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THE USE OF AUTHENTIC MATERIALS IN TEACHING ENGLISH: INDONESIA TEACHERS' PERSPECTIVE IN EFL CLASSES

Miftahul Huda

Indonesia University of Education, Bandung, Indonesia
miftahulh@gmail.com

Abstract

This study aimed to investigate Indonesian EFL teachers' beliefs regarding the use of authentic materials at State Islamic Junior High School level in South Tangerang. Six English teachers took part in completing a survey questionnaire and interview for the purpose of this study. The results indicated that although most English teachers have positive attitude toward using authentic materials in the classroom and preferred to use authentic materials. The analysis showed that some of the teachers concern about selecting materials of AMs and designing activities of using AMs in their classroom. The study has significant educational implications for English teacher for the further training using AMs. Rrecommendations for future study may focus on materials development using AMs including class observation and post class observation on how the teachers use authentic materials effectively. It is also suggested that the study should have more teachers from different schools involve in this study.

Keywords

Authentic Materials; Authentic Learning; Communicative Approach

1. Introduction

The use of Authentic Materials (AMs) in teaching English has been discussed by many scholars since the approach of Communicative Language Teaching (CLT) appeared in 1970s. The idea was to respond to the use of written pedagogic materials for language teaching. The concern with authenticity has its origin in ethnographic objective of elicitation, description, and explanation of pure linguistic data.

The ideas of using authentic materials are also in line with the need of real communication that is the characteristic of CLT. The language classroom activities should as far as possible mirror the real world and use the real world or “authentic” sources as the basis for classroom learning. This idea is also argued by Richard (2006:20), “Classroom activities should parallel the ‘real world’ as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message, not the medium. The purposes of reading in class should be the same as in they are in real life. Furthermore, he presented the arguments in favor of the use of authentic materials including:

- They provide cultural information about the target language.
- They provide exposure to real language.
- They relate more closely to learners’ needs.
- They support a more creative approach to teaching.

Furthermore, Richard also explained there are also some critics of the case for authentic materials as follows:

- Created materials can also be motivating for learners.
- Created materials may be superior to authentic materials because they are generally built around a graded syllabus.
- Authentic materials often contain difficult and irrelevant language.
- Using authentic materials is a burden for teachers.

In the area of teaching English as foreign language, the use of authentic materials and non-authentic materials has been discussed by many scholars; one of them said that there is a gap between authentic language and textbook language as stated by Gilmore (2007; 6) that the language presented to students in textbooks is a poor representation of the real thing.

Despite the intervening years since these comments were made, much has been done to redress the balance, there remain numerous gaps. Research into different areas of communicative competence through discourse or conversational analysis, pragmatics and sociolinguistics has exploded and, with our deepening understanding of how people make meaning through language. It has become clear that it is time for a fundamental change in the way they design the syllabuses.

...awareness of discourse and a willingness to take on board what a language-as-discourse view implies can only make us better and more efficient syllabus designers, task designers, dialogue-writers, materials adaptors and evaluators of everything we do and handle in the classroom. Above all, the approach we have advocated enables us to be more faithful to what language *is* and what people use it for. The moment one starts to think of language as discourse, the entire landscape changes, usually, forever.’ (McCarthy & Carter 1994: 201)

However, since the advent of CLT, textbooks and other teaching materials have taken on much more “authentic” look. Reading passages are designed to be like magazine articles (if they are not in fact adapted from magazine articles), and textbooks are designed to a similar standard of production as real world sources such as popular magazines.

For many years, it has been argued that teaching materials should motivate the learners by stimulating their interests, encourage them to further explore the potential for language learning capacities, and provide the teachers to create meaningful and engaging activities. They need to motivate the students by using appropriate teaching materials. If the teaching materials are not interesting and motivating, they will learn nothing. In order to help them learn better, many researchers suggest the use of authentic materials (AMs). The selection of teaching materials in English language teaching has been a popular issue in the education field because this concerns many, if not all, English teachers. From the perspective of authenticity, there are mainly two types of materials, namely authentic and non-authentic. Many scholars defined AMs as texts that are “produced by a real speaker or writer for a real audience”, such as: newspaper

articles and radio programs. Some other (e.g., Allwright, 1984; Little & Singleton, 1991; Basturkmen, 2001) have advocated the use of AMs because of the pedagogic benefits on students' communicative competence and learning motivation. However, some other authors had an opposite view claiming that the lexical difficulty of AMs may demotivate students, leading to a detrimental effect on students' learning. It is suggested that this problem can be addressed by selecting AMs which are at the right level of the students and designing manageable learning tasks. However, this brings out a major difficulty of using AMs; that is finding appropriate AMs and designing suitable learning tasks can be a time-consuming process (Hughes & McCarthy, 1998). The opinions with regard to the use of AMs are diverse. English language is taught at basic and advanced levels in state Islamic Junior high schools in Indonesia using the prescribed textbook as the only teaching material. Textbooks, as it is, not only control what is to be taught, but also determine the teaching methodology and evaluation. They enslave the teachers and usurp the classroom procedures. In order to see how local teachers see this gap and why they have such perception, this study attempts to address the following questions:

- What are the English language teachers' attitudes towards the use of AMs in MTsN 1 South Tangerang?
- Do the teachers prefer to use authentic materials? Why?
- Do the teachers need training in dealing with authentic materials? If so, what type of training?

1.2 Scope of the study

Relevant to its purpose, the study explored the perception the English teachers of MTsN 1 South Tangerang on the use of authentic materials in teaching English. The study also attempted to investigate the reason why they use or not use the AMs in their classes as well as find out whether they need training in selecting and designing the authentic materials for their teaching and learning process.

1.3 Significance of the study

Theoretically, the study will explore the English teachers' attitudes toward the use of AMs in teaching English. The study contributes to the literature in this field by providing a

synthesis of relevant frameworks for investigating teachers' attitudes toward the use of AMs in teaching English. Practically, the results of the study can be used as a useful guidance for both teachers and practitioners in English language teaching in conducting needs analysis in using AMs in teaching English. It is also useful for designing appropriate learning activities that suit the students' needs and expectation. This study provides insight on how local teachers' perspectives on the use of AMs. This may also provide useful data for English Teachers Association (MGMP) and Local Government Education Agency as well as schools to bring about discussion and decision when they formulate policies concerning the promotion of AMs.

2. Literature Review

2.1 The Definition of Authentic Materials

There are many discussions on the definition of authentic materials in teaching EFL classrooms. This chapter will go through some of the common definitions of the term from the point of view of the following experts.

- Herrington & Oliver (2000) suggested a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations.
- According to Herod (2002) authentic learning materials and activities are designed to imitate the real -world situations.
- Nunan (1989) defines authentic materials as the materials which have been produced for purposes other than to teach language.
- Jordan (1997) defines authentic texts as the ones which are not designed for pedagogical aims.
- Jacobson et al (2003, p:1) claim authentic materials as printed materials which are used in classroom in the same way they would be used in real life.
- In other words, Stubbs (1996) defines authentic texts as "actual, attested, and such that they have real authentic instances of use."
- According to Carter & Nunan (2001, p. 68) authentic materials are "ordinary texts not produced specifically for language teaching purposes."

Ferit Kilickaya (2004) explained that the common definition of authentic text is “exposure” to real language and its use in its own community. He explained that many teachers have discussed that English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means is materials which involve language naturally occurring as communication in native speaker context of use, or rather those selected contexts where Standard English is the norm: real newspaper report, for example, real magazine articles, real advertisement, cooking recipes, horoscopes, etc. Furthermore, he defines authentic texts. as “appropriate” and “qualified” in terms of goals, objectives, learner’s need and interest and “natural” in terms of real life and meaningful communication. While Harmer (1991) defines that “authentic texts as materials which are designed for native speakers of the language”. In addition Jordan mentioned that “authentic texts as texts that are not written for teaching language purposes”. Berardo (2006) in the reading matrix of the use of authentic materials in the teaching of reading concluded that the concept of authenticity is central to CLT (Communicative Language Teaching), with the learners being exposed to the same language as a native speaker. One of the main ideas of using authentic materials in the classrooms is to “exposure” them to as much real language as possible, even if the classroom is not a real-life situation.

From the discussion above, the writer inferences that the definition of authentic materials could be materials that are designed for native speakers of the language and written not for teaching language purposes. It is in line with what Harmer said that the authentic text which is designed for native speakers is not designed for language students, but for speakers of the language in questions.

2.1.1 The Types of Authentic Materials

Selecting teaching materials are a very crucial part of teaching and learning a foreign language. Now days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. According to Gebhard (2006) authentic materials include anything that is used to communicate. It could be in the form of newspapers, magazines, TV or radio programs, movies, song, advertisement and literatures. Gebhard (2006) in his book explained about the three type of authentic materials as follows :

1. Authentic Listening/Viewing Materials

It includes silent films; TV commercials, quiz shows, cartoons, news comedy shows, dramas, movies, and soap operas; radio news, dramas, and ads; professionally audiotaped short stories and novels; pop, rock, country, film and children's songs; home videos; professionally videotaped, travel logs, documentaries, and sales pitches.

2. Authentic Printed Materials

It includes newspaper articles, cartoons, advertisements, movie advertisements, sport report, weather report, TV guides, Tourist Information, etc.

3. Realia Used in EFL/ESL Classrooms.

It includes photographs, art works, signs with symbols, postcards, picture books, etc.

2.1.2 The Advantages of using authentic materials

The importance of using authentic materials expressed by Berardo (2006) that students are benefited from the exposure to real language being used in a real context. Other positive aspect is proved when using authentic materials; they are highly motivated, given a sense of achievement when understood and encouraged for further reading. It could be claimed that they are being exposed to real language and feel that they are learning the "real" language. The main advantages of using authentic materials in the classrooms therefore include:

- Having a positive effect on students motivation
- Giving authentic cultural information
- Exposing students to real language
- Relating more closely to students' needs
- Supporting a more creative approach to teaching

Besides those advantages, Gebhard added that the advantage of using authentic materials as follows:

- Saves time in choosing the materials for the classrooms.
- Systematically guide the teacher and students step by step through a series of lessons.
- Can reinforce for the students the direct relation between the language classrooms and the outside world (contextualize language learning).

2.1.3. The Disadvantages of using authentic materials

The disadvantages of using authentic materials explained by Richards (2006) that: Authentic materials often contain difficult language, unneeded vocabulary items, and complex language structures, which can often create problems. Sometimes the vocabulary may not be relevant to the learner’s need and too many structures can create difficulty”.

While Harmer (1989) mentioned that to help students to be better reader is by giving them more reading so they will become better readers. It does not mean that by using authentic materials only is a good idea in teaching reading skills. The role of teacher and using authentic materials that is appropriate to their students are very important otherwise it will effect on students motivation. For more detail about using authentic text Berardo made comparison of the advantages and disadvantages of using authentic text:

Table 1: Comparison of the Advantages and Disadvantages

| <i>Advantages</i> | <i>Disadvantages</i> |
|--|---|
| <i>Real language exposure with language change/variation being reflected.</i> | <i>Often too culturally biased, difficult to understand outside the language community.</i> |
| <i>Students are informed about what is happening in the world.</i> | <i>Vocabulary might not be relevant to the student’s immediate needs.</i> |
| <i>Textbooks tend not to include incidental/inproper English and become outdated very quickly.</i> | <i>Too many structures are mixed so lower levels have decoding the texts.</i> |
| <i>The same piece of material can be used for different tasks</i> | <i>Special preparation is necessary, can be time consuming.</i> |
| <i>Idela for teaching/practicing mini-skils-skimming/scanning.</i> | <i>Can become outdated easily, e.g. news stories. Article.</i> |
| <i>Contain a wide variety of text types, language style not easily found in conventional teaching materials.</i> | |
| <i>Encourage reading for pleasure, likely to</i> | |

| | |
|------------------------------------|--|
| <i>contain topics of interest.</i> | |
|------------------------------------|--|

Gebhard (2006) in his book discussed that the disadvantages of using authentic materials, especially if the teacher cannot select the text to be used. *First*, there is the possible problem of ideological conflict in teaching beliefs. Texts are usually based on the author's or publisher's idea about teaching. For example, some text writers believe students should memorize words and grammar rules before they practice speaking, writing or reading; others think lots of practice in meaningful context is significantly more important. Given a prescribed test, teachers feel as if they have to accept the beliefs of the author/publisher. This conflict can have negative consequences on what goes on in the classrooms.

Second, when teachers blindly follow their assigned texts, they might be trivializing the experience for the students. And if we teachers accept our role simply taking students step by step through a book "the teacher's role is marginalized to that of little more than a technician and the level at which we are engaged in teaching is reduced to a very superficial one.

Finally, commercially made textbooks or non-authentic materials are prepared for and forced for wide audience that is culturally diverse and geographically dissimilar. As such, the qualities which give teacher audience-specific materials related to their authenticity and relevance are usually removed. Teachers should read the introduction of the textbooks and determine for whom the books were written. Many ESL textbooks should not be used in EFL settings, and the reverse is also true. He further resumed that the disadvantages of using authentic materials is that it takes time and effort to locate authentic materials. It is also difficult to make authentic materials and media comprehensible to the students. Also, some students will not accept authentic materials and media as a valuable learning source.

2.1.3 Selecting Authentic Materials:

According to McGrath (2002), there are eight criteria to be considered when choosing appropriate authentic texts. These are: (1) Relevance to course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality, and (8) Exploitability. There are three main criteria used to choose and access texts to be used in the classroom: "suitability of the content, exploitability and readability." (Nuttal, 2000) Suitability is regarded as the most important one, because it means

that reading materials must arouse the learners' interest, meet their needs and motivate them. Exploitability stands for the way in which the text is used to develop the reading competence of learners, while readability refers to the difficulty and complexity of a text. The reading text must not contain too difficult or demanding words and structures. It must also suit the learners' level of English. Otherwise, it might demotivate the learners and have a negative effect. Berardo (2006) states that two more important criteria must also be taken into account by teachers when selecting authentic materials, which are: variety and presentation. Using different types of texts helps to make the reading tasks more interesting. Also, presenting the materials in an authentic context is a key element to attract learners' attention and interest. That means using colored pictures, diagrams, photos, etc. Some teachers might argue that they cannot teach only using authentic materials and ignore the assigned tasks (non-authentic) in the course book. In this case, Foppoli (2006) suggests that teachers can teach the assigned tasks in the course book, use authentic materials to support and enhance students' learning.

2.1.4 At which level(s) Can Authentic Materials Be Used?

Although using authentic materials in teaching a foreign language is recommended by many researchers, we should ask ourselves whether it is appropriate for all students at all levels. One important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to demotivation and discourage learners from learning the target language. Kilickaya (2004) state that authentic materials can be used with advanced and intermediate level learners only. This is line with the study conducted by Larisa Lutskovskaia. (2016) that adult professional are more active and show better learning outcomes when they are exposed to AMs for their group and individual work.

Other researchers have another view. They believe that authentic materials can be used even with lower level learners. Teachers must be aware that they can only benefit from the use of authentic materials, on one condition: that is, if they are used in the classroom in the same context that they were designed for, in the real world. that a text can only be truly authentic in the context for which it was originally written.

2.2 Previous researches on teachers' perspective toward the use of authentic materials in teaching English in EFL context

Wiji, Z.L. (2015) conducted the process of the critical reading in one of public senior high school in Bandung West Java Indonesia. This study was to facilitate the students to improve their critical reading skills. The result shows that the students can improve their reading skills through critical reading by using AMs. As Critical reading helps the students to have a space for discussion, express their opinion and understanding the text. It shows also that the teachers had positive attitude toward the use of AMs for their classes especially when choosing the text for the topic of discussion that are current and controversial issue that are triggering students to be more active and interactive.

Akbari & Razavi (2016) explored about the attitudes of teachers toward using authentic materials in EFL classroom in Iran. The study was conducted in TED (Tabadkan English Department, one of the zones of Mashhad, Iran). The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reason for such an attitude was to improve students' skills and expose them to the real English language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicated that the internet and TV would be the most used sources for obtaining authentic materials. These findings are consistent with the current studies which provided evidence supporting the teacher's positive attitudes toward using authentic materials in their classes as Zhafarghandi investigation and Soliman E. M. Soliman ones. According to this study, the teachers disagreed on the suitable level of students for presenting such materials. Most of the teachers believed that the language level of the text and the course objectives are the guiding criteria for selecting appropriate texts. Finally, most participants indicated a need for additional training in using authentic materials, particularly in designing appropriate tasks. The results of this study could be viewed as a starting point for further exploration into the use of authentic materials in EFL teaching.

3. Concluding Remarks

This section has elaborated the theories underlying the study. In a general sense, the study adopts Richard (2006) model in researching the use of authentic materials in communicative language teaching today, specifically in the classroom activities section he argued the push for authenticity for the classroom activities including the use of materials, as the students are prepared for the real life, therefore the language is used as a tool of communication in real life and the purpose of reading should be the same in class as they are in real life.

In addition of the theories, the study also cited CLT about the effective classroom learning tasks and exercises that provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange. This meaningful communication is from students processing content that is relevant, purposeful, interesting, and engaging.

Furthermore, the study also adopts from both previous research on how the use of authentic materials in teaching English from the perspective of the teachers in Iran and Indonesia and how it is implemented in those two countries that both studies had proved that the teachers had positive attitude toward the use of authentic materials in teaching English.

4. Research Design

4.1 Research Design

This study was conducted at State Islamic Junior high School or (MTsN) 1 South Tangerang funded by government of Indonesia. There were totally 6 English teachers as participants. I selected this school because of two reasons. First, I have a strong desire to find out English teachers' attitudes toward the use of AMs in this school as I have been 3 years conducting the English improvement program for the students. Second, I have good relationship with English teachers and school leaders for few years. Due to this connection, the teachers may be more willing to take part in my research in a more cooperative manner.

4.2 Data Collection

The study is a qualitative study intended to provide a deep-interpretation towards specific phenomenon in society I collected the data from two questionnaires (Appendix A and B and an interview protocol (Appendix C).

4.3 Participants

Six English Teachers were selected purposively to participate in this study: five females and one male. They were selected purposively by the assumption that they have ‘rich information’ regarding attitudes toward the use of AMs in teaching English and they have been teaching English for more than 5 years. Besides, their educational background is English Education altogether. The following is the demographic details of the participants.

Table 1: *Details of participants involved in the study*

| Participant | Gender | Experience in Teaching English | Teaching period | Educational background |
|-------------|--------|--------------------------------|-----------------|------------------------|
| T1 | M | 5-10 Years | 24 | S-2 (English) |
| T2 | F | 10-15 Years | 24 | S-2 (English) |
| T3 | F | 25-30 Years | 24 | S-1 (English) |
| T4 | F | 25-30 Years | 24 | S-1 (English) |
| T5 | F | 15-20 Years | 24 | S-1 (English) |
| T6 | F | 15-20 Years | 24 | S-1 (English) |

4.4 Procedures and Instruments

A qualitative method was employed. The survey questionnaire (developed by Soliman E. M. Soliman, 2013) and (Yeung, Ting-fai, 2011) was distributed by online survey to 6 English teachers in order to find out Indonesian EFL teachers’ beliefs regarding the use of authentic materials within their English class. Besides, the questionnaire survey consists of close-and open-response items. Both types of items collect information on (a) personal profile (including years of experience, academic degree) and (b) attitudes toward using authentic materials in class (see appendix B). The questionnaire (Appendix C) was distributed to all 6 participants. They were allowed to choose more than one answer according to their opinions. In addition, they were allowed to add their own comments regarding any item. They were expected return the surveys within the required timetable. Then the questionnaire results were analyzed in terms of frequency and percentage.

4.1.5 Data analysis

Descriptive statistics was used to display the results of the questionnaire. Any marked findings such as special patterns of their response were focused and explored. As for the

interview, the relevant significant portions were culled from participants’ response and further discussed in the paper. By doing all these, a better understanding can be obtained.

5. Findings and Discussion

This section presents and discusses the findings relevant to English teacher’s attitudes towards the use of AMs in teaching English. As mentioned earlier in this paper, the study intends to address the following questions:

What are the English language teachers ‘attitudes toward the use of AMs in MTsN 1 south Tangerang?

- Do the teachers prefer to use authentic materials? Why?) Do the teachers need training in dealing with authentic materials? If so, what type of training?
- To make it clear, this section is divided into five sub-sections following the central themes appeared from teachers ‘responses from the interview. The central themes are milestone of teaching English, attitude toward the use of AMs in teaching English, the reason of using AMs, and the need of training to use the AMs in teaching English. Detailed analysis of Teachers’ responses to the questionnaire as follows

Table 2: *Analysis of Teachers’ Responses of the Questionnaire*

| Question | Answer Frequency | % |
|--|---|--------------|
| When you were studying in secondary school, how often did your English teachers use authentic materials? | Always Often Seldom Never | 25% 75% |
| Would you prefer to use authentic materials in your classes? | Yes No | 100 |
| Why do you prefer to use authentic materials? | <input type="checkbox"/> Expose students to real language. <input type="checkbox"/> Motivate the students. <input type="checkbox"/> Improve the | 50 50 |

| | | |
|---|--|--------------------|
| | students' skills <input type="checkbox"/> Administration requirement. | |
| In which class(s) would you use them? | <input type="checkbox"/> Listening <input type="checkbox"/> Reading | 100 |
| At which level(s) would you use authentic materials? | <input type="checkbox"/> beginning levels <input type="checkbox"/> intermediate levels <input type="checkbox"/> advanced levels | 25 50 25 |
| What are the sources that you would use to obtain authentic materials? | <input type="checkbox"/> Newspapers and Magazines <input type="checkbox"/> TV/ Video <input type="checkbox"/> Radio <input type="checkbox"/> Internet | 16,7 83,3 |
| What criteria of selection would you follow? | <input type="checkbox"/> Language level. (Vocabulary & grammar) <input type="checkbox"/> Length of the text <input type="checkbox"/> students' needs and interests <input type="checkbox"/> course objectives | 33,3 50 16,7 |
| . Do you think you need training in using authentic materials? | <input type="checkbox"/> Yes <input type="checkbox"/> No | 83,3 16,7 |
| If so, what type of training do you need? | <input type="checkbox"/> Selecting the materials <input type="checkbox"/> Designing the activities <input type="checkbox"/> Others | 40 60 |
| What medium do you use most often to obtain authentic listening material? | <input type="checkbox"/> TV <input type="checkbox"/> Video <input type="checkbox"/> Radio <input type="checkbox"/> Internet | 100 |

5.1 Milestone of teaching English

The participants involved in the study have been teaching English for more than 5 years. They generally have long experiences in teaching English, while only 1 teacher has experience of teaching less than 10 years, while the rest is more than 10 years. They also have the qualification as English teachers, two of them had master degree (S-2) in English education but their exposure to AMs is low (75%). This could be described as they are senior teachers with

more than 25 years teaching experiences with less exposure to AMs. However, it can be seen whether this point will influence on how they implement the use of AMs in English learning.

5.1.2 The Teacher's perspective toward the use of AMs in teaching English

As shown in Table 2, the analysis of the data indicated a general concordance among English teachers at MTsN 1 South Tangerang in using authentic materials in the foreign language classroom. Teachers' perception in EFL classes concerns the positive effect of authentic materials. However, not all teachers have had experiences using authentic materials when they were students. This indicated that all six teachers had varieties of learning English. This might be related to the different generation. Regarding the second item, they prefer to use authentic materials in their language classes. In terms of the third item, all of the participants demonstrated that they prefer to provide authentic materials for students in order to develop their language skills. None of them agrees that doing so is required by the administration. So; it indicated that the administrative policy in this school does not encourage teachers to contain authentic materials in the curriculum.

5.1.3 The Reason of using AMs

The reason to use the authentic materials showed (50%) that they would use authentic materials in order to provide the students with the language used in real society. One of the teachers wrote: *"I agree with the use of authentic materials because it can bring the real world into the class, so students should be in touch with real things to make them understand materials easily."* Moreover, the analysis shows that another 50% of teachers concern about motivating the students in learning the language by using authentic materials. One of the them indicated *"I think using the authentic materials is more interesting and it helps students understand more; even though I need to have time to prepare more"*. The results showed that they have positive attitudes toward the use of authentic materials in EFL classes. They consider authentic materials as an important input for motivating the students and exposing them to real language. The findings of this study showed that the teachers prefer using authentic materials for listening classes than reading, even though some previous researches confirmed that the positive effects of authentic materials in improving students' reading and listening skills (Harmer, 1983; Miller, 2005; Thanajaro, 2000).

The analysis of teachers' responses to item five showed that 100% would use authentic materials in listening classes, while reading has zero. It seems that they are not considering authentic materials for their reading classes. It seems that the teachers depend on the textbook provided by the government and company like; *English in context, stepping more, English on sky, can do and , when english rings the bell*. In regard to item five of the questionnaire, 50% of the teachers believe that authentic materials can be used for at the intermediate level; and 25% for advance level, and another 25% advise using these materials for beginner. One of the teachers stated that *"Beginners cannot touch such materials because they lack many lexical items and grammatical structures of English language."* It is clear that they don't advise authentic materials for beginners. The suitable level for starting authentic materials is one of the most debated aspects in language teaching field. According to Guariento and Morley (2001), *"The question now...is not whether authentic texts should be used, but when and how they should be introduced"* (p. 348). Besides one of the teachers the stated, *"I agree to use authentic materials in my class. But we have to notice to some points, as the students' level, Indonesian educational context, differences between cultures and..... Therefore, I believe that such materials must be designed according to Indonesian society in order not to cause a shock for the students"*. As Schmidt's (1994) stated that sequencing authentic materials should be designed according to the incidence of high frequency lexis or structure that people need. Item six was about the sources that teachers use to gain authentic input. Most of them would prefer to use internet as the main source (88,3%), approximately 16,7% to newspapers; and magazines. The analysis showed that internet is the most common source for obtaining authentic materials followed by newspapers and magazines. This finding is in line with Miller's (2003) in terms of item seven, investigating the selection criteria. Only 13.3% chose the texts 'language level, half of them 50% consider their students' needs and interests as the primary strategies for material selection, the objectives of the course (16,7%). *"One of the teachers stated "I expose my students to different forms, contexts and English language materials"*. Berardo (2006) and Lee (1995) proposed criteria for selecting authentic materials that the findings of this study also in line with theirs. The analysis of item eight revealed that most of the teachers (83,3%) believe that they need training for using authentic materials, while 16,7 % claim otherwise. One of the teachers stated

that “*the teachers need to be upgraded on how to use internet creatively so that we have more interesting materials.*”

5.1.4 The need of Training to use the AMs in teaching English

Concerning item nine, two teachers stated that they need training in designing the materials (40%), and four teachers (60%) stated that they need training in designing the activities. It can be concluded that designing the appropriate tasks by employing to authentic materials is considered more challenging than selecting the appropriate materials.

6. Conclusion

This study explored the attitudes of teachers toward the use of authentic materials in EFL classroom at MTsN 1 South Tangerang. The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their gender, teaching experience, and academic degree. The reason for such an attitude was to expose the students to the real English language and to motivate them in learning English. In addition, they tend to use more authentic materials in listening rather than reading classes. Furthermore, the results indicated that the internet would be the most used sources for obtaining authentic materials. These findings are in line with the current studies which provided evidence supporting the teacher’s positive attitudes toward the use of authentic materials in their classes as investigated by Akbari & Razavi (2016). In terms of selection criteria most of the teachers believed that the language level of the text and the course objectives are the guiding ones for selecting appropriate texts. Finally, most participants expressed a need for additional training in using authentic materials, particularly in designing appropriate tasks. The results of this study could be viewed as a starting point for further exploration into the use of authentic materials in EFL teaching.

6.1 Limitations and Recommendations

The present study has several limitations that can be noticed for future researches on teachers’ and students’ attitudes toward the use of authentic materials. The same study may be conducted with English teachers from 2 different schools as comparison, also a research at colleges rather than high schools, elementary, intermediate, or secondary schools. Second, the study focused on teachers’ attitude and hence, future research should elicit Indonesian Indonesian EFL students’ attitudes toward authentic input as well. Finally, teachers’ opinions

about how authentic materials can develop productive skills or how to plan instruction that incorporates such materials effectively are additional aspects of authenticity that can be explored in future investigation.

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