



Authentic Materials Used by Senior High School English Teachers

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Abstrak

Beberapa guru bahasa Inggris telah menggunakan bahan otentik dalam mengajar bahasa Inggris. Dari sudut pandang guru, penggunaan bahan otentik baik untuk perkembangan belajar bahasa Inggris siswa. Penelitian ini bertujuan untuk menganalisis implementasi penggunaan materi otentik yang digunakan dalam kegiatan belajar mengajar oleh guru bahasa Inggris. Jenis penelitian ini yaitu deskriptif kualitatif. Desain penelitian ini berbentuk studi kasus. Subjek penelitian berjumlah 3 orang guru. Pengumpulan data dilakukan dengan menggunakan pedoman wawancara, checklist observasi, dan analisis dokumen sebagai instrumen. Prosedur pengumpulan data dimulai dari observasi di kelas hingga analisis dokumen, wawancara menggunakan pedoman wawancara, dan observasi kelas. Analisis data dilakukan dengan analisis deskriptif yang terdiri dari mengorganisasikan data, memberikan kode, mendeskripsikan dan mengembangkan tema, melaporkan temuan, menginterpretasi, dan memvalidasi. Hasil penelitian menunjukkan bahwa, pertama, ada tiga jenis materi otentik yang digunakan dalam kegiatan belajar mengajar yaitu Video Kartun, Slide dan Brosur. Kedua, terdapat tiga strategi pembelajaran. Diimplementasikan pada penggunaan materi otentik dalam kegiatan belajar mengajar yaitu: pembelajaran bahasa komunikatif, pembelajaran berbasis masalah dan instruksi berbasis isi. Ketiga, jenis penilaian yang digunakan oleh guru adalah penilaian formatif, penilaian sumatif, dan penilaian berbasis proses. Artinya, berbagai kegiatan dengan metode yang sesuai dan materi otentik yang digunakan dilakukan untuk mengembangkan pemahaman siswa.

Kata kunci: materi pembelajaran, materi otentik, penerapan materi otentik

Abstract

Several English teachers have used authentic materials in teaching English. From the teacher's point of view, the use of authentic materials is good for developing students' learning English. This study aims to analyze the implementation of authentic materials used in teaching and learning activities by English teachers. This type of research is descriptive qualitative. This research design is in the form of a case study. The research subjects were three teachers. Data was collected using interview guidelines, observation checklists, and document analysis as instruments. The data collection procedure starts from observations in class to document analysis, interviews using interview guidelines, and class observations. Data analysis was carried out by descriptive analysis consisting of organizing data, coding, describing and developing themes, reporting findings, interpretation, and validation. The results showed that there were three types of authentic materials used in teaching and learning activities, namely Video Cartoons, Slides and Brochures. Second, there are three learning strategies. They are implemented in using authentic materials in teaching and learning activities, namely: Communicative Language Learning, Problem-Based Learning and Content-Based Instruction. Third, the types of assessment used by teachers are formative assessment, summative assessment, and process-based assessment. Various activities with appropriate methods and authentic materials are carried out to develop students' understanding.

Keywords: Learning Materials, Authentic Materials, Implementation Of Authentic Material

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1. INTRODUCTION

In Indonesia, English is learned as a foreign language. Indonesians learn English in formal education from junior high school to high school (Annisa et al., 2018; Basri, 2018;

Prastikawati et al., 2021). Although, there are many high school graduate students still cannot communicate in English (Liu, 2015; Sundayana, 2015; Zahra & Fitrawati, 2017). It can be happening due to some reasons, such as limited time and space to practice English, learning environment, or students' motivation to learn English (Anggraini et al., 2019; Saisabila, 2018; Wati & Widiensyah, 2020). To solve this problem, teachers must conduct effective teaching through exciting media, teaching techniques, or learning materials. Learning materials as one of five components in education. Learning material is essential for students (Desnita & Susanti, 2017; Fitria & Idriyeni, 2017; Wahyuningsih et al., 2020). It should be relevant to the language learner to support them in learning the language. The relevancy means that the learning material should be appropriate for the student's age, emotional, intellectual, social, and cultural development. The Source of ideas and learning activities should be focused on the learning material to be provided.

Teacher educators are responsible for educating student teachers to be competent teachers who reflect on their practices and improve, develop, and constantly change (Bella & Zainil, 2020; Curran & Chern, 2017; Lee et al., 2016; Tseng, 2021). To measure to what extent a student teacher is a competent teacher and help student teachers reflect on their practice and support their development, high-quality assessment is crucial. So, when determining the material, a teacher should use proper evaluation to assess students' work (Lynch et al., 2021; Nurtanto et al., 2020; Ozan, 2019). In addition, teachers must change to value such approaches to teaching: they must identify the full range of teaching skills and strategies that might be used, describe best practices in the evaluation of teaching effectiveness, and define how these might be used and prioritized during the teaching-learning process between material and assessment (Binkley et al., 2012; Siddiq et al., 2019; Sukenti et al., 2020). Based on the phenomena in a pandemic situation, the teaching-learning process is less effective (Fikri et al., 2021; Hutauruk & Sidabutar, 2020; Primasari & Zulela, 2021).

Based on pre-observation in Senior High School at SMA Negeri 2 Semarang, the frequency of learning process meeting in virtual through Zoom Meeting application and using Learning Management System Schoology. Then the implementation of authentic materials is varied. Most teachers still use textbooks then deliver them into e-books, especially in English. The teacher shares several materials like videos and modules in pdf format. So, the teaching-learning process can be effective through virtual meetings, and the teachers emphasize using various authentic materials in their discussions. Reflecting on prior research, the researcher investigated the use of authentic materials at SMA Negeri 2 Semarang. Based on preliminary observations at SMA Negeri 2 Semarang, it was found that some English teachers have used authentic materials in teaching English. From the teacher's point of view, the use of authentic materials is suitable for students' development of learning English. Therefore, the researcher is interested in investigating the types of authentic materials used by the English teachers in teaching English and the implementation of authentic materials in the teaching and learning process in the classroom.

As one essential requirement which influences the teaching and learning process, the selection of teaching and learning materials are an integral part of curriculum planning and delivery in school (Lage-Cala et al., 2020; Triwahyuningtyas et al., 2020; Wahyuningsih et al., 2020). The selection also emphasizes that the teacher has a duty to ensure that the teaching and learning materials has suited the students' learning level and has been appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes (Asrial et al., 2021; Triwahyuningtyas et al., 2020). Teaching and learning material, should also related to the curriculum. It needs to be suited with the government's framework of standard and accountability. Moreover, the selected learning materials should also motivate the students in teaching (Asrial et al., 2020;

Ningsih & Mahyuddin, 2021). In Indonesia, the implementation of authentic material in learning process is regulated in Kurikulum 2013, the latest curriculum implemented in Indonesia. All Indonesian students should be able to develop their knowledge, skill, as well as their characteristics.

Those three aspects should be developed holistically since they cannot be seen as separated matters. The improvement of students' knowledge and skills should be followed by the development of their characteristics as human beings. Then they can grow up as a whole human being. In order to develop those three aspects, the curriculum implements scientific approach in the learning process (Fonda & Sumargiyani, 2018; Setiawan & Wilujeng, 2016; Suyanto, 2018). This approach consists of six stages or steps; observing, questioning, trying out, analyzing, creating, and communicating. Seeing those steps or stages, students are expected to be active in the learning process in order to discover new things and new concepts. Realizing that the students should explore their surrounding in order to discover a certain concept and skill, the authentic learning materials plays significant role in learning process (Masitoh & Prasetyawan, 2020; Yanto, 2019). The use of authentic learning materials let students see how a certain thing looks like and how they can explore it to create something new.

Interestingly, the use of authentic materials in English teaching and learning activities has been proven to bring positive impact to students (Hanifa, 2018; Kim, 2015). Many researchers have asserted that authentic materials have a positive effect on learners (Anam et al., 2019; Sundana, 2017). The use of authentic materials helps to bridge the gap between classroom knowledge and students' capacity to participate in real-world events (Akbari & Razavi, 2016; Albiladi, 2018). In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language. One research found that the use of authentic materials effectively can bring a real world into the classroom and significantly enliven the ESL Class (Albiladi, 2018). It also can expose the students to cultural features generates a deeper understanding and interest in the topic, and also help the students to develop their ability in comprehending the text in reading and in speaking skills. Other researchers, also found the benefits of authentic material in teaching EFL (Gencha, 2019; Kusumawardani et al., 2018). The use of authentic material can effectively use in teaching listening to improve the students' skill in English. The study also found that the use of authentic material can help the students to communicate with English native speakers in real-life. This study aims to analyze the implementation of authentic materials used in teaching and learning activities by English teachers.

2. METHOD

This study used a descriptive qualitative which aimed to describe and report the implementation of authentic materials used by Senior High School English teacher at SMA Negeri 2 Semarang. The descriptive qualitative method is a method where the analysis is conducted by starting in the pre-fieldwork phase, the collecting of information in the natural setting and considers it in terms of research question, and continued in the process of writing up. In this study, the researcher had done a pre observation as a first step to collect some evidence. This research did not need to give the treatment to the object of the research. Then, the researcher observed and described the phenomena as in the fact as clear as possible. This study conducted in the SMA Negeri 2 Semarang because the school is selected as the research sites since the result of pre-observation revealed that some English teachers have used authentic materials in teaching English. Then, the English teacher emphasized the use of authentic material for teaching in the learning process. There three English teachers

consist of two teachers teaching general English and one teacher teaching English and literature.

Moreover, this pandemic situation, this school implemented in virtual meeting using two applications, those are Learning Management System (LMS) Schoology and using Virtual Meeting named Zoom Meeting to support in learning activities in order to make teaching learning process constructively. Then the teachers can approach their students virtually in order to make students actively joining the teachers learning activities. So that, the teachers emphasized the used of authentic materials in all teaching and learning process. There are some instruments were used to collect data of the research. Those are (1) Classroom observation which observed to the senior high school English teachers in order to find out the kinds of authentic materials and assessment that the teachers applied, (2) interview guideline which was used to guide the interview between the researcher and the senior high school English teachers to analyze the procedure in implementation of authentic learning material, and (3) Teachers' lesson plan which was used to analyze the authentic learning materials by observation checklist as well as the assessment used by the teachers.

There were several steps in collecting the data. The researcher collected the data through observation inside the classroom during teaching and learning process from beginning class until the end of English class. In the classroom, the researcher observed the use of authentic materials during the teaching and learning activity. The researcher collected the data through observation inside the classroom during teaching and learning process from beginning class until the end of English class. In the classroom, the researcher observed the use of authentic materials during the teaching and learning activity. The researcher attended to the class in online meeting beside the teacher in order to make the researcher can saw the way English teacher implement authentic material and also observe all students' behavior and response toward teacher explanation. While observing the teaching and learning process, the researcher also took some pictures or recorded the teaching and learning activity. Then, Interview guide consisted of questions about kinds of authentic material, their implementation on the use of authentic materials in teaching learning activity, assessment used in implementation of using authentic materials. In this part, interview used in order to know the procedure of the implementation of authentic materials used in their teaching. The researcher met to the one teacher. Then, asked several questions about the procedure on implementation authentic material. Other's teachers did same step on it. It noted the script of interviewing session. Next, document analysis was also used to collect data about the assessment used. The document in the form of Lesson Plan was analyzed in order to identify the type of assessment used in form of observation checklist.

3. RESULT AND DISCUSSION

Result

According to the research was done, researcher did nine times to observation in the class through Zoom Meeting which consisted of each grade such as tenth, eleventh and twelfth grade students were three times to do the observation. The observation was stopped because the data is saturated. In addition, from nine times to do observation, only seven meeting the teachers all grade used authentic materials in their teaching learning process. Based on the research findings discussed, there were three that found the kinds of authentic material used in teaching learning activity which was conducted in SMA Negeri 2 Semarang. First, Cartoon Video which is categorized as Authentic Listening-viewing Material, Second, Slide as Authentic Visual Material, and last is Brochures is categorized as Authentic Printed Material. Meanwhile, in tenth grade on meeting one and eleventh grade

meeting two, both of teachers one and two were used textbook only. In other hand, two meetings remaining in which first teacher on meeting one and second teacher on meeting two using textbooks in teaching learning are not categorized as authentic materials. The textbook does not ever provide enough ways to promote the kind of interaction the teacher wants to have in the classroom. In addition, in order to promote real interaction, teachers must go beyond the content and activities of the textbook.

Based on the interview with the teachers and findings, the activity used on implementing on authentic material were communicative language teaching, problem-based learning and content-based instruction in which the most activity used was communicative language teaching in implementing slide as authentic visual material. In the interview, teacher said that for emphasizing skill was speaking because of in this pandemic situation. According to the interview, students' interest on teaching learning activity was decrease from conventional teaching activity. Third teacher said that in all teaching activity was conducted through Zoom Meeting using authentic material, teacher as a control in classroom is limited because of online activity. It can be proven by the findings on implementation that many students less response when the teacher asking and students did not join using video. Meanwhile, second teacher has another perception about joining in Zoom Meeting. Second teacher said that, student cannot join by using video because of the connection is unstable. In short, the students kept to follow the learning activity without video. In the procedure of using authentic material, selecting is the first step to use the authentic materials. Before teaching, teachers must determine the objectives of the course and the abilities that students expect to achieve. The findings result show that teachers considered the curriculum goals when choosing the authentic materials used. It clearly states that certain real information can be used to help students achieve the goals of this course. From the interview, teachers said that they selected the materials appropriate criteria that they considered to use. This is revealed in the following interview with third teacher.

The teachers discussed with their team teacher to coordinate the materials to be taught, learning objectives, and the learning activities to achieve the goals. This is following of interview with teacher two. The teachers elaborated the criteria that they consider might involve in authentic materials. At those response from second and third teachers' response, they selected authentic materials in line with their consideration based on the syllabus. Teacher thought that every authentic material which is used should cover some aspects that fit to the core competence required by Kurikulum 2013. As it is taken from Permendikbud No. 69 Tahun 2013 that core competence should cover spiritual domain, social domain, knowledge domain and skill domain. Further, the teachers believe that any authentic materials should be able to provide something that students can learn from it. There are no best criteria in selecting authentic materials. However, the teachers have almost the same criteria for selecting authentic materials. The criteria mentioned by the teachers depend on the level of the students, students' need, the objectives of teaching, and syllabus of the equipment. After setting the learning goals, the teachers continued to arrange the materials especially in using slides on teaching learning through Zoom Meeting. This is revealed in the following from third teacher.

“Of all the material used, slides as material are made in advance based on the syllabus and student's grade. The reference for using slides from the textbook in which materials and topics are adjusted will make it easier for students to understand online learning in this pandemic situation” [T3/September 28, 2020]

From the interview, teacher said using textbook is a reference to make slide which was the textbook comes from government such as, English Book X revised edition in 2017, English Book XI revised edition in 2017 and English Book XII revised edition 2018. Meanwhile, in teaching English literature used “Pathway to English X and XI” by Erlangga

and “Be Smart in English 3 for Twelfth Grade Students” by Jatra Graphic. In other hand, using cartoon video and brochures adapted from online source. Second teacher used the video by title “Formal Invitation” which is created by PowToon. The teacher used it because of the topic about invitation letter and video was suitable to use. Next, third teacher used the video entitled “Conditional Type 2” and “Conditional Type 3” were appropriated with the topic conditional sentence. For using brochures, those materials implemented on twelfth grade students in which the teacher showed three brochures in one meeting.

In attempting the authentic materials were prepared, the teachers added on their lesson plan. Those authentic materials added on whilst-activity which is those materials emphasized on main activity in teaching learning activity. Further, in whilst – activity teacher added strategy which mean in teaching learning activity was guided by the strategies used. In implementing authentic materials, the teachers used three kinds of method which was applied in whilst – activity. The teacher used strategy communicative language teaching in applying Slides, Problem Based Learning in applying Cartoon video and Content Based Instruction in applying Brochures.

Discussion

The strategies used on implementing authenticity in learning material related with communicative approach (Hanifa, 2018; Kim, 2015). On the other words, there are some classification of communicative approach namely Communicative Language Teaching, role play activities, problem-based learning, technological assisted strategies, Content Based Instruction and visual only video teaching strategies (Amin & Sundari, 2020; Bajrami & Ismaili, 2016; Satyawan, 2018). All the classification allowed the students and even teachers involved into the teaching and learning atmosphere. Additionally, implementation of authentic materials in teaching learning activity were guided on teachers’ lesson which was prepared before. The English teacher did several strategies in implementing authentic materials such as communicative language teaching, problem - based learning and content - based instruction (Bella & Zainil, 2020; Chien, 2012; Mokshein et al., 2019). Adjustments to the lesson plans in corresponded with the implementation of the use of authentic material.

The selection of materials can be criticized into three aspects namely suitability content, exploitability, and readability (Cloonan & Fingeret, 2020; Fitria & Idriyeni, 2017). In suitability content is the teaching materials are used should attract students' attention as well as be relevant to their needs. In exploitability refers to utilization of authentic materials can be developed on students’ competence. In readability refers to the combination between structural and lexical difficulty of a material and also referring to the amount of new vocabulary and new grammatical forms present (Hanifa, 2018; Kamariah et al., 2018; Kim, 2015). Those things are important to assess the level and students in the right way. According to the data found, implementation in using authentic materials had related with lesson plan prepared (Kamariah et al., 2018; Sundana, 2017). In using slide, the teachers implemented communicative language teaching as the strategies used in teaching learning activity. There is a previous research, it has been suggested that help students are able to understand the text, structure, vocabulary easily, read fluently and they also can communicate in target language which is use appropriate learning strategies in order to achieve the target language well (Widyastuti, 2017). Based on the data found in using communicative language teaching, the students were encouraged to speak directly in order to use good English in which it has been demanded basic and core competence in learning.

The assessment of Implementation authentic material was conducted during and after the teaching learning activities. Based on the data found, the types of assessment used by the English teachers were formative assessment and summative assessment. The summative assessment was conducted in the end of the teaching learning activities, while formative

assessment was conducted during the teaching learning activities. The frequency of using types of assessments showed that the teachers were usually using formative assessment for each topic as daily assessment and summative assessment as the final test. In line with the summative assessment, it is a kind of assessment which aims at measuring, or summarizing what a student has learnt (Akbari & Razavi, 2016; Sundana, 2017). It means that summative assessment was applied in the end of semester. It was developed by the teacher based on the basic competence and learning objectives. The formative assessment consisted of multiple-choice questions, short answer questions, true/false questions, and essay. The purpose of summative assessment is to spot what the students know at a specified point in time (Binkley et al., 2012; Granberg et al., 2021; Sorensen, 2013). Meanwhile, the purpose in using formative assessment is procedures like monitoring students' progress and giving them feedback on what they need to improve their achievement of the learning targets.

In this study, formative assessment was used in order to know students' progress in each topic taught. Formative assessment is the activities taken by teachers to provide feedback on students' performance which serves as a core to improve students' achievement (Granberg et al., 2021; Schildkamp et al., 2020). In addition, assessment was conducted other formative assessment in form of writing. The teachers gave instruction such as make a descriptive text which was assessed by scoring rubric. The scoring rubric was done by analytic rubric which means that the analytical column is similar to a grid. The leftmost column lists the standards of student products, while the top row lists the performance levels, usually using numbers or descriptive labels. The cell in the center of the title can be left blank or it can contain a description of the specified standard for each performance level. When scoring using analytical scoring criteria, each criterion will be scored separately. Further, summative assessment was used in the end of the learning activity or final examination was done in the end of the semester (Rakoczy et al., 2019; Tapingkae et al., 2020; Tempelaar, 2019). The teachers conducted final examination on last semester based on the calendar of education which was published by government.

From the data result, there were obstacle which was faced by the teachers. In formative assessment, there were several students did not submit the task and they were late to submit the task. Besides, in summative assessment there were did not participate in final exam. the teachers solved the problems by asking for help from the counseling teacher for further contact with student intensively. Then counselling, subject teacher and homeroom teacher contacted students' parent in which the teachers home visit to the student's house to remind the final exam or even students did not join Zoom Meeting more than two, the teacher did the same. The teacher also contacted if the students did not participate in task, exercise and practice in every teaching learning.

4. CONCLUSION

The kind of authentic material implemented are various; it was found three kinds of authentic materials used, namely: Cartoon video, Slide and Brochure. These kinds were effective on implementing in teaching learning activity. The procedure of implementation of authentic materials used in the classroom was in line with the planning developed by teachers in form of lesson plan. The teaching learning in implementing authentic materials were integrated with several teaching strategies, namely Communicative Language Teaching, Problem – Based Learning and Content – Based Instruction. There were various kinds of assessment used by teachers to assess students' understanding on the implementation of authentic materials used, namely: formative assessment, summative assessment, and performance assessment in form of writing samples.

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