

AN ANALYSIS OF AUTHENTIC MATERIALS USED BY ENGLISH TEACHER IN SENIOR HIGH SCHOOL IN SINGARAJA

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Abstrak

Banyak peneliti menyarankan agar bahasa yang diajarkan di kelas harus mencerminkan bagaimana itu digunakan oleh penutur asli karena selama ini ada kesenjangan antara bahasa yang digunakan di dalam kelas dengan bahasa dalam kehidupan nyata. Penelitian ini bertujuan untuk mengetahui tingkat keautentikan material yang dipakai oleh guru bahasa Inggris dan juga untuk mengetahui kriteria-kriteria tertentu yang guru gunakan dalam memilih materi otentik yang cocok digunakan di dalam kelas. Penelitian ini menggunakan *explanatory mix-method research* di mana hasil data kuantitatif akan di dukung oleh hasil data kualitatif. Subyek penelitian ini adalah tiga guru bahasa Inggris di SMA Singaraja. Data dari penelitian ini dikumpulkan melalui kajian dokumen dan wawancara. Hasil dari penelitian ini menunjukkan bahwa material yang digunakan oleh guru bahasa Inggris di SMA Singaraja sudah berada di level otentik.

Kata kunci: Materi Otentik, Materi Pembelajaran, Guru Bahasa Inggris.

Abstract

Many researchers suggested that the language taught in the classroom must reflect how it is used by native speakers because there has been a gap between the language used in the classroom and the language in real life. This study aimed to determine the level of authenticity of the material used by the English teachers and also to find out the criteria that teachers use in choosing authentic material. This study used explanatory mix-method research where quantitative data results will be supported by qualitative data results. The subjects of this study were three English teachers in senior high school in Singaraja. Data from this study were collected through document study and interviews. The result of this study indicates that the materials used by English teachers in senior high schools in Singaraja are in the level authentic.

Keywords: Authentic Materials, Learning Material, English Teacher.

1. Introduction

The utmost concern for EFL teachers nowadays is how to make the students capable of speaking English well in both the classroom and real-life, notably in a specific condition where English is being taught as a Foreign Language (Azri & Al-Rashdi, 2014). The main reason is that there has been a big difference between what being taught in the classroom and on how the language is used in the students' daily life (Mestari & Malabar, 2017).

For example, English conversations taught in the textbooks from school and the classroom is far from similar to how it should be used in real life, for example, students tend to learn in a situation where they will speak everything as to how they are printed in the textbook from school which is provided by the government. The textbook from school often includes a full-structured sentence (all the time) and many repetitions such as "Hi, my name is Putra, I am from Indonesia, I am seventeen years old" while in the real-life, it is enough to say "I am Putra, seventeen years old, from Indonesia" (Berardo, 2006).

By pointing out these problems, the students will not be able to use English as to how it should be used in the real-life. Therefore, Huda (2017) recommends the teacher to use "authentic" sources as teaching and learning materials. It is because "authentic" sources mirror the real world. This argument also supported by Ahmad Mousavi & Iravani (2012) who suggest the teachers implement authentic teaching material because they relate directly to the students' daily life.

Experts have their definitions regarding the meaning of authentic materials. Adams (1995) explains that materials authenticity can be seen from who makes the material and to whom it is produced, and it is only authentic if it is made by native speakers with the target of the native speakers themselves. It is in line with what Heitler (2005) defines authentic materials as texts which are written by native English speakers and for native English speakers. Other experts define authentic materials as materials that are made by native speakers which have a purpose for social contexts (Bacon & Finnemann, 1990; Peacock, 1997; Cholewinski, 2009).

Huda (2017) points out that authentic materials are not written for teaching language purposes but designed by native speakers for native speakers. Wong, Kwok, & Choi (1995) state that by using authentic materials, students could get an understanding of how languages should be used in real life. For example, by watching movies, students could get the idea of how several expressions should be used in real-life situations. In agreement with Cholewinski, (2009) who states that authenticity is similar to what the students are dealing with in their real life. Abersold & Field (1997, p. 48) argues that authentic materials are materials which are not modified before they are used in the classroom.

From the definitions from the experts above, there are four main characteristics of authentic materials. First, it should be produced by a native English speaker for a native English speaker. Second, it should not be created specifically for pedagogical purposes. Third, it is formed as a real-life object (not virtual or engineered). The last, it cannot be changed or modified in any way (keeping the originality).

Heitler (2005) also proposes some advantages of authentic materials such as up to dated and bring the learners into direct contact with a real level of English. Authentic materials taken from magazines are always up-to-date and constantly being updated. Because authentic materials used are always up-to-date, at the end of the English lessons, the students will be better informed. From that magazine, they face the real language that uses in everyday communication by native speakers.

Heitler (2005) also proposes some advantages of authentic materials such as up to dated and bring the learners into direct contact with a real level of English. Authentic materials taken from magazines are always up-to-date and constantly being updated. Materials that are always up-to-date, have their reason for being read with interest. Because authentic materials used are always up-to-date, at the end of the English lessons, the students will be better informed. From that magazine, they face the real language that uses in everyday communication by native speakers.

Besides that, Gebhard (2006) also states some advantages of authentic material such as save time in choosing the materials for the classrooms and systematically guide the teacher and students step by step through a series of lessons. Berardo (2006) states that there are five main advantages of authentic materials in the classroom which are having a positive effect on student motivation, giving authentic cultural information, exposing students to the real language, relating more closely to students' needs, and supporting a more creative approach to teaching.

Although authentic materials bring some benefits, if the teachers cannot select appropriate authentic materials based on the students' needs, of course, it will lead to a major problem. Sujono (2017) states that the materials could become a danger and lead to bigger problems when the materials are not properly chosen. Conforming with this statement, the government has a regulation which is UU No. 16 Tahun 2007 about academic qualification standards and teacher competence. In pedagogical competence, the teacher should be able to choose and use learning material which can relate to learner's experience, match with the characteristic of students, and meet with the objective of learning. Another argument also comes from the World Bank (as cited in Oryema & Picho, 2015) which states that the school curriculum needs proper learning material to be implemented in every learning process to make it work. Thus, teachers have to able to determine the learning material which is suitable and appropriate with the curriculum and learner's need. Besides, Febrina (2017) recommends for the teacher to also focus on the way they deliver and use authentic materials in classroom activity to get maximum learning outcomes.

It is important to note that when the teachers want to use authentic material, they must be chosen carefully with a clear pedagogical purpose in mind, if it is not, it may discourage or demotivate students unless the appropriate authentic material is carefully selected (Unver, 2017). Some experts had been proposed some criteria for selecting authentic materials. McGrath (2002), when there are a set of criteria which use to select authentic materials for language teaching. Those are should be relevant to textbooks and learners' needs, topic interests, cultural fitness, logistical considerations, cognitive demands, linguistic demands, quality, and exploitation.

Heitler (2005) also concerns the selection of authentic material for teaching. He mentioned some criteria for choosing an appropriate article for the students. The criteria are it should be the real language that the students need, up-to-date, the area is limited to feel that they are making genuine progress or not, and directly relevant to the students' requirements.

McGrath (2002) proposed eight criteria in choosing appropriate authentic texts which are relevant to the coursebook and learners' needs, topic interest, cultural fitness, logistical considerations, cognitive demands, linguistic demands, quality, and exploitability. Another argument in selecting authentic materials also comes from Kholik (2016) who argues that in selecting authentic materials, at least the teacher used four criteria. Authentic materials should appropriate to the basic competence of the syllabus and the students' need, interesting, understandable, and up-to-date.

By the argument from the experts above, it can be inferred that the use of authentic materials in the classroom is believed that could close the gap between languages taught in the classroom with the languages used in real life. It is also supported by the researchers which prove that the use of authentic materials in the classroom can bring major impact to the learner's development especially in learning English as a Foreign Language if the materials used by the teachers are chosen correctly based on the learner's experience, match with the characteristic of students, and meet with the objective of learning. By this background, the researcher then conducts research entitled "The Analysis of Authentic Materials Used by English Teachers in Senior High School in Singaraja" to find out the level of authenticity of the materials used by English teachers and also the criteria or considerations use in selecting authentic materials.

2. Methods

This research used explanatory mixed-method research. According to Creswell (2014:32), mix-methods is a research approach that combines or associates qualitative and quantitative forms. While the explanatory design is a design where qualitative data helps clarify and shape initial quantitative results. The quantitative data in this research was done through the analysis of document study and then followed by qualitative data which was done through interviews.

This research was conducted in three senior high schools in Singaraja. The schools were SMA Negeri 2 Singaraja, SMA Negeri 3 Singaraja, and SMA Negeri 4 Singaraja. Considering that this research aimed to find out the level of authenticity of the materials used by English teachers and also to describe the criteria or consideration used by the teachers in selecting authentic materials, the researcher uses the English teachers' materials which have been attached in the lesson plan. Three English teachers became the participants in this research.

The data were collected through two data instruments: document analysis rubric and interview guide. The document analysis rubric used Likert scales. Five nominal scales indicate the level of the authenticity of the materials (*1=Not Authentic, 2=Somewhat Authentic, 3=Moderate/Quite Authentic, 4= Authentic, 5= Very Authentic*).

The researcher had nine materials to be analyzed from three senior high-schools in Singaraja which were from SMAN 2 Singaraja (3 materials), SMAN 3 Singaraja (3 materials), and SMAN 4 Singaraja (3 materials). The researcher used two raters to make the data analysis more reliable to be used. According to the agreement between two raters, the final

score of each analysis of the materials used by English teachers in Singaraja was based on the average score of the two raters.

3. Finding and Discussion

The findings of this study were divided into two important parts due to the procedure of data collection which has been employed. The document analysis rubric and the interview guide were used to collect the data in this study. The researcher presented the data analysis from the document study by using a document analysis rubric. The document analysis rubric contained an analysis of the level of the authenticity of English teachers' teaching materials based on ten items that represent the characteristics of authentic material. The result of analyzation is presented in table 4.1.

Table 4.1 Data Tabulation of Document Analysis Rubric

No	Description	Average Score	Authenticity Level
1.	The materials are produced by a native English speaker and intended for native English speaker	1.58	Not authentic
2.	The materials are not created specifically to be used for pedagogical purposes	1.82	Not authentic
3.	The materials can be used for learning tools to teach English as a foreign language	4.16	Authentic
4.	The materials can be found easily in a student's daily life	3.92	Authentic
5.	The materials provide opportunities for students to use English in their daily life communication	3.98	Authentic
6.	The materials expose students to the use of English in daily communication	3.88	Authentic
7.	The materials exist or occur in reality (drawn for or drawing on actual events or situation)	3.99	Authentic
8.	The materials are used to support everyday life activity of English native speaker (e.g. newspaper, movie, song, etc.)	3.70	Authentic
9.	The materials must be original as in the first source	5.00	Very authentic
10.	The materials are not adapted or modified	5.00	Very Authentic
Average Score		3.70	Authentic

The Authenticity Level of Materials Used by English Teachers

Based on the finding in the data tabulation, the materials used by English teachers in senior high schools in Singaraja were categorized as authentic. Those were analyzed by referring to experts' characteristics of authentic material. The finding showed that the characteristic number 1 and 2 still had a low level of authenticity. The characteristic number 1 is about the authentic materials should be produced by native English speaker. While the characteristic number 2 is about the authentic materials should not create specifically to be used for pedagogical purposes. After interviewing the teachers to confirm the finding in the data tabulation, the result showed that they have some reasons based on those findings.

The first reason because of the teachers believes that the authentic materials which are made by native tend to be difficult to be understood by the students. The factor could be from the unfamiliar vocabulary and sentence structure of the materials which are not fit with the level of the learner, cultural bias, and the compatibility of the materials with a syllabus. This case is supported by Ahmad Mousavi & Iravani (2012) which said that the materials which are produced by native English speakers often contain many linguistic and paralinguistic elements that difficult to understand by foreign students.

Moreover, teachers found that almost all classes follow the normal curve which means the majority of the students in the class have average and less capability and just a few of the students who have high capability able to comprehend the materials which are produced by native English speakers. Tamo (2009) argues that there are too many structures are mixed which makes lower-level students have a hard time decoding the materials which are produced by native English speakers. If the teachers used the materials which are produced by native English speaker, the students who have average and less capability will be frustrated and demotivated. Another support from Guariento & Morley (2001) which state that there will be many unfamiliar words which may be too hard for the English as a Foreign Language (EFL) learners because the materials which are produced by native English speakers given in the classroom are genuine and delivered without any editing process. As a result, this will lead to frustration and confusion by the learners. They will feel frustrated because they do not completely understand the words while they are required to complete the classroom activity.

The second reason is because of cultural fitness. Martinez (2002) as cited in Kilickaya (2004) argues that the materials which are produced by native English speakers might be culturally biased. Often a good knowledge of cultural background is required when reading, as well as too many structures being mixed which make lower levels, have problems when decoding the texts. Febrina, (2017) noted that different cultural background may lead to confusion and misunderstanding since the learners are not fully aware of the cultural differences. She also argues that there are also some culture and habit in the target language which may not be appropriate and unfamiliar in other cultures. If the learners are being exposed to new cultures, the cultural change may likely to happen.

The third reason is about time. The teachers faced time constraint in selecting the materials which are not designed specifically for pedagogical purposes. They need extra time to select the authentic materials which are suitable for the basic competence, learner's level, and the local culture. This finding is also supported by Tamo (2009) which states that the teachers must have special preparation while using materials are not designed specifically for pedagogical purposes because it can be time-consuming. Guariento & Morley (2001) added that spend time to prepare authentic materials considering its complexity in choosing suitable authentic materials to be in line with students' needs and abilities, and learning objectives. Therefore, the process could be formulated as follows: selection, adaptation, and then evaluation (McGrath, 2002).

So, it can be concluded that the materials used by the teachers in Singaraja are in the level authentic, but those materials mostly are still produced by non-native speakers and created specifically for pedagogical purposes which makes the level of the authenticity of the materials reduce. They have some reasons over that. The reasons because they believe that these materials are already suitable for the student's level, syllabus, the culture, and also help the teachers to save their time in selecting appropriate materials for teaching students.

The Criteria or Consideration Use by English Teachers in Selecting Authentic Materials

According to the result of the interview, there are some criteria or considerations used by the teachers in selecting authentic materials. First, authentic materials should be in line with the syllabus. Kholik (2016) argued that the selection of materials should be appropriate with basic competence. In formal Indonesian education, basic competencies in the syllabus are the main guide for teachers to conduct the teaching and learning process. He also said that the appropriateness of the materials to the basic competence of the syllabus is something important related to government policy. The teacher would only use authentic materials that were appropriate to the students' grade (class) and learning topic since the basic competence on the syllabus was ordered based on the grade with certain topics.

Furthermore, Kholik (2016) also recommends that authentic materials should be appropriate to the ability of students. Since the students' English ability was not equal, it becomes a challenge for the teachers in selecting authentic materials. Besides that, since the authentic materials are not designed specifically for pedagogical purposes, it will be a burden the teachers in finding the authentic materials which are following the requirement on

the syllabus and student's level (Richards, 2006). While, Febrina, (2017) argues that non-authentic materials are more suitable for EFL learners because the content has been adjusted to the student's level and context. However, they may seem unnatural and do not present how the language used in real life. For example, the language is perfectly formed sentences (all the time); a question using a grammatical structure, gets a full answer, and repetition of structures.

Second, the authentic materials should as much as possible made by natives but must be following the level of students and learning topics. This finding support by Heitler (2005) which proposes the advantages of authentic materials such as bring the learners into direct contact with a real level of English that use in everyday communication by native English speakers. Besides that, the language that produces by native speakers is natural which means they know exactly how to produce and use it in different circumstances. It supports by Tamo (2009) which state that the authentic materials which are produced by native speakers have abundant exposure to the real language and expose the proper use of English.

In contrast, Richards (2006) states that authentic materials often contain difficult and irrelevant language. It is because the authentic material contains many linguistic and paralinguistic elements that difficult to process and understand by foreign students (Ahmad Mousavi & Iravani, 2012). For example, the use of the audio listening material which is made by native English, it exposes the naturalness of daily conversation of native English speaker but the students may be feeling difficult to understand what they heard. It is probably because of the unfamiliarity with vocabulary items, accent, and the speed of utterance used by the native is a little bit fast. So, the researcher inferred that the use of materials whether it is made by native or local, both of them are good if they are following students' level and what is being requested on the syllabus.

Third, the topic of authentic materials should be interesting. This is actually in line with the criteria proposed by McGrath (2002) which states that the topic of interest is one of the criteria in selecting authentic materials. To know what topic that will be interesting with the students, Tamo (2009) gives suggestions for the teacher to give a chance for the students to choose about the topics or kinds of authentic materials that they like to be used in the classroom. This strategy will help the teachers to increase the students' interest in learning the target language.

Fourth, authentic materials should be familiar. Wong et al., (1995) argue that by using the materials which occur in current events in the real world and happenings in familiar places, students may find it easier to relate the events to their own experience or knowledge and be able to appreciate the use of language in these materials. For example, if the teachers would like to assess students listening skills, they can use authentic materials, a song that becomes a trending at that moment. So, the students will enjoy the learning process because they interest in the materials used by the teachers.

Fifth, the materials should be up-to-dated. Kholik, (2016) revealed that although not all of the used authentic materials were up-to-date, the teachers should always try to find the up-to-date materials to bring into line between what was learned in the classroom and what was going on at present. For example, the teachers want to show the students picture the television. They should show a picture of a new version of television which uses in this era because the students will have more chances to meet with this thing and can relate what is being taught in the classroom with their real-life.

Last, the materials should be suited to the local culture. Learn the language, automatically they also learn the culture of where the language itself uses. The teachers believe that although authentic materials have beneficial for teaching, not all the culture include in the materials can be suitable to be applied in the classroom. This finding support by Febrina (2017), she states that there are some culture and habit in the target language which may not be appropriate and unfamiliar in other cultures. If the learners are being exposed to new cultures, the cultural change may likely to happen. On the other side, Kilickaya (2004) revealed that learning about a culture does not mean accepting that culture. The culture in the materials will highly desirable if the role is just to create learners' interest in contents and language. But it will raise problems, not for students but also the teachers and

also decrease motivation if the overuse of cultural material in the language classrooms. For example, some of the authentic materials made by native English speakers often contain swear words that are irrelevant to be used in Indonesia.

4. Conclusion and Suggestion

Based on this research, it can be concluded that the materials used by English teachers in senior high schools in Singaraja are in the level authentic with an average score of 3.70. Although the result from the document analysis indicates that the level of authentic materials used by English teachers is authentic, the finding shows that they have a low score in terms of it should be produced by native English speakers and not design specially for pedagogical purposes. From an interview result, it can be confirmed that the English teachers have some reasons over those findings. The reasons because the materials which are produced by native English speaker tend and not designed specifically for pedagogical purposes tend to be difficult to understand for students and the materials, sometimes they are not in line with syllabus, student's level, local culture, and often time constraint for the teachers.

Therefore, based on the finding of this research, the researcher would like to derive some suggestions especially for the students, although the materials made by native English speaker tend to be difficult to understand, it would be better if the students use those materials as an additional exercise to know the level of their understanding when faced with the language produce by native. It is because authentic materials produced by native English speaker exposes the genuine use of English for communication and relate closely to the daily-life situation which many researchers believe can develop a student's proficiency, especially in English.

While for the teacher, although the findings indicate that the teachers' materials are already in the level authentic but still have a low score in terms of produced by native English speaker and not created for a pedagogical purpose, it does not mean that the teachers have to use the materials which based on those terms. In selecting authentic materials for the students, teachers need to select, adapt, and then evaluate. Based on those processes, teachers are will have well knowledge to select the materials based on the students' abilities and need. So, they can exactly choose whether want to use the materials which is made by native English speaker or local and has the pedagogical purpose or not, as long as the materials are still relevant with the level of the students, in line with the syllabus and fit with the local culture.

Since this research is very limited, further research is needed to find out the level authenticity of the materials used by English teachers and also the other criteria or consideration used in selecting authentic materials in different schools. The result of further research is hoped can be used to generalize the criteria or considerations in selecting authentic materials.

The government has an important role to develop the quality of education in Indonesia. Through this study, the researcher suggests to the government as a policymaker can create and develop appropriate teaching material (textbook, student's worksheet, etc.) based on the criteria that the teachers proposed in selecting authentic materials for students.

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