

## A NARRATIVE INQUIRY STUDY ON TEACHING READING USING AUTHENTIC MATERIALS

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### ABSTRACT

This study investigates in-service English teachers' voices toward the use of authentic materials in teaching reading and the challenges in using the materials. A narrative inquiry study is employed in which the data were qualitatively collected through interview and documentation process. This study was conducted at one of the Private Junior High Schools in Bogor, Indonesia. An in-service English teacher was chosen as a participant who participated in the process of collecting data through structured interviews by audio recording. The result of this research shows that an in-service English teacher have positive perceptions toward the use of authentic material in teaching reading. Various positive reasons and challenges for the use of authentic materials in the classroom were revealed.

**Keywords:** *In-service Teachers' Voices, Teaching Reading, Authentic Materials*

### INTRODUCTION

Reading is one of language skills that must be mastered by English learners. It is the activity or the process of constructing meaning from written text. However, students experience difficulties in reading activity. They have difficulty in understanding the contents of the text and lack of students' motivation. Teacher's inappropriate learning materials in the classroom is one of the problems. Therefore, teachers must have appropriate materials to help students improve their reading skills through various methods to increase students' skill and interest in reading.

There are various materials that can be used in reading class. One of them is by using authentic materials. Authentic

materials can increase and develop learners' motivation because such materials offer students a feeling that they are learning the real language. Based on Fitriana et al., (2019) Authentic Material refers to those taken from real-life sources, and they are not designed for teaching and learning purposes. Furthermore, Jacobson et al., (2003 as cited in Firiana et al., 2019) stated that authentic materials as printed materials, which are used in classrooms in the same way, would be used in real life.

Peacock (1997 as cited in Yavani, 2017) mentions several reasons why authentic materials are essentially important in teaching foreign language: first, they prepare learners for real life. Second, they meet learners' needs. Third, they affect

learners' motivation positively. Fourth, they encourage teachers to adopt effective teaching methods. Fifth, they present authentic information about culture. In addition, authentic material accommodates the gap between language who are taught in the classroom and the language used by the native speakers in the real life.

There are many references related to the use of authentic materials. Some studies on the use of authentic materials have been conducted by some previous researchers. Marzban & Davaji (2015) explored the effect of studying authentic text in the classroom on reading comprehension and motivation of intermediate language learner. The study reveals that authentic reading could not only increase students' comprehension but also promoted other aspects of language learning, such as motivation. The other study was done by Yavani (2017). He found that teachers' perspectives on the use of authentic material during the teaching and learning English are important and they deliberately mean to implement the authentic material in teaching and learning activities. This present study, on the other side, explores the voices of in-service teachers toward the use of authentic materials in teaching reading on EFL classroom.

In-service teacher is a teacher who has been certified to teach in the classroom. Before becoming an in-service teacher, an in-service teacher must be equipped with skills called in-service teacher education. According to Billing (1976) as cited in Osamwonyi, (2016) In-service education is the development of staff which is a deliberate process of advancing their job

satisfaction and career prospects and the institution to support its work and academic plans, and the implementation of a program of staff activities designed to meet these needs in harmony.

In-service teacher education can be in the form of activities such as seminars, workshops, and conferences etc. which aim to develop and improve employees in an organization from the start work stage until retirement.

In in-service education, an in-service teacher must have competencies for professionals' improvement. Berger and Goldberg (1974) highlight these competencies as follows:

1. Understanding and appreciating the educational objectives of the curriculum.
2. Having an interdisciplinary science and technological education including history and philosophy of science rather than being a specialist in only one discipline.
3. Seeking creativity.
4. Being technological literate.
5. Being capable of divergent thinking i.e. capable of dealing openly and intelligently with open minded questions, and at the same time having the capacity to see new related issues evolved and new questions to be defined and answered.
6. Extending the capacity and imagination to improvise.
7. Developing self-confidence and independence.
8. Ensuring familiarity with the variety of existing instructional materials and available resources.

9. Increasing integration power i.e. how to put it all together.

The use of authentic materials in teaching English as a Foreign Language (EFL) has become a popular issue. This is due to the concern that in teaching and learning process the materials should have a connection to real-life. Authentic materials denote to the language materials used in the daily life of native speakers (Jaelani: 2020). Authentic materials are therefore defined as “real-life texts, not written for pedagogical purposes” (Wallace in Berardo., 2006, p. 61 as cited in Kusumawardani et al, 2018). It is supported by Hedge (2000) as cite in Losada et al (2016) he agrees that authentic materials are not produced for language teaching purposes and do not have “contrived or simplified language.” Another definition the term of authentic material is defined by Martinez (2002:1) in Hussein (2014) says that “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for”. Using authentic materials brings the means of learning and the purpose of learning close together and this establishes once again a direct link with the world outside the classroom (Edge 1996:47 in Kozhevnikova, 2015). Further, Nunan (1991 as cited in Firmansyah, 2015) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching.

Moreover, Richards (2001 as cited in Umam & Ramadhanti, 2020) says that authentic materials are teaching materials

that are not designed for learning purposes but are used as teaching materials by teachers such as newspapers, video clips, advertisements, and TV series. So, it can be concluded that authentic material is a material which is not for leaning purposes, but for the giving information for the readers. It can be texts, visual or audio. However, this authentic material helps students to keep their interest in reading and makes learning meaningful an easy for students.

Jaelani & Umam (2021) argue when authentic materials are used with the purpose of students learning, they will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. By using authentic materials as teaching and learning materials, teachers can using various types of materials that can make the teaching and learning process more motivated and interesting for their students. According to Gebhard (1996 as cited in Qomariah, 2016) classified the type of authentic materials as below:

1. Authentic Listening-Viewing Materials  
TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. Authentic Visual Materials  
Slides, photographs, paintings, children’ artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from a magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

### 3. Authentic Printed Materials

Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogues, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

One of the main ideas of using authentic materials in the classroom is to “expose” the learner to as much real language as possible (Widyastuti, 2017). Even in the classroom is not a real-life situation, by using authentic reading materials it can be an important place within it. When choosing authentic material for learning process, there are some criteria for selecting authentic reading materials that should take consideration by the teachers. Berardo (2000 as cited in Omid & Azam 2015) mention that there are three criterions of authentic reading materials in teaching reading, they are:

#### 1. Suitability of Content

The texts should be interested, motivated and also relevant to the students' needs.

#### 2. Exploitability

Exploitability refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.

#### 3. Readability

Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

Moreover, Berardo (2006 as cited in Islam & Santoso, 2018) there are four type of authenticity within the classroom should be considered when using authentic text, they are: (1) authenticity of the texts which we may use as input data for our students; (2) authenticity of the learners' own interpretation of such texts; (3) authenticity of tasks conducive to language learning; (4) authenticity of the actual social situation of the classroom language. In addition, Bacon and Finneman (1990 as cited in Omid & Azam 2015) also assert that the authentic texts should be culturally relevant to the students' experience. Furthermore, the way the authentic text is used to develop the students' competence and how it can be broken for teaching purposes is called exploitability.

The following strategies in teaching reading using authentic materials are modified from the research was done by Ryandani, Nurkamto & Sarosa, 2018:

#### 1. Building the students' background knowledge about the text

This is done to help students understand about real life situations and the texts. When students are able to connect their knowledge and text, they will find it easier to understand the text.

#### 2. The teacher gives the students a task related to the text

The teacher usually asks students to discuss the assignment in a group. Thus, students can share their ideas about texts and assignments.

#### 3. The teacher asks the students to do debates or present their understanding of reading the text.

The teacher combines it with speaking because she/he thinks students will be bored when the activity is only reading and answering questions. Thus, students learn language in a meaningful way.

In brief, one of the important thing in teaching reading is that the teacher must have some interesting and up to date material for students to guide them interest and motivate them to read the material and also the material should relevant to the student needs so that they can understand the material more easily.

## **METHOD**

The researchers conducted narrative inquiry study research design to analyze participant experiences in teaching reading using authentic materials. The term narrative inquiry research design consists of two words, they are narrative and inquiry. According to Cahyono (2015) the word “narrative” refers to a story based on someone’s experiences. Meanwhile the word “inquiry” refers to an investigation, research and a study. It can be concluded that narrative inquiry study is an investigation of a personal story related to a particular aspect of someone’s experience (Cahyono, 2015).

In Clandinin and Connelly (2000 as cited in Chan, 2017) advocated narrative inquiry in which storytelling was acknowledged as a powerful tool for reflection on what personal practical knowledge teachers have and how such knowledge is formulated. Furthermore, Lyons (2007 as cited in Chan, 2017) states “Narrative is more than telling and reading stories, and “seemed especially useful to

capture the situated complexities of teachers’ work and classroom practice” (p.614). From those statement, the researcher applied narrative inquiry study as a research design to make sense of understanding her participant experiences of using authentic materials in teaching reading.

This research is administered at the third grade of the Private Junior High School teacher. It took place in one of Private Junior High School in Cikereteg, Bogor, Indonesia. The third-grade English teacher of the school was purposely selected to engage in this narrative inquiry as my participant. To select the participant, the researcher prioritised that she has English teaching experiences at the school previously. This is crucial since the aim of this study is to explore the participants’ experiences in teaching reading by using authentic materials. The participant was chosen by using purposively sampling technique.

The participant is Deen. Deen is pseudonym in this study. Deen is a female in her early 30s who teaches English at one of the Private Junior High Schools. She is an English teacher whom the researcher met around 2015. She was her English teacher from Private Junor High School until Private Senior High School.

## **FINDINGS AND DISCUSSION**

The participant of this study is Deen. She teaches at several schools in the South Bogor area. Deen is an English teacher at Private Junior and Private Senior High Schools. The researchers had the opportunity to meet with the participant at

the short course in Islamic Studies event in one of the schools where the participant taught on Friday, April 23<sup>rd</sup>, 2021. The researcher interviewed the participant about the experience she learned English for the first time, how she taught, and her perception of teaching reading using authentic materials. All of these will be discussed in the narrative below.

Deen has studied English for more than 20 years. She got her first English lesson in grade 5 Elementary School, and she took English courses outside of the classroom when she was 10<sup>th</sup> years old. She continued to study English until she graduated, and now she is still learning English. She explained that teaching is also a part of the learning process. During the interview, the researcher also asked about how she became an English teacher. Being an English teacher was her dream from childhood. She informed that when she entered college and majored in English education it was not her choice. The subjects she liked during school besides English were Science, Mathematics, and Chemistry.

The reason why she majored in English education in college was because of encouragement from her parents. Her parents wanted Deen to become a teacher. Incidentally, she also had dreams of becoming a teacher. There is no teacher training course other than English education on the campus of her parent's choice. Finally, Deen entered the English education department. She stated that although majoring in English education was not her choice she was always sure that she could get through it all by studying hard.

Deen has been an English teacher for about 11<sup>th</sup> years. The reason why she became an English teacher is that she likes English. We could say that English is her passion in her academics. Therefore, she wants to apply the knowledge she got during college in her daily life, namely being an English teacher. The muscular reason why she wanted to become an English teacher was her high motivation to teach students to be literate in English. She wanted to make her students good at speaking English although if they were not fluent in English at least the students could understand when someone speaks English.

Deen also shared about the most things think of when she was learning English. She explained that the things remembered at each level of learning English were different. When in Elementary School, Deen loved English lessons so much. Until finally, she took an English course outside the classroom. When she entered Senior High School, she did not like English lessons.

*"I do not like English because my English teacher is fierce,"*

Therefore, it can conclude that the most thing that Deen remembers when she learned English was how her teachers teach their students. The learning process will be fun if the teacher can also guide her students to the situation well. On the other hand, if the teacher cannot guide the students into a pleasant learning situation, the student will not be interested in learning either. Learning material is also one of the factors that can affect student motivation. Deen stated that she could understand and be more interested in learning if the learning material was in the

form of visuals. According to her, learning with visual materials is more fun. In addition, the material taught by the teacher is easier to understand. It can conclude that the learning materials that can affect students' motivation depend on the student's way of learning since each student has their way of studying in understanding the material.

In the end, the researcher asked about Deen's impression of being an English teacher. She stated that the sense she got while being an English teacher was very passionate, and the vibe was very energetic.

*"Especially if the students I teach can learn to speak using English, it feels more enthusiastic to teach,"*

Besides, Deen also felt his grief when teaching English. One of them is that most of the students she taught in class were passive, and they did not understand what the teacher has said. She also gave suggestions for the future for pre-service English teachers to motivate students a lot. Motivate them not to be afraid of making mistakes.

*"I always tell my students, 'If you want to talk, just talk, do not be afraid to make mistakes. Even if you are wrong, your friends do not necessarily understand,"*

Deen explained that when teaching English, we have to practice more than narrative. Because with practice, students will understand more quickly and be more confident in practicing it in their daily lives.

### **In-service Teacher's Voices on Teaching Reading**

Before explaining more about teaching reading, in the interview, the researcher

asked Deen about her opinion on what reading is. Deen answered like the quotes below:

*"Reading is literacy, our understanding in reading. Not only reading, but we must understand the content of what we have read. "*

From Deen's explanation above, it is clear that in her opinion, when we read a text or reading materials, we are not only reading but also understand it so that we can take the meaning contained in the material we have read. She was very enthusiastic when the researchers asked about her experiences in teaching reading. There are several reading techniques in reading skills such as scanning, skimming, selection, and skipping. Nevertheless, Deen does not use these four techniques, she only uses one of the reading techniques. She used skimming and scanning techniques when she was teaching. When she was looking for reading material, she used these techniques to make it easier to find teaching materials that are appropriate or relevant to the topic she will teach.

In teaching reading activities, Deen always provides activities that can encourage students to be more confident to speak up.

*"In the beginning, the activity is usually an introduction to the material. The students only listen to me. Henceforth those who read and must understand what is in the reading. Then, I asked the students to read aloud, understand, and share the contents of the text. Then at the end of the lesson, I gave some questions related to the content of the video/text they had watched/read. The*

*aim is to train them to understand the meaning or message contained in the video/text so that I know whether they are reading/watching the material or not”*

In her activities, the first activity was the introduction activity. She explains the materials to be studied, both from the title, genre, and others to her students. Then she reads with the appropriate pronunciation and intonation while her students only listened to her. Henceforth, then the students take turns to read and they must understand

what is in the reading material. In that way, the students will feel confident to read because the teacher has exemplified how to pronounce correctly.

The same thing also occurs in the documentation that in her activity, the teacher conducted reading aloud and give some short answer task to her students to train them to understand the meaning or message contained in the video/text they have read. Table 1 presents lesson plan and classroom activity conducted by the teacher.

**Table 1. The reading activity conducted by the teacher**

Reading Activity Implemented by the Teacher					
Data	Teaching Stages				
	Observation	Questioning	Experimenting	Associating	Communicating
Lesson Plan	Reading aloud, vocabulary ordering, walk gallery	Short answer task	Information transfer, ordering vocabulary, reading aloud	Information transfer, fill in the blank, jigsaw reading	
Classroom Activity	Reading aloud, vocabulary ordering, walk gallery	Short answer task	Information transfer, ordering vocabulary, reading aloud	Information transfer, fill in the blank, jigsaw reading	

Based on the information given by the teacher, reading activities which are conducted by the teacher are reading aloud, looking for new vocabulary, analyzing texts, and answering questions from the teacher. The aim of those activities is to train students to understand the meaning or message contained in the video/text deeply.

The researcher also asked about the strategies used by Deen in teaching reading. She describes as below:

*“The strategy I use when I teach reading is that I always motivate so that they do not be afraid of making mistakes. Even if they have doubts about what they are going to read, I allow them to use a printed or digital*



*dictionary to look up vocabulary and also how to pronounce it correctly. And before those who read, I usually read aloud first, so they were motivated and confident because I had demonstrated how to pronounce correctly first."*

It is clear that in teaching, especially teaching in Junior High Schools the students are usually not confident enough to speak English, such as reading English texts. They need an example of a figure first so that they want to practice it according to what they see and what they hear. In that way, they can feel confident.

Deen felt that some of her students accepted and some of her students did not accept the strategies she gave when teaching reading.

*"Of all the students I teach, some of them like it and some do not. It depends on the students themselves."*

It is clear that in teaching and learning process, not all students could receive well about how the teacher teaches. It depends on the students themselves, it depends on how they learn because each student has their way of learning and has their way to accept their studying. Deen explained that when in class, it seemed like even though some of them did not like the teaching strategy, they had to be willing and try to understand it, although they were a bit slow in the process of understanding the learning material.

As an English teacher, of course, there are some difficulties in teaching. In this context, Deen explains the problems she has in teaching reading.

*"The difficulty is that there are still many students who do not understand, because their vocabulary is still*

*lacking. That is what makes them lazy to read. So what they read, they do not know what the text means."*

Based on Deen's statement, the problem she faced is that many of her students did not understand the meaning of the text or sentences they have read, because their vocabulary is still minimal. This often happens especially in EFL contexts, since English is not a daily communication, so it is difficult for them to understand the meaning of the text they have read. Therefore, Deen has a solution to solve these problems. The solution is before the students read, the teacher reads the text first. Then she reads the text sentence by sentence to be translated into Indonesian. Thus, students can better understand the content contained in the text.

### **In-service Teacher's Voices on Teaching Reading Using Authentic Materials**

Deen is an English teacher who has been using authentic materials as teaching materials in class for a long time. She always uses Authentic materials when teaching in listening, speaking, reading, and writing lessons. According to her, authentic materials are learning material that can be taken from various sources whose content is related to daily lives. By using Authentic materials, it can help students gap between the class and outside the classroom. Her students regularly prefer to learn the reading lesson which is presented in the form of a video.

*"They like watching video with subtitle rather than reading text in textbooks."*

From the statement above, it can be seen that the teacher must have the ability to

find and modify teaching materials to attract the attention of students to be interested in learning. One of them is by using various sources that can be used. In this case Deen took the authentic materials from the internet, YouTube, and other learning



**Narrative Text about Malin Kundang**

104k views · 5 years ago

**Figure I. The authentic materials used by the teacher about Malin Kundang**

<https://www.youtube.com/watch?v=ItN0t31d-AM&t=57s>

videos as her teaching materials. It also showed on the documentation that the researcher conducted some screenshot of authentic reading materials used by the teacher as follows:



**narrative text read fairy tales about rabbit and bear**

142 views · 5 months ago

**Figure II. The authentic materials used by the teacher about Rabbit and Bear**

<https://www.youtube.com/watch?v=cIIRL64t-e0&t=31s>



**Figure III. The example of Narrative text taken from the internet**

From the data above, we could say that students read while watching. Apart from practicing reading, students can also

practice listening. The reason why the participant used authentic material as her teaching materials is that Authentic

materials are more efficient. Students can more easily understand the material than using material in printed books because they prefer to learn with colourful visual material.

In addition to using reading material in the form of videos, Deen also uses real objects. For instance, if she is going to teach about descriptive text, she brings the real material to be shown to the students. Deen also felt the advantages and disadvantages as long as she used authentic materials as her teaching materials. She explained as follows:

*" The advantage is that I make it easier to teach and do not need to be fixated on textbooks, because there are more authentic material sources. While the disadvantage is that we as teachers have to prepare in advance and have to brainstorm which material is suitable with the topic to be taught."*

Deen's statement is true because, with authentic material, we as teachers could find the source of the teaching material more easily, and it is more varied than using only a printed book. It looks monotonous.

Authentic materials could be classified into several types such as authentic audio-visual materials, authentic visual materials, and authentic printed materials.

*"I use authentic audio-visual materials as my teaching materials."*

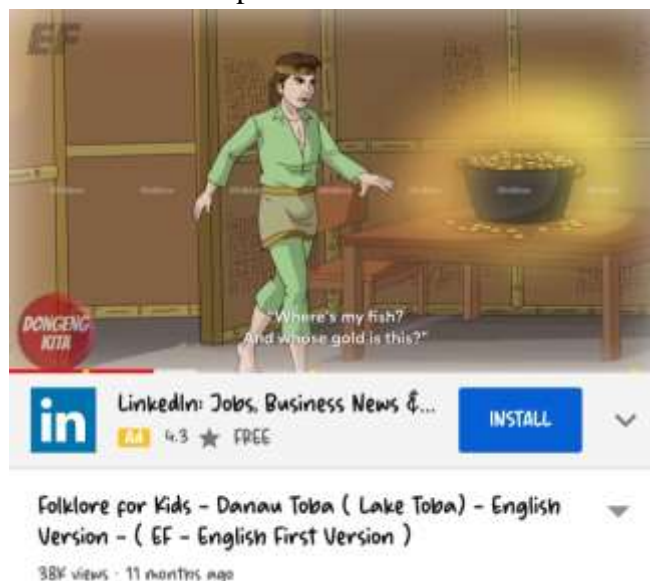
In teaching reading using authentic materials, Deen used Authentic audio-visual materials, where she provides material in the form of video with subtitles with a variety of interesting pictures. It aims to

make students more interested in learning reading since it is presented in the form of an interesting video because most of her students like to learn by using video as their learning material.

In selecting Authentic materials as teaching materials, it is necessary to determine how the teacher of searching, selecting and modifying authentic materials for teaching reading. Deen explained that selecting authentic materials to be used as teaching materials takes time since not all authentic materials can be used as teaching material. The point is the teacher must think in advance whether the content is relevant or not. Based on her experience, first of all, she searched and selected the material that related based on the topic to be taught.

*"...I usually looked for material in the form of short stories in Indonesia because I want the students to get to know the realm that exists in Indonesia."*

Here is an example below:



**Figure IV. The example of Narrative text about the Lake Toba**

<https://www.youtube.com/watch?v=MkRX1xgA-mk&t=152s>

Lake Toba is a legend that comes from Indonesia. The legend of Lake Toba is presented in various forms of stories such as in the form of storytelling, text, and short videos or films. In this case, participants used the legend of Lake Toba in the form of short videos in English with interesting visualizations as teaching materials. The legend of Lake Toba is almost known by everyone, especially in Indonesia. Therefore, the participants use the story so that students get to know the realm in Indonesia by using English.

Deen explained the procedures when she teaches reading using authentic materials. Before starting the lesson, she delivered an introduction to the material that would be taught. For instance, Deen explains what narrative is, the generic structure of a narrative, etc. After that, she provides a YouTube link or a short story taken from the internet, and the students were given time to understand the content contained in the video/text that has been given.

Deen stated that the use of authentic materials as teaching materials plays an important role. With authentic materials, teachers can increase students' interest in learning English by not always sticking to textbooks. Deen suggests that English teachers need to update their knowledge and skills in using technology so that they can keep up with the technological trend followed by their students. Especially in using authentic materials, in advance of using Authentic materials, the teacher must

understand well what authentic materials are.

According to her, teaching reading using authentic materials is one of her challenges.

*“The challenge is because English is a foreign language and it takes time to find the materials.”*

Teaching English is a challenge because teachers are required to be able to convey learning materials in the right way so that their students can understand. Therefore, teachers are looking for various alternative teaching materials, one of them is using authentic materials. However, it does not rule out the possibility that there are challenges in using authentic materials. Although authentic materials are identical to the realities of daily life, students still have difficulty understanding their meaning. The difficulties she faced when teaching reading using authentic material was that it was difficult to find material related to the topic to be taught.

There are a lot of videos on the YouTube platform. However, the videos are mainly from abroad, not from Indonesia. And she wants to use authentic material that is Indonesian context such as the story of Malin Kundang, Danau Toba, Sangkuriang, etc. The students will find it easier to understand the material since basically the narratives use the Indonesian language.

The participant showed a positive perception toward the use of authentic materials in her teaching reading. She had known about authentic materials, and she was aware to use authentic materials as her teaching materials in teaching reading. According to Tomlinson (2013, p. 6 as cited

in Kusumawardani, 2018) authentic materials is a text not written especially for language teaching. Moreover, Richards (2001 as cited in Umam & Ramadhanti, 2020) stated that authentic materials are teaching materials that are not designed for learning purposes but are used as teaching materials by teachers. So, it can be concluded that authentic material is a material which is not for leaning purposes, but for the giving information for the readers. It can be texts, visual or audio. However, this authentic material helps students to keep their interest in reading and makes learning meaningful an easy for students.

The reason why the teacher used authentic material in teaching reading showed that because authentic materials were real materials and authentic materials were more efficient so that the students could understand the material easier than using the material in the textbook. It is clear, in Peacock (1997 as cited in Yavani, 2017) mentions several reasons why authentic materials are essentially important in teaching foreign language:

1. They prepare learners for real life.
2. They meet learners' needs.
3. They affect learners 'motivation positively.
4. They encourage teachers to adopt effective teaching methods.
5. They present authentic information about culture.

Peacock believes that authentic materials could make students easier to understand because it accommodates the gap between language who are taught in the classroom and the language used by the

native speakers in the real life. Thus, it is evident that English teacher focus on using authentic materials because it is considered to increase students' interest in learning English especially in reading skill.

The participant used authentic audio-visual materials such as videos with subtitles. Meanwhile, the sources used by participant were from YouTube and Internet (Google). Omid & Azam (2016) says "The most common sources of authentic materials are newspapers, magazines, TV, video, radio, literature, and the internet." Among any sources of authentic material, internet is the most useful source due to it is more up to date and both the teachers and the students often use it in their daily lives. The participant used authentic material by designing and selecting several activities and learning assignments according to the material taught. Moreover, the materials that she had chosen and prepared must suit the needs criteria of authentic materials in teaching English.

The challenges of using authentic materials were found by the participant when she taught reading using Authentic materials. The difficulties were first, the lack of students' vocabularies. English is a foreign language. Although authentic materials are identical to the realities of daily life, students still have difficulty understanding their meaning. Second, using authentic materials consumed a lot of time, not all authentic materials can be used for teaching. The teacher must think in advance whether the content is relevant or not. Lastly, looking for materials that are related to the topic is quite complicated.

There are a lot of videos on the YouTube platform. However, the videos are mainly from abroad, not from Indonesia. And the participant wanted to use authentic material that is Indonesian context such as the story of Malin Kundang, Danau Toba, Sangkuriang, etc. It will be easier for the students to understand because basically the story is originally using Indonesia language. In fact, on the internet, there is a lot of authentic material that can be taken. It depends on the teacher's IT skills. If the teachers have sufficient IT skills, it will be easier for them to find various types and sources of authentic material as well as creating learning activities so that students are interested, motivated, and excited in learning English.

## **CONCLUSIONS**

This study reveals that the participant had positive perceptions toward the use of authentic material in teaching reading. Authentic material are considered as real, interesting and more efficient in their use in teaching reading. In addition, the use of authentic materials could make students more easily understand the material than using the material in printed books because they prefer to learn with colorful visual materials.

The result also showed that the type of authentic materials that were used by the participant in the teaching classroom is authentic audio-visual material which is found on YouTube and the internet (Google). Furthermore, the challenges that were found by a participant in using authentic materials were facing some difficulties such as lack of students' English

vocabularies, takes a lot of time in finding authentic materials, and the lack of finding the material that is relevant to the topic being taught.

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