the television show *Master Chef United Kingdom*, sourced from YouTube, to introduce procedure text. The second meeting used film clips to teach conditional sentences. No divergence was observed between Teacher 2's lesson plans and actual classroom practice for either session. This variety appears to be a deliberate strategy to move beyond the frequent use of songs in listening exercises.

Overall, both teachers demonstrated an understanding of the value of authentic listening materials, aligning with the view that listening is a foundational skill best developed through exposure to real-world language use (Cahyono, 2011). However, Teacher 1's reliance solely on songs across two meetings, compared to Teacher 2's use of diverse media, suggests a difference in pedagogical creativity and the exploitation of the wider range of authentic resources available.

1.2. Extent of Authenticity of the Materials

This section discusses the authenticity of the listening materials used by Teachers 1 and 2, analyzed through the framework proposed by Breen (1985). Breen posits that authenticity comprises four interdependent dimensions: text authenticity, learner authenticity, task authenticity, and classroom authenticity. A deficiency in any one dimension compromises the overall authenticity of the pedagogical use of a material.

First, regarding text authenticity, Gebhard's (1996) criteria provide a useful benchmark. Authentic materials must (1) originate from native speakers, (2) be produced for purposes other than language teaching, and (3) belong to categories such as authentic listening, visual, or printed materials. This aligns with Martinez's (2002) view that authentic materials, created by and for native speakers, reflect real-world contexts beyond the classroom. The materials employed by both teachers satisfy these criteria: they were produced by native speakers for non-pedagogical purposes and fit squarely within the 'authentic listening materials' classification. Consequently, these materials exemplify genuine language use including vocabulary, pronunciation, and discourse patterns and present accurate, contemporary content relevant to real-life situations. This exposure offers students the benefit of engaging with realistic contexts, thereby fostering problem-solving skills applicable to their own experiences.

Second, the concept of learner authenticity (Breen, 1985) requires learners to interpret materials in a manner approximating that of a native speaker in a real-world context. In the initial sessions, both teachers utilized unfamiliar materials, the content of which was not immediately accessible to students. This posed a significant interpretative challenge, particularly in Teacher 1's class. The task listening to song excerpts, transcribing them, and identifying figurative language proved difficult as students struggled to derive accurate meaning from the passages. For example, when the teacher and students discussed about this part of song:

"White Liar" (2009) by Miranda Lambert.

"The truth comes out a little at a time

And it spreads just like a fire

Slips off of your tongue

like turpentine"

Teacher : *"So, what type of figurative language is in this song?"*

Students : *"Simile I think Sir."*

"No metaphor"

"Yes metaphor Sir, eh no no Simile"

Teacher : *"ok ok, coba diartikan per kalimat"*

Students : *"wait Sir, lihat kamus dahulu."*

"kebenaran datang sedikit demi sedikit dalam suatu waktu dan menyebar seperti api.

Terpeleset lidahnya seperti minyak. Disini minyak Sir."

"Maksudnya apa ini ya"

"embo lah"

Teacher : *"pokoknya intinya itu kebenaran pasti terungkap, maka dari itu kalian harus menjaga bicaranya, minyak itu kan licin"*

Students : *"oh begitu"*

This resulted in limited student comprehension and difficulty in accurately classifying figurative language. The teacher's attempted explanation was, in the researcher's view, an imperfect interpretation that risked propagating misunderstandings among students, especially without subsequent correction. Task authenticity by Breen (1985) emphasizes that tasks should mirror real communication with authentic aims. Although the teachers used established task types (e.g., gap-filling, dictation, and group discussion), these lacked a strong connection to real-world language use. To enhance authenticity, tasks could be redesigned to include communicative outcomes, such as role-playing scenarios or creating dialogues inspired by the materials. Classroom Authenticity involves creating an environment for shared, experiential language use and problem-solving (Breen, 1985). Ideally, learning spaces whether a traditional classroom or alternative venues like a theater or performance hall should simulate real communicative contexts. The observed lessons, however, remained within conventional classroom boundaries, not facilitating such immersive experiences. Overall, the findings indicate that not all aspects of Breen's framework were met. Because authenticity is multidimensional and interdependent, the materials cannot be considered fully authentic in their pedagogical application.

1.3. Students' Interest

In this part of discussion, the researcher interpreted and discussed two points. First, suitability to the students' interest in kinds of authentic listening materials. Second, students' interest in Teacher 1 and 2 authentic listening materials.

The initial findings indicate a general alignment between the authentic listening materials selected by the teachers and the student's expressed interests. Data on

student preferences revealed that movies were the most favored medium, followed by songs in second place, and cartoons in third. This suggests that films and songs constitute the most popular categories of authentic listening materials among learners, with many students demonstrating a preference for listening to songs and watching movies. Accordingly, within the teaching-learning process, teachers utilized songs, films, and television show clips for listening practice. A correlation appears to exist between student preferences and the materials employed by the teachers. When a discrepancy emerges between student interests and the materials used, it may imply a lack of teacher awareness regarding those preferences. Conversely, when teacher selections closely reflect student inclinations, it suggests that instructors are cognizant of and responsive to learner interests. While teachers endeavored to provide suitable authentic materials, their selections remained largely confined to movies and songs, despite the expressed interest in cartoons among a segment of the student population.

From the finding that was implied that what teacher 1 used for the first meeting is suitable with students' interest. The students are so interested in the first authentic listening material because the teacher gave the students unfamiliar songs that they have not known yet. The teacher used parts of 10 songs which were the songs belong to unfamiliar songs for the students. The unfamiliar songs that used by the teacher like in the following examples:

"White Liar" (2009) by Miranda Lambert.

"The truth comes out a little at a time
And it spreads just like a fire
Slips off of your tongue
like turpentine"

-

"She's Everything" (2006) by Brad Paisley

"She's a Saturn with a sunroof
With her brown hair a-blowing
She's a soft place to land
And a good feeling knowing
She's a warm conversation
That I wouldn't miss for nothing
She's a fighter when she's mad
And she's a lover when she's loving"

Prior to playing the audio, the teacher provided only the song title. This minimal cue prompted students to engage in internal questioning regarding the song's content, which contributed to a focused and attentive listening environment. The lesson's focus on figurative language further stimulated cognitive engagement by introducing novel conceptual knowledge. Following the teacher's feedback on their interpretations of figurative expressions, students frequently produced reflective utterances, indicating moments of comprehension and realization.

"ooo, I see Sir"

"I get it"

"mmmm"

Following lyrical analysis, students demonstrated the ability to deduce narrative conflicts and the singer's emotional perspective. This encouraged linguistic experimentation beyond common expressions and contributed to vocabulary

acquisition. The deliberate use of excerpts generated student interest in hearing complete songs. The full versions then served as a basis for the teacher to facilitate problem-solving discussions and thematic exploration. Conversely, Teacher 1's material choice in the subsequent session showed a misalignment with student interest. The shift to full-length, familiar songs where lyrics were already known resulted in observable declines in student engagement and curiosity. Most of students said the same utterance like in the following:

"ooo, Roar. I know this is Katy Perry's song". (the teacher only gave the title)

"this is so easy, I remember Roar's lyrics Sir"

"I have this song in my mobile phone Sir"

"I always sing this music in the past Sir, but I'm bored"

"I can fill this without listen to the song Sir"

Lower engagement was observed during the second session, attributed to the use of familiar songs. Students identified the songs from titles alone, altering their participation. Many completed the fill-in task after one playback or even beforehand, indicating reduced cognitive demand. While the topic (proverbs) offered new learning, song familiarity suppressed interest, leading to passive recall-based responses and limiting instructional flexibility. In contrast, Teacher 2's first-session materials was a Master Chef UK video on vegetable imitation that effectively captured student interest. The unfamiliar content, prefaced by clear task instructions, promoted attentive viewing and active listening. That made the students asked to themselves and their friends: *"can you do that?"* So that was why the students is so quiet and watched carefully to the videos. From the topic presented by the teacher, procedure text that makes something new, made the students think about knowledge that the students have not known before. They can develop their vocabulary besides they learn about how to make a delicious food, drink, how to repair something, and etc. The students often say the following utterances when the video is playing and did the tasks, *"ooo"*, *"mmm ..."* After doing the task, many students asked to the teacher and their friends like in the following utterances and all the students were curious.

"who is the participant that can make that really same with the chef?"

"iya ya, siapa ya"

"paling Matthew, soalnya dia good banget, nice gitu masakannya"

The limited video excerpts spurred student curiosity, with requests to watch the full segment following the chef's example. This complete version offered pedagogical potential for extended activities, such as analyzing judges' responses to identify the strongest competitor. Conversely, the materials in Teacher 2's second session were less engaging because of student familiarity. Having previously studied the films in tenth grade and in some cases, having watched them in cinemas students demonstrated diminished interest, as the content lacked novelty and challenge. Most of students said the same utterance like in the following:

"Miss, we have seen this movie in tenth grade"

"I have seen twice Miss"

"I have seen Now You See Me three times Miss, in cinema, when I was in tenth grade, and in my laptop"

"I don't like Alice in Wonderland Miss, fake film"

The teacher's use of clues without titles allowed students to recognize the familiar films, which changed their participation. The listening task, focused on identifying conditional sentences in direct excerpts, required only one playback and presented little difficulty. Although conditional sentences were a new topic, the material's familiarity and the task's low complexity resulted in decreased student investment. Responses were immediate and unquestioning, reflecting a lack of cognitive engagement and limiting instructional development.

These observations suggest that unfamiliar authentic materials enhance attentiveness and stimulate questioning, whereas familiar, popular resources often fail to engage. Students show greater interest in unfamiliar content, which encourages cognitive processing, perspective-taking, and knowledge acquisition. Consequently, educators should select materials based not on appeal alone, but on their capacity to challenge and extend learner understanding.

1.4. Students' Needs

In this part of discussion, the researcher interpreted and discussed two points. First, suitability to the students' learning style. Second, students' needs in Teacher 1 and 2 authentic listening materials.

Based on the finding, it was implied that all of authentic listening materials used by the teachers are suitable with the students' learning style that was visual learning style as the highest followed by audio learning style. It was implied also, most of students in learning English prefer to be given a video for stimulate their brain. The teacher has to know that video can make the students interest to the lesson and increase the students concentrate in teaching and learning process. But that is possible if the teacher sometimes uses other authentic listening materials like audio only without any kind of pictures, audio only with printed or showed pictures, directly practice in the class, and maybe practice after having printed or showed pictures. All of activities can be used by the English teachers but they have to be careful to choose.

This section examines the extent to which the authentic listening materials used by Teachers 1 and 2 align with students' pedagogical needs. Student needs in this context were defined across four dimensions: (1) the preferred format of material presentation, (2) the adequate length of preparatory time before listening, (3) the appropriate duration of the listening material itself, and (4) the perceived necessity of pre-listening strategies or guidance. In the first session, Teacher 1's material selection did not adequately address these defined student needs, as none of the four aspects were sufficiently met. Although the unfamiliar song generated considerable student interest, this engagement was not paralleled by the fulfilment of their core listening-related needs, creating a disconnect between motivational appeal and pedagogical support. For the length of preparation, most of students said like in the following utterances when the teacher started to play.

"Wait Sir"

"wait Miss"

The teacher delivered only procedural instructions regarding the listening task, without allocating time for students to preview or contextualize the song's content. In

the second session, Teacher 1 again selected materials that were largely unsuitable, addressing only the third student need—listening segments longer than three minutes. Similarly, Teacher 2's first session materials did not fully align with student needs. While most criteria were satisfied, only the first (video format) and third (duration >3 minutes) were adequately met. The second session showed a further decline in suitability, with only the video format requirement being fulfilled, leaving other needs unaddressed. These findings highlight a recurring pedagogical imbalance: while two materials successfully captured student interest, they largely failed to satisfy learners' structured needs. This disconnect underscores the necessity of balancing engagement with pedagogical substance. As Nuttall (1996, p. 170) observes, a teacher's consistent use of motivating materials may reflect awareness of student interests. Nevertheless, while interest is vital for engagement, effective instruction must also systematically address learners' cognitive and procedural needs.

CONCLUSION

It could be concluded that whether the teachers are aware the importance of using authentic listening materials, they still miss the importance of three aspects inside the materials' suitability. It may be caused by less awareness in doing need analysis before making the lesson plan. The researcher interpreted that the English school teachers have not done need analysis yet before designing teaching material, it seemed that the teachers still get difficulties to fulfil the students' interest and needs. The students who have high interest will have high ability in listening skill, while the students who have low level of interest will have low ability in listening. If students are interested in an activity, the experiences will be more enjoyable than if they are bored. Students having high interest have high effort, more persistent, believe themselves to be capable and successful. Therefore, it can be assumed that the students having high interest have better listening comprehension than those who have low interest. Through the need analysis, the teacher could learn what are exactly needed by their students to have, to learn, and to do in the learning process in order to match with their field so that the teacher could prepare the more appropriate course design to fulfil the students' needs to face the real world. Needs analysts gather subjective and objective information about the learner in order to know the objectives for which the language is needed, the situation in which the language will be used, with whom the language will be used, and the level of proficiency required.

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