THE EFFECTIVENESS OF USING AUTHENTIC MATERIALS IN TEACHING ENGLISH AS A SECOND LANGUAGE

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The issue of using authentic materials in language classes has been influential for the last two decades. Additionally, many practitioners involved in foreign language teaching and research argue about the benefits of using authentic materials. These benefits can range from highlighting understanding, presenting real language, providing opportunities to introduce cultural issues, to increasing motivation and creating language awareness. However, the use of authentic materials in learning contexts such as ESP (English for Specific Purposes) as a way to make English a second language has always been controversial. In this case, this research aims to review the application of the material in the ESP context. In order to achieve this goal, there will be a review of authenticity and authentic materials in comparison with textbook-based materials focusing on quality traits and features as well as approaches that encourage the use of authentic materials such as communicative language teaching. The research method used was descriptive qualitative with a literature study approach. This research will investigate the motivational nature of the material for ESP learners with the assumption that the language is used as a second language. This research presents several guidelines for selecting and teaching reading materials in ESP courses in English language learning.

1. INTRODUCTION

Interest in authentic materials dates back to the 1890s and Henry Sweet (1899) was one of the first pioneers to use authentic materials and discuss their benefits compared to artificial materials. Sweet believes that the natural texts he calls do justice to every feature of the language. While artificial material includes repetition of certain grammatical constructions and also certain vocabulary elements as well as word combinations that almost exclude other equivalent words. According to Gilmore (2004), the re-emergence of authenticity material began with discussions from Chomsky (1965) and Hymes (1972) who said that communicative competence does not only consist of knowledge of language alone. However, it is based on the need for contextual communication and also communicative language teaching.

According to Lin (2004:26), since the 1980s there has been a very important role for teaching authentic texts in authentic cultural contexts. Especially when compared with texts that are pedagogically designed with a communicative approach. This was also expressed by Guariento and Morley (2001) who believe that the use of authentic material is correlated with the beginning of communicative movements where there are attempts to carry out simulations in the real world, especially in language classes. According to Shrum and Glisan (2000) as well as Richards (2001) and Kilickaya (2004) there is a belief that authentic materials have evidence of having an important role and benefits in language teaching and there is no argument to deny this.

Especially in relation to this context where many experts have carried out the process of identifying the benefits of authentic material and the options that provide possibilities for the text. Thus, this option can be applied to a variety of environments and learning objectives and tasks. According to Bax (2003), for material developers and syllabus designers with a task-based approach and communicative language teaching, authenticity of the material plays a very important role.

Likewise with the narrative from Shomoossi and Ketabi (2007). The syllabus designer and material developer will have a basis in developing the material by setting the content of the material

and activities without ignoring the criteria of authenticity. However it was also stated that several teaching practices involving several experts as well as cooperative learning and content-based task-based learning that lead to authentic interactions in the classroom, have an important role. This of course refers to the role of authentic material facilitation which believes that communication in the classroom must be able to simulate communication that also occurs in the real world or outside.

With the existence of a communicative language teaching system that emerged from a change in focus from English as the system being studied, to English being used as a communication tool in designing the syllabus, of course the selection of content must be based on the communicative needs of students according to the thoughts of Carter & Nunan (2001). In line with this, courses were developed that had the aim of meeting the needs and goals of students in accordance with the needs and goals of the students.

In the 60s, English for Specific Purposes or commonly called ESP became a field that had a significant role in the field of English language teaching, which in fact taught the language as a second language to meet students' needs for communicating in the real world. Therefore, ESP is designed to build students' skills so that they can easily communicate based on the field of professional expertise of the learning according to Tarnopolsky (2009).

In the teaching and learning process in accordance with ESP, it is recommended to use authentic materials where teaching will use a content basis. This approach, based on Tarnopolsky (2009), is based on 4 principles. The first principle is to ensure the systematic selection of course content in a way that develops the professional knowledge of students. The second criterion is ensuring professional authenticity regarding the learning material. The characteristics of this material are that it is able to present professional content information and is also prepared by native speakers who are professionals in their field and also prepared by native speakers who are also professionals in the content field. Therefore, the material used must be original text. Meanwhile, the third characteristic of content-based teaching is that the principle of focusing on the authenticity of learning activities regarding the ESP content is put forward.

According to Belcher (2004) ESP is an effort to help students achieve their academic needs and goals for their work. There is a list of theoretical foundations that have a correlation to ESP which are based on the needs of learners who have goals with the content of certain disciplines and also have the possibility of focusing on certain language skills. It follows a prefabricated methodology and also takes into account the learning context and characteristics of the students and teachers.

Picture 1 ESP Flowchart

In preparing and selecting material in the ESP learning process, according to Palmero (2003), ESP instructors can of course face different challenges. This is of course related to simulating real

situations in people's lives. Likewise with the flexibility of the topics taught to students and their relevance to the scientific disciplines they wish to achieve. One of the sources that can be used and also used in the English for General Purposes course material is of course to claim that it includes special sections for business, science and also technology, health and education that can be used.

This source is a special recommendation for ESP students which is specifically designed for students who want to gain knowledge of the English language. There are 2 sources that can be used as a benchmark, namely publications published by publishers and also those designed by teachers and published by universities. Meanwhile, another source is references in the content creation process. This reference source can be a dictionary and also a grammar reference book with support for other areas of knowledge.

Authentic materials in ESP learning usually consist of instruction leaflets, journals, manuals to advertisements and internet links. ESP itself is a language teaching methodology in which there is material that gives much more weight to student interest and participation in changing the role of the instructor into a collaborator who can help increase student involvement and also the relevance of teaching.

2. METHODS

The research method carried out in this research uses the library study method or literature review as a data collection and processing process carried out in making this research. This *library research* method is a method used to collect data in order to understand and also study theories from various types of literature that have a correlation with the research. Using this method, research was conducted to look at the process of transforming the learning environment with information technology that supports the world of education.
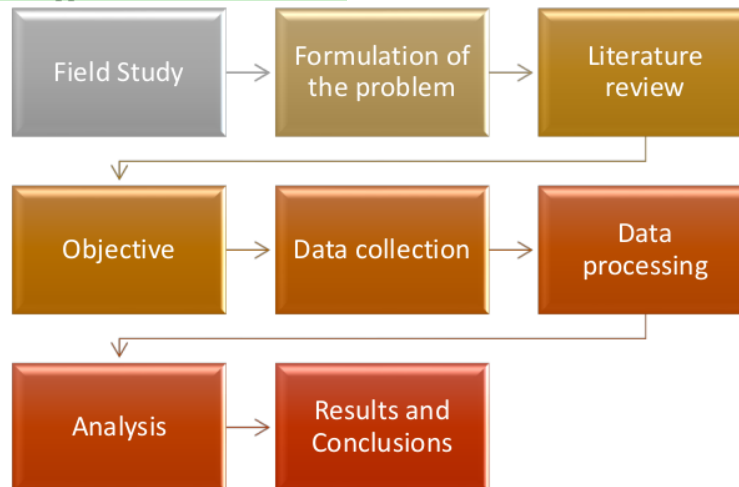
Picture 2 Flowchart of Literature Study Methods

3. RESULTS AND DISCUSSION

Based on Morrow's (1977) explanation regarding texts and authentic materials, the language produced by speakers and writers is used to be used in real life and can express messages in communication and interaction. In line with Rogers & Medley (1988) who see the term authentic material as commonly used to describe examples of spoken and written language which reflect natural language forms and are also based on appropriate cultural and situational contexts.

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Meanwhile, according to Nunan (1989) and Jordan (1997), who are more focused on the issue of purpose, they state that authentic material is material that has not been produced specifically for the purpose of teaching English as a second language. Meanwhile, Harmer (1991) states that authentic material is text designed by *native speakers* which functions for learning the language. Based on Lee (1995), it is stated that the authenticity in the text of the authentic material was not originally produced for teaching. However, this material is more focused on communicative purposes. This material is used to convey messages to readers. And throughout the history of English language teaching, Tatsuki (2006) stated that the authenticity of authentic material was considered synonymous with reality, truth and validity so that the credibility of the material was questionable.

Mishan (2005) further stated that he prefers to establish several criteria for authenticity rather than defining the term authentic material, stating that the originality of the material is a factor of:

1. Origin and authorship of text or material.
2. Communicative and socio-cultural purpose of the material.
3. The original context of the source, the socio-cultural context of the material.
4. Learning activities that can be generated by the material.
5. Students' perceptions and attitudes towards texts and activities related to the material.

The originality of the material based on the narrative from Cooper (1983) has two different meanings. The first is by referring to originality as origin and the second is as meaning correspondence. While MacDonald et al. (2006) presents 4 types of originality consisting of:

1. The originality of the text or material
2. Originality in terms of competence
3. Originality of the students
4. Classroom originality (proposed by Breen, 1985 and Taylor, 1994).

The first three types of authenticity according to MacDonald et al. (2006) is related to correspondence where the last type is related to origins. The second type of originality is originality of competence, where this refers to Canale and Swain's 1980 classification of competence which is divided into 3 categories of grammatical competence which consists of knowledge of all grammatical rules, sociolinguistic competence which has an understanding of knowledge of language style. in accordance. Then the last one is strategic competence which has an understanding as a compensation strategy that can be used to overcome distortions and communication disruptions. Becoming competent in an authentic way means understanding that students' performance must have competencies that match the performance of *native speakers* .

According to Lee (1995), originality can result from the interaction process between users and also the goals of these users. This is related to the situation in which the material is used. He defines that students' positive feelings and reactions to authentic material are the reason why the learning process can run well. And there is a fact that this material has quite large communicative potential. The classification of authentic material was put forward by Breen (1985) who stated that the authenticity of the material or text used as learning material or input for the material, the authenticity of the students' interpretation of the material and the authenticity of tasks related to language learning can support the social and actualization side of learning. class. Breen stated that because the first two types of originality and authenticity have a role in students' learning, teachers must provide students with tools that can help them interpret texts or materials so that they can gain knowledge and share it with native speakers. that language.

Meanwhile, for the third and fourth types of authenticity, Breen said that they are authentic communication tasks and also authentic learning tasks, which concluded that an authentic activity must have a metacommunicative nature and also be appropriate to the context. Then the classroom situation can evaluate authenticity and also present an authentic and real world into the classroom and cannot be the essence of what is meant by originality.

Meanwhile, based on what Maher Salah (2008) said, the originality of the material is not a feature that only exists in the text. However, it must be present in the learning treatment of the way students and teachers work with the text material. Authentic material cannot be obtained if students do not treat the material or text like native speakers in real life. In line with this, Anderson (1999) and Velazquez (2007) stated that rather than focusing on creating authentic material, educators should focus more on using authentic material and what can be done with this material. According to Shomoosi and Ketabi (2007) authentic material can be realized in any context that involves an interaction process with the speakers.

According to Tatsuki (2006)'s thoughts regarding authentic material, the reality of life is outside the classroom, namely in the community environment. And this life should be brought into the classroom so that students can learn and know how to interact and communicate in real life. On the other hand, Chavez (1998) is of the opinion that presenting authentic material in real situations can cause the material to lose the criteria for authenticity. Regarding the real world, Chavez has the opinion that the world in the classroom can become real by adopting interactions as if they were happening in the real world.

Meanwhile Berardo (2006) has a narrative and opinion that the classroom situation cannot be as authentic as the situation in the outside world or the real world. Whether it is related to language, authentic material still has a role by introducing students to language in the real world. Overall, this authenticity does not only lie in the area of genuine ingredients. Therefore, in order to create an authentic situation, there are various factors that must be taken into account, such as student perceptions, intervention from teaching staff, lesson context and also the type of activity that must be taken into consideration.

Based on the opinion of Velazquez (2007), foreign language teachers can apply 2 types of material that can become teaching materials for students. And these two types of text have a valuable and important role in the teaching and learning process. The material or text can be authentic material or simple material. Velazquez prefers simplified material compared to original material. This is because simple language can be easily understood and is also adapted to the students' language level abilities. It was further stated that simplified material could be used to strengthen vocabulary and grammar and prepare students to read authentic texts.

According to Tomilson (2001) if the material created focuses on the form and structure of the target, then the material can provide benefits to the teaching and learning process and also be more meaningful to students. Authentic material can be prepared for the teaching and learning process by containing cultural aspects and also providing students with real examples of the language used by native speakers .

The constructed material has the advantage of using more familiar structures and words. This is much more appropriate if grammatical structures are introduced or strengthened into the language structure. However, there are several weaknesses that can be seen in the material that is constructed, such as being less interesting and also sometimes not being appropriate to conditions in the real world, according to Horwitz, (2008). It was further stated that there are several purposes that are quite intensive and it is also recommended that you use authentic and artificial materials. Meanwhile, extensive reading of authentic material is preferred

According to Berardo (2006), this refers to several characteristics that are related to non-authentic material that has artificial language and also does not have variations in the content of the material. This of course makes the text material look different from what might be encountered in the teaching and learning process. The reason is that in the real world language actually uses reflection and is adapted to its original conditions.

It was further stated that this material or text could be used as a means of improving reading skills because this text is considered to be unnatural reading and could be used when it comes to teaching language structure. By comparing authentic material with written EFL material, according to

Hwang (2005) it is stated that authentic material has an interactive nature in the learning process. Meanwhile, EFL material books have an instrumental nature. Hwang emphasized that if a student wants to achieve proficiency by approaching native *speakers* , of course relying on carefully written material cannot be 100% reliable.

As Lin (2004) argues, authentic material has a motivating effect on students. This is because authentic material is more interesting and can also stimulate students in learning the language. By considering affective factors such as motivation, according to Guariento and Morley (2001) authentic material is real and can provide feelings in facing the process of interaction and communication with native speakers. Meanwhile, according to Oguz and Bahar (2008), the process of student interaction with authentic material is created from interest and also without any difficulty in carrying out active participation in the teaching and learning process and also in the same way so that they can have self-motivation in carrying out the interaction process. the. To support this view, research from Akar and Yildirim (2000) states that if a constructivist approach to learning uses authentic materials, students' motivation and also their reading skills will develop quite rapidly.

Authentic material can be used as a way to increase motivation and also give students the ability to read more deeply about the material based on the opinion of Berardo (2006). When students have to jump in and face the real world, of course they need communication and interaction skills that can help them deal with real situations in their lives. Practically, teaching staff must prepare students to face this situation. True use of language can be achieved by presenting authentic materials. There is a positive impact in using authentic material on motivation as a research conclusion that can be done through extensive reading.

Based on the narrative of Gulikers et al. (2005) in Huang (2002) stated that there are 2 principles in describing adult motivation in the learning process. The first principle is that adults prefer a problem-solving orientation in the learning process. Adults state that they learn and gain experience quite well when the problem is presented in a context that is appropriate to real life. Meanwhile, the second principle is that adults have high motivation to learn when they gain new knowledge that can help them solve important problems in both their professional and personal lives. And learners of this language are of course not just adults. However, there are also students who are still exploring the educational environment. Practically, teaching staff must be able to provide an authentic learning environment in accordance with the learning targets.

Selection and access to authentic material based on the opinion of Haley and Austin (2004) is an activity that presents its own challenges. It is not recommended to choose authentic ingredients randomly. This can be used effectively when selecting materials that are purposeful in their use and also meet the objectives of the lesson. It was further stated that criteria such as age, level, interests, and also needs and goals and expectations of students must be met properly. As is the opinion of Spelleri (2002) regarding the level of complexity of the material that goes beyond the level of students in order to increase motivation, awareness and curiosity. In choosing authentic material, there are 3 important factors mentioned by Berardo (2006:62) which consist of suitability, exploitation and also readability. The suitability criterion is quite an important criterion which refers to the idea that material must be selected on the basis of students' interests and must also have relevance to their needs. Meanwhile, abilities that can be exploited with this material are by developing the learner's competence as a reader. Meanwhile, readability means selecting the level of difficulty of the text according to the level of language understanding of the students.

Based on the students' background, according to Khaniya (2006) there are 3 aspects in selecting material. Linguistic background is the first aspect that can have an influence on classroom management. Meanwhile, the second is the conceptual background by determining the need for specificity and generality of information regarding the selected material. Meanwhile, the last aspect is the cultural aspect which influences interactions with instructor training participants. According to Guariento and Morely (2001), solving problems in understanding authentic material can be done by

bridging the gaps that occur in the classroom and also in real life. Meanwhile, according to Rogers and Medley (1988), in carrying out the process of identifying authentic material, it is not just the source and destination that must be considered. However, in terms of quality, suitability, and natural language can be important aspects. Another key aspect in selecting materials is to pay attention to the context of the user's needs and the goals of the students.

While Dunkel (1995) mentions the development of authentic material, greater care must be taken in finding the level of authentic material that is appropriate to the activity category and also the classification of the students. In order to select authentic reading material, based on the explanation of Fei and Yu-feng (2008), there are 3 criteria consisting of readability which is a combination of structural and lexical difficulty. This combination is an important issue in selecting texts that provide pedagogical goals because texts are quite difficult so they can reduce student motivation because the learning process may experience obstacles. Meanwhile, students' needs are the second category that must be considered, especially when it comes to students studying English in the academic sector. Meanwhile, the third criterion takes into account students' interest in English lessons.

According to Karpova (1999), there are several criteria and categories that can be used as authentic material with the following explanation:

1. Contents
   The content of authentic material must be appropriate to the age, interests, needs and goals of students.
2. Task
   These categories must be sorted and differentiated and must include communicative and cognitive procedural aspects related to the background of the students and their knowledge that can be integrated.
3. Teacher-student correlation
   The material must be arranged optimally so that there is a process of reciprocal interaction between teachers and students. \
4. Learning strategies
   The cognitive abilities of students must be improved by paying attention and also seeing how the learning strategy works.
5. Learning environment
   This aspect should encourage risk taking and sharing of ideas in the teaching and learning process
6. Social Values and Attitudes
   This category can make authentic material reflect social values and attitudes.
7. Cultural issues
   Authentic material must be able to increase students' cultural, sociolinguistic and paralinguistic awareness.

Meanwhile, according to Valencia (1991) there are several other guidelines for choosing authentic material in the English learning process. This guide contains a selection of materials with themes and ideas that contain real world experiences and can be applied in lessons in the classroom and outside the classroom. Meanwhile, Berardo (2006) stated that if variation and presentation become something new and important, then there is a role for teachers to choose authentic material.

Galloway (1990) further recommends criteria in the process of selecting authentic materials which consist of:

1. Topics must be accessible to students
2. The length of the text should not intimidate beginning readers
3. The linguistic level must be above the level of the readers.
4. Instructions regarding meaning must have contextual, verbal, pictorial and linguistic understanding.

4.   CONCLUSIONS

Authentic material is material that is useful in the process of teaching English by presenting various skills. However, in situations other than general English, this material can also be a motivational feature and also a link between students' general knowledge of the language and also their professional language needs. Authentic material is part of the real world which functions as an excellent resource for introducing language in its original form to students. The ultimate goal of this learning is the ability to interact and communicate well in the real world. A number of material that, especially in a professional environment, can help students. However, teaching staff are advised to have a role as material developers which can be a consideration in presenting the benefits of authentic material. Thus, in a professional environment real world simulations can be carried out in the classroom with authentic material presented.

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