

## **AUTHENTIC MATERIALS OF CHOICE AMONG ENGLISH LECTURERS**

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### **ABSTRACT**

This study aims to reveal the indicators of lecturers in choosing materials. The method used in this research is descriptive qualitative using a narrative approach. Researchers used documentation, document analysis checklists, and interview guidelines as research instruments. The results of the study indicate that lecturers have four criteria in choosing authentic materials, including 1) authentic materials must follow the needs of students; 2) authentic material must be essential to teach; 3) authentic material must be easy to understand; 4) Authentic materials must be up-to-date. Based on the criteria, several authentic materials can be used: letterforms, order forms, signs, photos, and authentic auditory materials such as videos and songs to provide students with an enlightening and exciting learning experience. In conclusion, English lecturers have used various types of authentic materials such as pictures, videos, and songs using several criteria, such as appropriateness, excitement, understandable, and up-to-date.

Keywords: Authentic Material, EFL, Learning, Lecturer

### **INTRODUCTION**

Authentic teaching of English is essential for motivating foreign language students. The students will feel they learn the language of their destination. Authentic materials are beneficial because they convey cultural knowledge about the target language (Ahmed, 2017). In addition, accurate documentation offers an understanding of the real meaning of the language used and is relevant to the needs of students. The latest authentic documents support more creative approaches to

teaching (Wulan, 2018). Such results of using authentic materials may be the reason for the lecturer's use of authentic materials today.

The source of authentic materials which can be used in the classroom is endless under contemporary circumstances. There are various ways of acquiring authentic teaching materials. We can find the most frequent media, television programs, songs, films, literature, and magazines. Today, authentic materials can easily be obtained from the internet. It is also easy to access the internet from many people, not only adults but also children and teens. In addition, it is continuously improving and interactive. There is no reason the lecturer does not use the internet for their teaching because they can quickly get English authenticity to encourage (Widyastuti, 2017).

Getting authentic English is easy when it is still helpful for students to learn; authentic materials should be suitable for what students want and need to know. It is possible to carry out the selection of authentic materials that are used in the classroom. The purpose of selecting resources from various sources is to grasp the meaning rather than the language style. The acquisition and augmentation of authentic materials in English instruction is referred to as insufficient or adequate authentic resources (Yadav & Jha, 2019). In addition, lecturers have to select suitable materials to implement and adapt authentic teaching materials. The lecturers should define the goals of the teaching program in selecting authentic materials and should evaluate the situation of teachings to select the materials that are suitable for class use (Tanihardjo, 2018).

Despite the importance of using authentic materials in English language lecturing, the implementation of authentic materials has some problems faced by the lecturer. Research by Anam et al., (2019) found the problems in implementing authentic materials in teaching English. The problems were the lecturer should select suitable authentic material for their students, but they have limited time to prepare it. Authentic materials should be selected by looking at the students' level of English. Tanihardjo (2018) also showed that authentic materials are not the best method for promoting students' grammatical collocation ability because authentic materials, such as newspapers, may function better to improve vocabulary knowledge. Those researches showed that selecting authentic material was an essential thing before implementing in class.

Bearing this in mind, this research aims to provide a synthesis of theory and practice of lecturer's consideration in selecting authentic materials for teaching English. Although a lot of research has been conducted on using authentic materials, it remains a challenge for the lecturer to select an appropriate authentic material in lecturing English. This research aims to fill this research gap between theory and practice and, in doing so to provide lecturers with an array of easy to follow the result of this research which they can use in their teaching. Previous

research applied analysis to the use of authentic materials among teachers. This study conducted an analysis of lecturers at the university. In addition, researchers do this on a more specific source, especially in universities in Indonesia. The rarity of research that focuses on authentic material chosen by lecturers makes researchers need research on authentic material selected by lecturers and what criteria are used by lecturers to select authentic materials so that learning English at universities is expected to be able to provide reliable workers in the world of work.

There were two objectives of the study. The first is to reveal the kinds of authentic materials used by the English lecturer in the University, and the second is to reveal criteria considered by the English lecturer in selecting authentic materials. The use of authentic materials promotes real learning and motivates and makes students involved in the teaching of English languages. Moreover, the use of authentic materials may be more efficient and sufficient to build student interests and fulfill student needs when the materials are carefully selected.

## **LITERATURE REVIEW**

The definition of authentic materials vary among expert. Authentic materials are not written for teaching language purposes but designed by native speakers for native speakers (Ahmed, 2017). Authentic materials also contain the languages produced for daily activities based on the culture, lifestyle, and any other aspects from native speaker (Dania & Adha, 2021). In addition, authentic materials are not limited on the *authentic* and *native speaker* since there are people from different place in the internet (Purwandani et al., 2017).

Authentic materials have different definition for each source, but we can understand from the definition above that authentic materials are any materials produced by native speaker of English for native speaker in non-pedagogical purpose. Sources of teaching materials are widely provided in this modern era and one of the most accessible sources are internet (Yadav & Jha, 2019). Authentic materials are classified into three categories; Authentic listening materials, such as radio news, cartoons, songs, etc.; Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.; Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc (Anggara, 2020).

Based on the basis of the fact sheet of authentic material published by Kusumawardani et al., (2018), there are two kinds of authentic materials: first is authentic printing materials are utility bills, packaging slips, order form, websites, tickets for traffic, welcome cards, calendars, report cards, television manuals, food labels, magazines, newspapers and others and the second is authentic audition materials include telephone messages, radio transmissions, podcasts, e-books, films, videos and TV programs.

The researchers use the categories published by Kusumawardani et al., (2018) to analyze the types of authentic material the lecturer uses as research subject theoretical information. The researcher will be simpler, using these categories, to categorize genuine material, because there are only two categories. In selecting authentic materials, there are some criteria that the lecturer should consider.

There are two opinions stated by McGrath and Wallace in defining criteria of materials selection. First, according to McGrath, there are eight criteria to be considered when choosing appropriate authentic texts. These are relevance (authentic materials should be suitable with the students' needs), topic interests (selected authentic materials should be interested to be learned by the students), cultural appropriateness (authentic materials should meet the appropriate culture with the local culture where the materials used), logistical considerations (in selecting authentic materials should obey the length and legibility/audibility of the materials), cognitive demands (the selected authentic materials should be suitable with the use of English), linguistic demands (the selected authentic materials should contain acceptable language), quality (selected authentic materials should be able to help learner for having better understanding about English), and exploitability (the selected authentic materials can be used in various activities of teaching) (Anggara, 2020).

There were some researches regarding to selecting materials by English teacher. Anam et al., (2019) observed the classroom that applied authentic materials and interviewed the teachers. He found that most teachers used audio-lingual kind rather than other kind of authentic materials such as printed and realia. The result also stated that most teachers agree on the importance of authentic materials in the classroom to enhance the language learning. Siregar and Manurung have done a quantitative research in SMK Swasta Nurhasanah 2 Medan regarding the authentic audio material impact on students' performance. The study is done by divided the students into two groups: one received audio materials performed by natives and the other group do not. The finding shows that the group that received authentic materials have higher score than the other group; indicate the significant impact in implementing authentic material in listening class (Siregar & Manurung, 2020).

## **RESEARCH METHOD**

In line with the research question above, qualitative research used in this study in accordance with the research question above. Qualitative research gathers data for study to demonstrate the dynamics of education and learning. Qualitative research results are illustrated by narrative presentation of the data. This research explained and explored the data finding. One English lecturer is the main subject of this research. Document of authentic materials and lecturer's experience in

selecting authentic materials will be analyzed and described narratively at the end of this research.

The technique for gathering the data in this research used documentation and semi-structured interview. To answer the first question, the researcher used documentation to know kinds of authentic materials used by the English lecturer. In this research, the researcher take a picture of the learning process that used authentic materials.

Interview was used to answer the second research question. It is usually defined as a conversation that happen between two people or more to get information. The conversation involved interviewer and interviewee to get valid and reliable data is called as in-depth interview. Using in-depth interview in collecting data can gained a complete information to describe activity that being observed. In this research, the writer has interviewed the English lecturer of one of Senior High School in Bangkalan to get a complete information about her consideration in selecting authentic materials in teaching English.

Authentic materials used by the English lecturer in one of Bangkalan's senior high Schools were required to answer the research questions. The researcher determined that the data sources used by the professor in the learning process and in the lecturer's investigation are credible information. As the focus of this study, the lecturer who was used as a data source was an English lecturer.

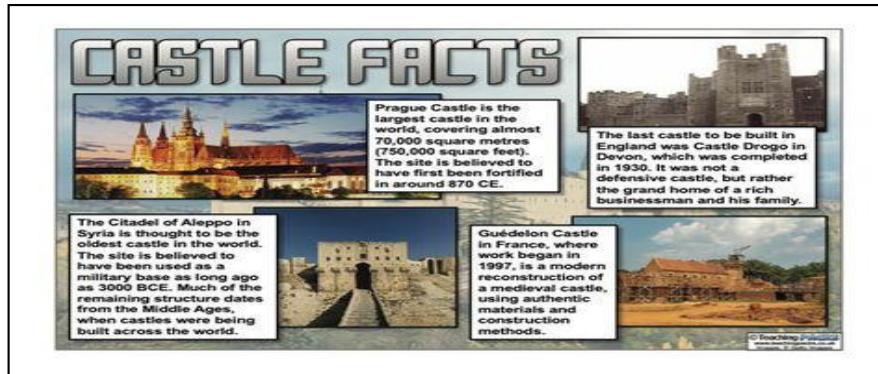
This analysis analyzed the information gathered from interviews by the researcher to facilitate the transcription of the data. The data was analyzed and described narratively. First, both documents and interview findings are evaluated by the researcher. There were distinguished data from document analysis to two separate analyzes. Because both research questions could be answered by the instrument. The researcher transcribed the data from the interview process recording typed it into a document for analysis. Second, the researcher started to explain when all data were collected narratively represented have been the results and all the details. The designation data obtained from record analysis and interviews were based on the researcher's work. Third, the scientist analyzed the findings from the theoretical framework using the theory. The research centered more on the accurate content selection process. The researchers then compared the lecturer's criteria with the criteria in theory, to see whether the instructor used the same criteria specified in the theoretical sense or not.

## FINDING

### Kinds of Authentic Materials Used by English Lecturer

#### Authentic Print Materials

An English lecturer used many types of authentic printed materials with picture was the materials most used.



**Picture 1.** Castle Facts as Authentic Print Material

Forms of order and menus had also been used to improve the speaking skills of students. Once students were waiters, they learned to speak to the clients as to how to deliver food, drink or other service. The lecturer used all these tools to carry the real world job situation into the classroom.



**GoFit**  
Nutrition

**Meal Order**  
From

Order Date:	
Required Date:	
Ordered By:	
Account Number:	

**Please note:**

1. For Monday pick ups please order by 12pm Saturday
2. For Thursday pick ups please order by 12pm Tuesday

FOOD ITEM	QTY	Total £	Monday	Thursday
Tandoori chicken				
PenPeri chicken				
Lemon & herb chicken				
Pulled Beef Brisket				
Cod Fish				
Protein Waffle				
Chickpea & lentil V				
<b>Total Paid £</b>				

Name : .....

Contact Number : .....

\*Please see pack for allergen information or contact a member of staff\*

**Picture 2.** Order Form as Authentic Print Material

### Authentic Auditory Materials

The lecturer also used some authentic auditory material, such as videos and songs. Also, the instructor taught videos. When the lecturer wanted to use the video in his teaching, he played and showed the videos with the LCD projector to the students. He told the students to watch the videos and to see what they had. The instructor then asked the students for their views on the video.



**Picture 3.** Video Conversation at Desk Hotel

While the lecturer was using videos, the lecturer tried to have videos that lasted no longer than 10 minutes. According to the instructor the students were bored when videos or short movies were over 10 minutes, as a focus on videos or short movies would take a long time.

Songs and lyrics were another real auditory material that the lecturer used. Such authentic materials have been used for educating students in listening by playing missing lyrics, for example. The students listens to the songs to complete the missing lyrics. The purpose of this activity was to make students interested in learning English by means of a quiz.

*Lady Gaga- "I'll Never Love Again"*

<p><b>1. Fill in the Blanks</b></p> <p>Wish I _____, I could've said _____          I would've said what I _____ to          Maybe even _____ for you          If I _____, it would be the _____ time          I would've _____ my heart in _____          Tryin' to _____ a part of you</p> <p style="text-align: center;">*****CHORUS*****</p> <p><b>2. Order the Sentences</b></p> <p>_____ Don't wanna start another fire          _____ Don't wanna feel another touch          _____ Don't wanna know another kiss          _____ No other name falling off my lips</p>	<p><b>3. Correct the Mistakes</b></p> <p>When we last met          I never thought that I water fall          I never thought that I'd see myself          flyin' in your arms          And I want to see that it's true          Oh honey, that you're far          'Cause my head keeps changing, and changing,          and changing          And I'm moving on</p> <p style="text-align: center;">**CHORUS</p> <p><b>4. Fill in the Blanks</b></p>
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**Picture 3.** Song Worksheet as Authentic Auditory Material

There are some genuine materials which the lecturer used in the hospitality teaching program. Most of the lecturers obtained the materials from the internet. Sometimes, when the lecturer thought it would be useful for students to learn English he purchased the authentic materials. Some authentic materials were also received inside or outside the school by the lecturer from his friend, the English lecturer.

### **Criteria for Selecting Authentic Material**

The lecturer did not use those parameters to pick authentic materials since he also tried to understand students' individual skills. However, the researcher tried to show the parameters used by the instructor in any collection of credible materials based on his story during the interview process. The instructor used some requirements for choosing authentic materials. Authentic materials selected must follow the basic skills in the curriculum and student's ability to speak English (appropriate), be interesting, easy to understand, and up-to-date. These criteria can be understood as follows:

#### **Appropriate**

The lecturer stated that: 1) the appropriateness of the primary curriculum competences could not be ignored as the lecturer was expected to have all of the basic competencies established by the government; 2) it was a question of the proper use of materials. Their students should understand the lecturers' definition of lessons. She was the most difficult instructor to use authentic documents since the English skill of the students was not the same.

#### **Interesting**

The lecturer described the authentic materials as interesting Materials that could raise research interests. However, the students were not interested in all the authentic materials of interest to the lecturer. At times, because of difficult vocabularies, the students were less involved. The lecturer can easily determine whether or not students were interested in seeing the students answer whether or not they were enthusiastic. When the students were less interested in the lecturer's genuine content, the instructor would encourage them to try to find some real stuff that was important for lecturers and students.

#### **Understandable**

The lecturer classified the materials that provided easy meaning, language content such as vocabulary as understandable authentic materials. The lecturer should have authentic materials with linguistic contents, which students can easily



understand. The lecturer could not give genuine materials that the student could hardly understand the content.

### **Up-to-date**

The word up-to - date in this situation has not always been the new. In order to refresh the obsolete authentic material the instructor has established this term. In other words, the lecturer renovated the authentic materials used for the hospitality program in English. The lecturer would replace the old authentic materials with up-to-date materials if the materials were appropriate for essential skills, then only the lecturer would renovate the old materials with the new ones. While not all authentic materials used have been up-to-date, the lecturer has always sought to find the new resources to put together the lessons learned. It can be seen in the finding that the English lecturer used song from popular singer that is young adult know and the meal order form used was also form order that is used in nowadays.

## **DISCUSSION**

### **Kinds of Authentic Materials Used by English Lecturer**

Based on the definition of authentic materials that had been mentioned in the key term, authentic materials means any materials that made by natives for non-pedagogical purposes (Yadav & Jha, 2019). Authentic materials are not created and produced for English learning, yet the lecturer used those materials to teach English. There were many kinds of authentic materials used by the lecturers to support the teaching and learning process. Some of the authentic materials used by the lecturer were bills, menus, brochures, videos, songs, etc.

The instructor often used the authentic material he brought to the class for checking or playing games with the students. The aim was to spiritually and actively make students learn the English language and to make them think that English was not as scary as they had imagined. The instructor might demonstrate that English was not often seriously learned by playing quizzes or playing games using true materials. Poster alphabet was one of the genuine material used by the professor to play exercises or games. If the lecturer used genuine texts (authentic text), he also tried to use texts with information about English in a real context.

The lecturer therefore used many types of real materials in his / her education process as they have a positive impact on the motivation of learners, have a closer connection with the needs of learners, and encourage more creative learning.

### **Criteria for Selecting Authentic Materials**

In this research, the researcher focused on the criteria used by the lecturer in selecting authentic materials. In selecting authentic materials, the lecturer said

that there were four criteria that she used in selecting an appropriate authentic material, the criteria are appropriateness, interesting, understandable, and up-to-date.

### **Appropriateness**

The lecturer's primary criterion for selecting authentic materials was the suitability of genuine materials to be used in the lesson. This means that the authentic materials used should meet the fundamental skills and needs of students in English learning. The lecturer is driven mainly by the fundamental skills in Indonesian formal education. The lecturer can enhance and help his teaching method by using authentic materials. If the use of authentic English-speaking materials were appropriate for the subject of the lesson, authentic materials used by the lecturer are appropriate in English-speaking for the students (Anggara, 2020).

What the lecturer did, however, was not exactly the same for Wallace's sense of order. In this situation, the lecturer only considered the connection to this subject because the lecturer did not often use authentic material in all meetings. Wallace clarified that each authentic material should be linked to the preceding texts and activities and subject. Authentic instructor content will then be adapted to the level of English students.

### **Interesting**

True materials should be useful to learn because students' interest in learning English is created. In studying English, the students even won't be bored. The students could also easily understand the theme the instructor delivers in learning English by choosing interesting authentic materials. The students are motivated by the use of authentic materials (Anggara, 2020).

Thus the 'interesting' criterion that the instructor considered when selecting genuine materials had the same significance as Wallace's motivation criteria. Motivation means that the genuine content chosen will be of value to students so that they are involved and hard at work to better understand. This criterion is often used to increase the quality of student study.

### **Understandable**

The selected authentic material should be understandable for the students to learn English. The understandable materials provide a clear reason not only for the students' simple operation or mission but also for the provision of students' materials. Whether the students understand their lecturer's resources, they can learn English well. The lecturer should therefore carefully pick the true materials (Anggara, 2020).

### **Up-to-date**

In choosing authentic content, the last requirements considered by the instructor were up to date. This means that the speaker is attempting to find the latest English problem. The instructor will finish up-to-date materials for students to raise awareness of the new English problem in order to use the correct materials for the students. It'll open the eyes of the student to today's English happening. It also gives English a voice to the students. Students are also now aware of the actual use of English (Anggara, 2020).

The four criteria used by the lecturer in selecting materials, the first criterion was the main criterion amongst others. If the first criteria were not completed, the lecturer would not use the materials although the other criteria were completed. Sometimes, when the lecturer thought that he was really required to use authentic materials in his teaching, he would use the first criterion only. It was related to his responsibility as the lecturer that should deliver all of the basic competence determined by the government. This study shows the same results as Guo & Li (2018) and Yavani (2017) that inappropriate materials make learners face difficulties in learning English. On the other hand, this obligation could demotivate the lecturer to use the selected authentic materials because of the limited time for preparing the authentic materials.

### **CONCLUSION**

The English lecturer has employed different types of authentic material such as letters of notes, order forms, images, videos, songs, etc. The lecturer got the materials through the internet, asked another English lecturer and often even used his own money to buy materials that seemed to be useful for the students. Although the lecturer could use all of the materials to teach integrated skills, he always tried to further explore students speaking in class and listening through authentic materials that he used in the school as a result of the school goal, so that students could communicate with clients in their field of activity.

At least the lecturer used four criteria when selecting authentic materials. Authentic documents should be informative, understandable and up-to-date, relevant to the fundamental competence of curricula and the needs of the students. Suitable authentic materials mean that a sense of lesson is not missed and students can accept the use of materials. Interesting authentic materials can increase the interest of the students. Understandable genuine materials make materials easy to use, including vocabulary, in context and language. Authentic materials up to date mean new materials.

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