
Investigating digitized authentic materials: Pre-service teachers' voice

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Abstract

Over past few decades, research on authentic materials has been focused on helping teachers provide their learners' teaching materials. Most of the researches in this area explore the benefits and drawbacks of authentic materials utilization in the classroom. This multiple case study aims at investigating benefits of and barriers in using authentic materials presented as a digital media used in their EFL classrooms. Document and an interview were employed to reveal the teachers' perception. The findings indicate although it was considered difficult to find and organize, digitized authentic materials helped teachers in teaching English as a Foreign Language for learners with various levels and backgrounds. Its use could help teachers motivate and promote their students' interest in learning. However, dissection and misuse of it might not meet students' needs and interest in learning. Good teachers' capacity in finding and using the digitized authentic materials could encourage better learning process and students' better learning achievement. Therefore, it is recommended that for the further study, learners' perception also need to be explored.

Keywords: authentic material; digital media; EFL teaching; mobile technology

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INTRODUCTION

Authentic materials are considered to be interesting choice of learning materials applied in the language classroom. This kind of material is considered to increase students' motivation. It gives the students a feeling that they learn a real language and its content instead of only interacting with the form of the language (Berardo, 2006; Guariento & Morley, 2001). Ever since the establishment of communicative language teaching approach around 1970s, the use of authentic materials were highly considered to be implemented since this approach focus on the way language is learned as a tool of communication not only inside but also outside of the classroom (Al-Azri & Al-Rashdi, 2014). However, in Indonesia, not many teachers use authentic materials in their classrooms. Some teachers prefer using textbook as the textbook offered by the local government provides all the lessons required for the students as listed in the national curriculum. Other teachers

who use authentic materials in their classrooms experience certain difficulties mainly due to learners' frame of reference who view that authentic materials are for entertainment and not for learning purposes.

A research by Mudra (2014) reveals that teachers in Indonesia experience difficulties in choosing the appropriate authentic materials to be applied in their classrooms despite the advantages of using this kind of materials. Thus, the problem lies within whether the selected authentic materials meet the needs and interests of the learners or not, and also on the availability of this kind of materials.

There are many kinds of authentic materials that can be used by teachers in the classroom. Considering the advancement of technology in the recent years, digital or multimedia technology has started to be preferable media for teachers to provide materials for their students. Not only it provides the learners with an authentic interaction, but also it encourages motivation and autonomy of the learners in a self-motivated learning environment (Jeong, 2018). It especially includes the technology devices owned by the students, that are believed to increase the students' learning motivation and interests even more (Rahamat, 2019).

However, the implementation of digital media as alternative for providing learning materials should be accompanied by several considerations, including the benefits and drawbacks of using it. Several studies found that digital media is beneficial for collaborative learning since students could interact with teachers and peers in a more interactive way (Kukulska-Hulme & Viberg, 2018). It also encourages the participation of learners in the classroom, as learners tend to be more excited with the use of media (Jeong, 2018). However, although learning in authentic environment with the help of digital media could support collaborative learning, some drawbacks also comes along within its implementation, including the pedagogical challenges. Pedagogical challenges for both teacher and students cannot be neglected since the implementation of technology in the classroom also depends on the teachers' technological and pedagogical competencies (Al-Furaih & Al-Awidi, 2018).

Based on the above arguments, the present study aims to find out the perspective of Indonesian EFL teachers on the use of digital media as authentic materials in their classroom. Furthermore, the benefits and drawbacks of using digital authentic materials in the Indonesian EFL classroom will also be presented in the further discussion in this paper.

Specifying authentic materials

In deciding the materials to be implemented in the classroom, teachers usually consider several factors, such as the time needed to prepare for the materials, the availability of the materials, the engagement of the learners with the materials, or even the language provided from the materials. Such considerations are important in order to provide a better material for the learners. It is because learners are believed to perform better when the materials provided can accommodate their needs as well as meet their interests.

Basically, teachers tend to use textbook as their primary resource for teaching in the classroom, not to mention the English teachers in this case. Gebhard (2009) states that commercial materials such as textbooks can systematically guide the teachers and students step by step through a series of lessons” if the commercial materials are well-organized. However, Gebhard (2009) also underlining some disadvantages in using commercial materials, including the limited option for the teachers in selecting the text to be used, and sometimes there is an ideological conflict in teaching beliefs. Moreover, these kinds of materials are prepared for a wide variety of learners, in which they are culturally and geographically diverse. Therefore, teachers might end up trivialize the experience for the students if they follow the assigned text as it is. Another disadvantage including the language contained in textbooks are usually artificial and only focus on the language that has to be taught, and it creates a gap from real life language (Berardo, 2006; Guo, 2012). Textbooks materials also sometimes contained linguistic forms that are too formulaic for students (Guo, 2012). Moreover, textbooks written by educators and not professional writer, usually tend to bring a preaching and patronizing tone with it (Hwang, 2005).

Since the concern for English teachers, especially in EFL context, is to prepare the students for real life situation, providing materials which gives them more exposure to the real life is considered to be crucial (Al-Azri & Al-Rashdi, 2014). Guariento and Morley (2001) mention that by exposing the students to the real world language might be helpful for them in acquiring a communicative competence in the target language. One alternative that can be considered by teacher is using authentic material in the classroom. Authentic material is considered to be useful as this kind of material exposes the students to a real language which makes them feel they are learning the ‘real’ language (Guariento & Morley, 2001; Kilickaya, 2004). However, before the advantages and disadvantages of authentic materials are discussed further, it is crucial to understand what the authentic material is. There are many definitions about authentic materials as explained by several experts in this area, but the common definition of authentic materials is on the exposure to the real language and in the use in the community (Kilickaya, 2004). Gebhard (2009) also states in his book that authentic materials “include anything that is used to communicate”.

Furthermore, as the use of authentic materials is discussed over the past few decades, the benefits and drawbacks of using this kind of materials also comes into the discussion. Even though some researchers argue that authentic materials can be too culturally biased (Berardo, 2006), and that it takes time for teachers to prepare and it is rather hard for them to make this materials comprehensible for the students, as well as the fact that some students may not accept authentic materials as learning source which is valuable (Gebhard, 2009), the advantages of using authentic materials remain overweight these drawbacks.

Some of the advantages of using authentic materials include giving the students more exposure to the real language, providing authentic cultural information to the students, helping to develop students’ motivation because it tends to relate more to the students’ needs, as well as supporting a creative

teaching approach (Berardo, 2006). Akbari & Razavi (2016) research on Irani EFL teachers' perspective found out that by using authentic materials, the students are able to know how to use the language in real world context and it helps them to improve the proficiency in the four skills of language learning. This research is in accordance with the advantages of using authentic material describes by Gebhard (2009, p. 105) that authentic material:

- offers a valuable source of language input for the students as the students are exposed to the language more than what is presented by the teachers,
- emphasizes the direct relation of language classroom and the real language outside of the classroom,
- offers the students a method to contextualize language teaching.

Despite the above arguments, choosing and providing a good material for the students are important jobs for all teachers. Whether the teachers decide to use textbook or authentic materials in their classroom, they need to think carefully before deciding the materials. For example, if the teachers decide to use textbook, they need to make sure that the textbook contains the materials that the students' need for their learning source. Either way, when teachers decide to use authentic materials, they need to make sure that the materials are appropriate for the learners' level, age, interests and needs. Teachers should also carefully select the authentic materials when the materials expose more of the target language culture than it is intended. Thus, teachers need to handle this matter intelligently to allow the students moving from the familiar to unfamiliar so they can keep engaging in the learning process (Gilmore, 2007).

Mudra (2014) conducted a study in Indonesia to find out the preferred authentic materials by EFL learners and their perceptions on this kind of material. Based on the interviews, it was found that the preferred authentic materials for the learners are internet-mediated authentic materials, printed authentic materials, audio-visual authentic materials and audio authentic materials. Those kinds of materials mainly help them to improve their listening, speaking, reading, writing, vocabulary, grammar and pronunciation abilities. Meanwhile, they also experienced some drawbacks mainly related to the availability of the authentic materials in the internet, printed, audio-visual and audio forms.

Several studies on the implications and effects of using authentic materials in the classroom were also conducted in recent years. Most of them focus on how the authentic materials give the benefit for the teaching and learning process in EFL classroom. As Guariento and Morley (2001) stated in their study, using authentic text in the classroom is helpful to maintain and increase the motivation of the students in learning activities. Gilmore (2011) also indicates in his study that using authentic materials and the tasks were more effective to develop the learners' communicative competence than when using textbook materials. A study conducted by Nabhan (2019) also reveals that using authentic materials which combined pictures or videos found out to help the students develop their writing ability. However, Gilmore (2007) in his other study highlights that finding the appropriate authentic materials for the learners and designing tasks from this kind of materials are very time consuming.

Finally, it can be said that both authentic and non-authentic materials have their own advantages and disadvantages, and the teachers' role is to decide the best materials which can give the students opportunity to engage and perform better on the language learning. Grounded from above arguments, this paper provides the benefits and drawbacks of using authentic materials from the teachers' perspective when they implement this kind of materials in their classrooms.

Utilizing digital media as authentic materials

Authentic materials can be obtained from many resources as long as the language contained in the materials are produced with the purpose for the real communication and naturally presented to develop communicative abilities of the learners (Belaid & Murray, 2015). There are mainly four categories of authentic materials, they are:

- *Authentic listening/ viewing materials*, such as TV series, movies, news, songs, music videos, ads, short stories and dramas.
- *Authentic visual materials*, such as painting, posters, photos.
- *Authentic printed materials*, such as newspaper, brochure, magazines, novels, postcards, menus, guidebooks.
- *Realia (Real objects)*, such as dolls, puppets, furniture, stationery, toys, phones.

(Gebhard, 2009, p. 103)

With the development of technology nowadays, the availability of those authentic materials can be easily accessed from internet, except for the realia which is the real object presented in the classroom. Nowadays, materials such as movies, drawings, newspaper and other authentic materials are only one click away as the use of internet has spread globally.

Moreover, considering the fact that students nowadays live in an era where technology infiltrates their daily activities, teachers should take advantage of this situation by making use of technology in the learning activities. Digital media, for instance, provides many authentic materials that can be accessed easily by teachers and students from various devices. Digital media also provide many options for authentic listening, viewing, and visual materials that can be chosen by the teachers by considering the students' needs. Digital media is usually designed for personal and social purpose, thus it is clear that authenticity can be found from the use of digital media itself (Ma, 2017).

The accessibility of digital media sometimes become a big problem for most teachers. However, with the increase of current technology, digital media can even be accessed outside of the school by using mobile devices anytime they want to (Jeong, 2018; Kukulska-Hulme, 2013). Nonetheless, teachers need to make sure that all students have the access to the technology before they decide to utilize it in the classroom (Burston, 2014).

Teachers' perception on digitized authentic materials

Understanding teachers' perception is not merely looking at what teachers think about something, but it is one of the ways to find out their readiness toward implementation of particular teaching strategies or method (Al-Furaih

& Al-Awidi, 2018). Since teachers nowadays are considered as 'digital immigrant' who were not born into digital era but have adopted many aspect of the technologies in their life (Prensky, 2001), understanding their perceptions on the use of digital media as authentic materials will show their readiness in implementing current technology into their classrooms.

There are several studies that have already been conducted to find out the teachers' perspective on the use of authentic materials in the classroom. One study was conducted by Belaid and Murray (2015) with the purpose to understand and recognize the perceptions, attitudes and reactions of the Libyan EFL teachers on the use of authentic materials in teaching English within Libyan State University. The result of the study showed that most EFL teachers hold positive attitudes on the use of authentic materials in language teaching. Some of them emphasized the regular use of this kind of materials in the classroom which reflects positively on the language proficiency of the learners.

Similar study was also conducted by Akbari and Razavi (2016) in Iran, which found that teachers show positive attitude toward authentic materials presented in the classroom. Teachers in this study also considered authentic materials to be important output to improve the students' skills and to expose the students to the real language.

However, although some studies reveal the positive attitudes of the teachers in using authentic material in the classroom, only few describe in details how those perceptions could benefit the teaching learning activities. Moreover, not many studies conducted to specifically focus on using digital media as authentic materials used by the teachers. Therefore, in this paper, the teachers' perceptions on this issue are discussed further.

METHOD

Subjects

Three student-teachers from three different areas in Indonesia with different experiences were chosen as the subjects of the study after a survey was conducted towards some student-teachers taking English Education major in one university in Bandung, Indonesia. The three subjects at least possess a one-year experience of teaching EFL and use authentic materials during their teaching.

Research design

This study was a multi case study since this study requires a replication of a case (Yin, 1994). In this study, the case is the perceptions of the student-teachers on the use of digitized authentic materials in their classrooms. Multi case study is used to see whether the similar results can be obtained from the replication (Yin, 1994).

Data collection

Data from document were collected using survey questionnaires. The questionnaires contain some demographic questions, and 10 questions

concerning the use of authentic materials in order to perceive the subjects' initial understanding and perceptions towards the topic.

In addition, interview was conducted to collect the data with open-ended questions which enables the subjects to give open-ended response as well. Interview was used because it provides useful information when the participants were not directly observed, and specific questions can be asked to elicit the information that the interviewer wanted to obtain (Creswell, 2012).

In this study, one-on-one interview was conducted on December 3rd, 2017 to the three subjects with different teaching backgrounds to collect information about their perceptions in using authentic materials during their teaching-learning activities in the classroom. The interviews were recorded using voice recorder to be interpreted later in the discussion.

Data analysis

The data obtained in this study were interpreted for the analysis. Interpretation was used because in this study, the teachers' personal views on the use of digital media as authentic materials in the classroom were the primary source to obtain the information needed. However, before the information was interpreted, the result of the interviews was transcribed first to convert the recordings into a text data (Creswell, 2012) so that it will be easier to interpret the data.

FINDINGS AND DISCUSSION

Findings

Based on the data collected in this study, it was found that all of the participants are familiar with the use of authentic materials in their classrooms. Anastasya (a pseudonym), one of the subjects who have taught English for six years both in college and primary school, said that she used authentic materials for about 20% in one semester. There are many reasons underlying their options in using authentic materials in the classroom. Mainly, they use authentic materials because the materials are interesting for both teachers and students, as can be seen from the response of Niel (a pseudonym), one of the subjects with a two years teaching experience in secondary school, as follows.

“Because authentic materials is more interesting for the teacher and students. Students are more excited to have authentic materials. I also use authentic materials because I want to emphasize certain expression that does not included in non-authentic materials that is designed in ELT.” (Niel)

Niel also stated that he used authentic materials *“because I want to emphasize certain expression that does not included in non-authentic materials that is designed in ELT”*. He also expressed that *“in authentic materials we learn English as itself in real life and real conversation”*.

The subjects of this study were teachers with different backgrounds, and they also teach different level of EFL learners. Some of them have taught in primary, secondary school, even in college. Mostly, the types of authentic

materials they used in the classroom were the authentic listening or viewing materials, as many of them use video and song to provide materials for the students. In primary level, the participant used song that is considered suitable for the learners. The consideration for choosing this material is the content of the song and also the vocabulary that is appropriate for the learners in this level.

“For primary, I used song that is suitable for them. The speed, content and vocabulary that is appropriate for them.” (Anastasya)

The same material was also used to teach college students. Anastasya added that she also used videos in the college classroom, and she also made sure that the videos provided for this level were related to the topic in the book they learned.

“Let’s say once we talked about beggars and then I provide video on fake beggars in America and around the world they have fake beggars, and I play video on that”. (Anastasya)

Another subject in this study, Salman (a pseudonym), who has taught in junior secondary school said that he provided video for the students as the learning materials.

“For example when I taught about recipe, I use video about procedure in making something, then I asked them to make their own recipe”. (Salman)

As for senior secondary level, there are various materials that the subjects have implemented in their classrooms, such as video, song, and also certain short conversation which is not naturally designed for ELT. As Mudra (2014) argues that those kinds of materials available in the internet are not naturally designed for EFL learners except when the learners use it to learn English.

Most of the subjects accessed the materials from internet using their own laptop or sometimes mobile phone. Moreover, since the students were practically familiar with technology used in their daily activities, teachers said that most of the students were more eager when teachers utilize technology in the teaching and learning process. It is in accordance with the argument from Erbaggio, Gopalakrishnan, Hobbs, and Liu (2012) that using technology in learning could be an effective medium to communicate with the current digital native students in their own ‘language’.

When teachers chose the materials to be implemented in their classrooms, benefits and drawbacks of the chosen materials are always taken into consideration. Each kind of materials provide its own benefit and drawback when it is implemented in the classroom, and the benefit and drawback can be different depend on the level of the learners as the learners have different proficiency levels and needs. For example, song, when it is used for primary students, usually can make the learners learn better because they learned in relaxing way and not under stress. As for senior secondary students, Niel stated that song can be used to gain the students’ interest in learning English as long as the teacher provide the song preferred by the students. This finding is in accordance with Al-Azri and Al-Rashdi (2014)

argument that providing a material in an authentic context such as authentic audio and video is a key to appeal the interest and attention of the students.

Another material preferred by the teachers participated in this study is video. As explained by Niel in this study, he chose to use video to teach senior secondary students because video shows real situation of the native speakers. It is in line with the definition of authentic materials by Gilmore (2007) that it was “produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p.98). Thus, it provides students with a challenge in listening in the normal speed and pronunciation of native speakers.

Different opinion was expressed by Anastasya who used video to teach college students, as she said it is helpful to make the students get accustomed to real life English use because the students are exposed to the video news for example from VOA or BBC. This finding complements the argument by Mudra (2014) that authentic materials could raise the awareness of the learners on the importance of the cultures from native speakers through the real language they learned. Moreover, another benefit that can be gained from using this kind of authentic material is to get the students learn about specific culture appears in the video.

Salman also confessed that the students can learn new vocabulary from the authentic materials he provided, such as newspaper or magazine accessed online. It is similar with the finding from a study by Mudra (2014) in which the learners perceive authentic materials as materials that offer them with native vocabulary, grammar, and pronunciation. Furthermore, Salman also stated that it creates different atmosphere when students read new authentic materials rather than read the pedagogical materials.

On the contrary of the benefits stated by the subjects about using the preferred authentic materials in the classroom, they also admitted that using authentic materials give some drawbacks in the teaching and learning process. Take for instance when video is used to teach in the classroom, Anastasya and Niel confessed that the video is too fast for the students and they cannot catch up with the conversation or what happened in the video. It is because the authentic video or audio is designed for native speakers, and according to Mudra (2014), the contexts and languages of authentic audio and video usually based on the culture of native speakers, and most EFL learners found it difficult to comprehend. As a result, teachers need to replay the video repeatedly to make the students understand, and it will take longer time of the learning activities only to play one video.

Another drawback, especially when using video to teach senior secondary students, as mentioned by Niel is that “*students focus on the video but not on the language expression*”. As the purpose in showing the video is to make the students engage with the language expression, more effort is needed to select appropriate video for the learners. Because authentic videos are not purposely created for ELT, sometimes the contents are informal and there are slang languages used in the video. As a consequence, teachers need to explain further about slang language to the learners because they are not familiar with this kind of language. Another authentic material that is also preferred by

many teachers is song. Despite the benefits mentioned by the subjects in this study, using song in the classroom also gives them some difficulties. As Niel stated in this study that *"the students can memorize the song but they do not know about the language expression"*. It is hard for the teacher as the purpose in using this kind of material is to emphasize on the language expression which can be used in real life, but the students only focus on how good the song is. When song is applied in primary students; however, the drawback is primarily related with the genre of the song that does not suit their interest, and the speed that is not adjustable which can be a challenge for the students in that level. This finding is in accordance with Al-Azri and Al-Rashdi (2014) statement that authentic materials can also de-motivate and discourage the learners if they are not suitable with the level or ability of the learners.

Similar problem also happened when similar material was used for the college students. But, as college students are allowed to bring phone during classes, the problem then relies on how the students use mobile phone to search on the lyric of the song presented by the teachers instead of listen attentively to the song, so they could not get the essence of the learning activities.

The subjects also expressed their views when they were asked about their students' attitude when they use digital authentic materials in the classroom. Most of them said that the students were interested when they were exposed to the authentic materials. Anastasya mentioned that *"They are interested, engage and have a great spirit, but they have a low focus on learning"*. Salman also stated that the students were interested because it is something new for them and create different atmosphere than the usual learning activities they were engaged. Implementing authentic materials using digital media also helps to foster students' motivation to learn English, as what has been experienced by Niel as follows.

"...after I played the song, sometimes I often heard the students talking outside classroom and singing the song and when they saw me they said they are waiting for the next English course". (Niel)

Discussion

Choosing and providing appropriate materials are crucial jobs for the teachers, especially those with a lot of materials provided whether the authentic and the non-authentic ones. However, it also becomes the teachers' concern to prepare the students for real life situation (Al-Azri & Al-Rashdi, 2014). Therefore, providing materials that can engage the students with the real life language is considered to be the primary concern for the teachers nowadays. Authentic materials provide this kind of engagement to the students as they can enjoy learning the language and culture of the target language and then put the acquired knowledge into practice to be used in real world (Oguz & Bahar, 2008).

Based on the findings above, student-teachers who participated in this study revealed that they choose to use authentic materials to gain students' interest. Also, authentic materials contain the language used in the real world so it can be helpful to expose the real language to the students. It is in

accordance with the statement from Berardo (2006) that authentic materials provide the learners with an opportunity to interact with real language. Akbari and Razavi (2016) also similarly assert that students can get to learn how to use language in real life situation when using authentic materials in the classroom.

There are many types of authentic materials that can be provided, but most of the subjects in this study used the authentic listening-viewing materials in their classrooms as they mentioned videos, songs, even short conversation in English that is not designed specifically for ELT that they accessed through internet from their personal devices. There are several factors underlying their decisions in determining the types of authentic materials in the classroom. Some of them mainly because particular types of authentic materials provide benefits for the students as well as the teachers themselves. Since choosing authentic materials cannot be done randomly to make it an effective material, several considerations such as the appropriateness of the materials with the learners' age, language level, interests, needs, expectations and goals should not be neglected (Oguz & Bahar, 2008). Moreover, teachers need to understand that the authentic materials they use should include three criteria of the authentic materials including suitability, exploitability and readability of the content (Berardo, 2006). Although one type of authentic material can be used for all levels, teachers need to be aware that the content of the chosen material need to be appropriate with the learners' level. Mudra (2014) even identifies that the problem in using authentic materials lies within whether or not the selected materials meet the needs and interests of the learners. As learners with different level and age have different needs and interests, so teachers need to know and understand what their learners' needs and interests before choosing which kind of authentic materials they are going to use in the classroom. "It takes discretion and empathy to select appropriate authentic materials that are pegged to learners' levels and interests" (Hwang, 2005, p. 8).

The findings of this study reveal that participants have mentioned some benefits and also drawbacks when they use particular authentic materials in their classrooms. To sum up their opinions, there are mainly several benefits of using digitized authentic materials, including the accessibility of the materials that can be easily access from the internet, gaining students' interest in learning activities, providing a relaxing learning atmosphere, showing real language in real situation for the students, engaging students in a more lively discussion about the topic from the materials related to their real life, as well as exposing students with a specific culture presented in the materials. Whereas, the drawbacks mentioned by the subjects in this study including the lack of attention from the students on the language expression, the genre that sometimes does not suit the students' interests, the contents that mostly are informal, and the longer times needed to prepare the materials.

The benefits and drawbacks described above are mostly in accordance with the results of previous studies in the same field. Although the drawbacks of using authentic materials may become the burdens of the teachers, it can be overcome by understanding the learners' needs and interests before the

teachers decide the appropriate materials for them. Because authentic materials can bring a lot of gains for both the teachers and students when it is used properly in the teaching learning activities (Oguz & Bahar, 2008). Also, it is worth of notice that to minimalize the difficulties in applying authentic materials in the classroom, the teachers' role is to prepare the students and provide them with awareness and necessary skills to make them understand the real language that is usually used and not delude them from it (Berardo, 2006). Also, teachers need to carefully select the types of authentic materials they are going to use in the classroom as the authentic materials which showed the target language cultures are sometimes unfamiliar for the learners, so it should be selected by considering the needs of the learners. However, if taking the students' motivation and interests as the top priority in learning language, authentic materials can provide both. Also, the exposures to the real language use from the authentic materials give the learners chance to put it into practice in real situation.

Therefore, based on the findings and discussion, it can be said that authentic materials are helpful in the classroom as long as the teachers can provide the appropriate materials to meet the students' needs, interests, and also take the students' age and proficiency level into consideration. Carefully prepared authentic materials can increase the students' motivation as well as grant them an exposure to the real life language which they cannot acquire from the non-authentic materials which is designed purposefully for ELT use. Moreover, by taking advantage of the current rapid development of technology, providing a suitable authentic materials become easier since it can be easily accessed from the personal devices owned by teachers and students.

CONCLUSION

Different teacher has different perspective about the implementation of authentic materials in the classroom. However, the teachers participated in this study were in agreement that using authentic material can gain the students' interests in learning English. There are benefits and drawbacks that were experienced by the teachers in attempt to implement the authentic materials in their classrooms. Despite the debates on the implementation of using authentic materials, also from the benefits and difficulties faced by the teachers along the utilization of the materials, the teachers give a positive attitude in the use of authentic materials. They find it beneficial because their students can get the exposure to the real life language which is important to help them improve their communicative competence.

It can be concluded, that teachers mostly get a benefit of using authentic materials as it also provides benefits for their students. Teachers feel that authentic materials help them to prepare their students to the real language use outside of the classroom. Despite the difficulties in finding appropriate materials, some teachers mentioned that with the help of the digital media accessed from internet, they can easily find the appropriate materials by considering the needs and interests of the learners.

Based on the finding of this study, there are some recommendation that can be given for the teachers and for the further study in the same topic. For

teachers, as they have an important role in providing appropriate materials for the students, it is crucial to know the needs and interests of the students beforehand. Another factor that needs to be taken into consideration is the proficiency level of the students as the authentic materials will be more effectively used when it is suitable for their level, in term of content and the language exposed in the materials. Moreover, teachers can also take advantage of the technology by integrating the current popular technology among learners as a tool to support providing suitable authentic materials for the students. However, before teachers decide to integrate technology in the classroom, they need to set a clear rule for the students, so they do not misuse the technology for other purposes.

As for the further study, it is recommended that the future researchers should consider to explore the perspective of the learners on the use of authentic materials as well as the use of authentic materials in practice. Because this study only focus on the teachers' perception, it will be better that in the future the perception of the learners are also explored to see from their point of views on the implementation of authentic materials and how this kind of materials affect their learning activities and achievement in the target language.

Note

The subjects' names are pseudonym.

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