Explore the Use of Authentic Materials to Teach Reading for Junior High School

Rheza Kusumawardani[*]; Riyadi Santosa; Dewi Roschsantiningsih

Department of English, Sebelas Maret University
Email: rheza.nanta@gmail.com

Abstract

Authentic materials provide many advantages and promote something new, challenging, and interesting in teaching-learning process, which can build students' motivation in English learning. This study aims to explore about the types of authentic material which are used in teaching reading and what kinds of reading activity can be implement by using authentic material. In this research, a case study was applied as the research method and the data were qualitative data. To collect the data, some techniques of data collection were used such as observing the classroom activity, conducting the interview to the subjects of the research, and analyzing the documents. Through the data analyziz, the researcher sumerized two points from this study: 1) The authentic materials used by the eighth grade teacher of Junior High School are texts obtained from the internet, printed story book, videos, and pictures; 2) The reading activities conducted by the eighth grade teacher of Junior High School through the use of authentic materials as supplementary materials are reading aloud, walking gallery, filling in blanks, rearranging jumbled paragraphs, doing cloze tasks, having short answer tasks, conducting information transfer, having text analysis, and doing some vocabulary ordering.

Keywords: Authentic Materials; Types Of Authentic Material; Reading; Reading Activity;

1. Introduction

The use of authentic materials in classroom is important. This is because authentic materials give some impacts for both the learners and the teachers. There are several reasons for using authentic materials in the classroom (Richards., 2001, p. 253): 1) they give information about the culture of target language; 2) they provide exposure to real language; 3) they meet learners' needs, and 4) they support a more creative approach to teaching.

Many researches also have already found out the effectiveness of authentic material in teaching English. Some researchers proof that authentic materials are effective to be used in teaching English, and it can be used as media that improve students' writing skill, enrich their vocabulary in listening skill as well as improve their listening comprehension (Rashid & Majid., 2014; Masood., 2013; Prodngam., 2011; Magvirat., et al., 2014; Sulistyani., 2014). The results of the researches show that authentic material can be a good media in improving language skill. The researchers can deeply dig the authentic material in

writing and listening skill, whether it is effective and appropriate or not. It will be better if there are other researches in the same field with different language skill.

Meanwhile, incorporating authentic material with many kinds of media also give positive impact toward language learning development (I-Chang., 2011; Veronica et al., 2013; Patricia., 2015; Kochito., 2013). The use of aural authentic material has been proved to be an effective media in listening classes (I-Chang., 2011). Other researchers reveal that CALL tools such as Zaption, EDpuzzle, and videonot.es can motivate and stimulate value in language learning (Veronica et al., 2013; Patricia., 2015; Kochito., 2013). Those media are used for improving students' listening skill. The researchers can proof some of authentic material which can improve students' writing and listening skill such as CALL tools such as Zaption, EDpuzzle, and videonot.es. On the other hand investigation in another kind of authentic media is needed, to know whether that medium is effective and appropriate or not to be used in teaching reading.

In the term of language skill, there are few depth investigations related to the use of authentic material for improving reading skill. Previous studies done by Rashid & Majid (2014), Masood (2013), Prodngam (2011), Magvirat., et al. (2014), Sulistyani (2014) only focus on the use of authentic material in improving listening and writing skill. Where, authentic material proves to be beneficial for improving reading skill (Richards., 2006). Besides, some previous studies also do not specifically pay attention to the activity of reading which can be implemented through the authentic material. The studies that have been done only pay attention to the teaching tools (I-Chang., 2011; Veronica et al., 2013; Patricia., 2015; Kochito., 2013) and ignore the importance of reading activity through it. So, the researcher conducted investigation about what types of authentic material which are used in teaching reading and what kinds of reading activity can be implement by using authentic material.

2. Literature Review
2.1. Authentic Material

Authentic material/texts defined as "real-life texts, not written for pedagogical purposes" (Wallace in Berardo., 2006, p. 61). It is supported by Tomlinson who states that "Authentic text is texts not written especially for language teaching" (2013, p. 6). Authentic material also refers to the use of texts, photographs, video selections and other resources that are not prepared for pedagogical purposes (Richards., 2001, p. 252). In other occasion, Tomlinson says that an authentic text is 'one which is produced in order to communicate rather than to teach' (2013, p. 19). This statement is in a line with the other who states that "Authentic material is materials that have been produced to fulfill some social purpose in the language community" (Peacock in Berardo., 2006, p. 61). The other expert informs that authentic task is 'one which involves the learners in communicating to achieve an outcome, rather than to practice the language (Tomlinson., 2013, p.19). It can be concluded that authentic material is a material which is not written for teaching-learning purpose, but for giving information and communicating with the user.

2.2. Kind of Authentic Material

Story book, newspaper, magazine, short video, song, picture and any other material can be defined as authentic material. Yet, teacher needs to classify those materials so it will be easier for him to use the appropriate material in teaching. Authentic material can be classified into three categories (Oura., 2012, p. 67-68):

1) Authentic audio-visual materials: a material which students can see and hear a voice, such as TV commercials, quiz show, cartoons, news clips, comedy shows, movies, operas, short video, video clip of songs, documentaries and sales pitches.

2) Authentic visual materials: a material which the students can see and enjoy it because it has much picture and wordless such as power point slides, photographs, paintings, children artwork, stick-figure drawings, wordless street signs, silhouettes, pictures, ink bolts, postcards pictures, wordless picture books, stamps, and X-rays.

3) Authentic printed materials: a material that is presented on paper such as newspaper, movie advertisements, lyrics of songs, restaurant menu, food packages, tourist information brochures, university catalogues, telephone books, maps, electronic guidance book, comic, story book, greeting cards, grocery coupons, pins with massages and bus schedules.

2.3. Reading Activity

There are two main skills in a language, namely receptive and productive skills. Receptive skills are the skills in constructing some meaning from the discourse which are heard and seen by students, such as reading and listening skills (Harmer., 2014, p. 199). Meanwhile, productive skills are the language which is produced by human in the form of spoken or written such as speaking and writing skills (Harmer., 2014, p. 250). Before producing productive skills, students must get receptive skills, because they cannot produce a skill before receiving the receptive skill. The student cannot speak before listen to some words and cannot write before reading some texts. It means that reading as receptive skill is important.

Reading is not only about literal and extensive reading but it also has some other categories. Brown (2003, p. 189-190) mentions there are four activity of reading: perspective, selective, literal, and extensive reading, which are described as follows:

1) Perceptive reading tasks include attending to the components of larger stretches of discourse such as letter, words, punctuation, and other graphemic symbols in the text. In this category bottom-up processing is implied. A teacher can design some assessment in perspective reading such as reading aloud, written response, multiple-choice, and picture-cued items.

2) Selective reading, this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. The teacher can stimulate the students by giving sentences, brief paragraphs, and simple charts and graphs. Brief responses of the students are needed for measuring their understanding. In this category a combination of bottom-up and top-down processing may be used.

In selective reading the teacher also can conduct some assessment such as multiple-choice related to text's vocabulary and language future, matching tasks, editing tasks, and picture-cued tasks, and fill in the blank.

3) Interactive reading, this type is a process in negotiating meaning of the text that relates to the reader's understanding about the text, and in-take is the product of that interaction. The genres text that lend themselves to interactive reading are anecdotes, short narratives and description, excerpts from longer texts, questionnaires, memos, announcements, direction, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse). In this

reading type top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary. The teacher can invite the students by using cloze task, impromptu reading pus comprehension questions, short-answer tasks, editing, scanning, ordering tasks, and information transfer.

4) Extensive reading, the type of reading activities applied in informal reading material such as articles, essays, technical reports, short stories, and books. The activity is usually read outside the classroom hour. In this type top-down processing is assumed for most extensive tasks. The teacher can blow up some assessment like skimming tasks, summarizing and responding, and also note-taking and outlining.

3.   Research Design
3.1. Participants

The research design used in this study is a case study, where the setting of this study is a private junior high school in Surakarta, Indonesia. Eight students of grade eigh and an English teacher are chosen as the object of the study.

3.2. Data Collection

Some collective data tools are provided in this study such as observation, interview, and documents analysis. For achieving deep understanding in the case, the researcher needs to use multiple or several of data sources (Woodside., 2010, p. 6). To make sure that the case was not viewed from one side, but from various sides which enable the researcher to reveal and understand multiple facets of the phenomenon. While, the first source of data is event got from observation. Events in this study are classroom activities. the researcher would observe the activities in eighth grade of junior high school in Surakarta to get informations about the use of authentic material and the implementation of it in reading class. The second is informants who would be interviewed by the researcher. The researcher would use purposive sampling to obtain the needed information. In purposive sampling, the researcher intentionally selects individuals and sites to learn or understand the central phenomenon (Creswell., p. 206). the third is document that would be anlyzed by the reseearcher. Documents consist of public and private records (Creswell., p. 223). In this study, the documents that would be analyzed were teacher's lesson plan, supporting material, and documents which are related to students' achievement in reading activities.

4.   Results and Discussions
4.1. Types of Authentic Materials Used by Teacher in Teaching Reading

To find the information on the types of authentic material used by one of the teacher in Junior High School for teaching reading, the researcher conducted direct observation, with in-depth interview and document analysis as mentioned in chapter 3. From the observation, the researcher found out that there are three types of authentic materials used by one of the teacher in Surakarta Junior High School to teach reading. Table 1 presents each type of authentic material.

Table 1 The types of Authentic material used by teacher in teaching reading

Authentic material used by the teacher			
Data	Audio-Visual Materials	Visual Materials	Printed Materials
Lesson plan	a. Videos	a. Flash cards b. Pictures	a. Texts taken from the internet b. Story book

Teaching and learning process	a. Music videos
	b. Cartoons with subtitle
		1. Images of:
		  a. Mountain
		  b. Sea
		  c. Forest
		  d. Farm house
		  e. Filed
		2. Flash Card
		  a. Park bench
		  b. Invitation card
		  c. Some agendas
			a. Mousedeer and Crocodile
			b. Lolly's Puppet show

Table 1 shows that the teaching process in the class was in line with the lesson plan. In the lesson plan, the teacher wrote that she would use descriptive cartoon videos, pictures provided with adjectives, scenery pictures, farm-house pictures, field pictures, flash cards about some agendas, invitation pictures, chronological pictures in making park bench, music video titled 'Photograph' by Ed Sheeran, mousedeer and crocodile pictures, texts entitled 'Mousedeer and Crocodile' and 'Lolly's Puppet Show.' Meanwhile in the classroom, the teacher used video describing a person's appearance and adjective pictures, pictures of scenery such as mountain, forest, sea, farm-house, and field in teaching descriptive text. She also used flash cards about some agendas such as student organization meeting, youth organization meeting, neighborhood monthly meeting, as well as birthday invitation to teach short message, announcement, and notice. In addition, the teacher also used chronological drawing series about the making of park bench and a music video titled 'Photograph' by Ed Sheeran to teach recount text. Moreover, she used texts entitled 'Mousedeer and Crocodile', 'Roro Jonggrang' and 'Lolly's Puppet Show' to teach narrative text.

To obtain more data, the researcher interviewed the teacher. In the interview, the teacher informed that she used audio-visual material, visual material, and printed materials. She stated the materials were in the form of song, video attached with subtitle, text and pictures. Meanwhile, she usually takes the materials from the internet and displayed it on slide. Sometimes the materials were in the form of song and video attached with subtitle, pictures, and text. She informed that she took the materials from the internet, but there is a story which was taken from a story book. She displayed the materials through the slide. Then, she asked the students to understand, read, and share the contents of the text.

To validate the teacher's argument, the researcher also conducted interviews to some students. Student number one to number six said the teacher not only gave reading material from the book, but also in the form of video, fable stories, pictures provided with vocab, object around the class, image, and slide show. In line with student number eight who stated that except the text book, the teacher also provide reading material in other media such as, video, pictures, brochure, and story book as mention in interview,

she said that except the materials in the book. The teacher often gives them other materials like videos and pictures that they could describe. Then there were also brochure sand story books.

Based on teacher statement, the source of reading authentic material are the internet and the story book. This statement was appropriate with students number seven, who said the materials are in the form of videos and it was taken from internet, narrative texts taken from story books or from the internet, and also pictures. Student's number seventh statement was supported teacher information about authentic material sources which are internet and story book.

Authentic material can be classified into three categories: authentic audio-visual materials, authentic visual materials, and authentic printed material (Oura., 2012, p: 67-68). Practically, this research revealed that there are several types of authentic material used by the teacher, i.e. music videos, subtitled cartoons, power point slides, pictures, vocabulary story books, and texts from the internet. The texts from the internet and story book are printed. The videos are the audio-visual ones. The pictures and slide show slides are regarded as visual materials. This finding is relevant with Desitarahmi's finding (2013) who found that there are some authentic materials that can be used in teaching reading such as flash cards and projectors which can enhance students' reading interest and motivation. There are also authentic texts which can be used to provide exposure to real-life situation.

Based on the result of data analysis, it can be concluded that authentic materials are used in teaching reading through some steps. Music videos and pictures are used in observing stage. Meanwhile, subtitled cartoon, power point slides, story books, and texts from the internet are used in modeling and deconstructing stage which are known as experimenting and associating stage in scientific approach. In brief, there are 3 types of authentic materials, i.e. audio-visual, visual, and printed materials that can be used for teaching reading.

4.2. Reading Activities Conducted by the Teacher

The researcher tried to investigate the implementation of authentic materials in reading activities conducted by the teacher. To obtain the data, the researcher used observation, interview, and document analysis. By using those techniques, she found the information about reading activities conducted by one of the teacher in Surakarta Junior High School.

The information obtained from lesson pland, students' assignment and classroom observation is displayed in Table 2.

The data obtained from the lesson plan shares similarities with the one observed in classroom activity. On the other hand, the teacher infomerd that she used scientific approach in which some steps should be held in applying this approach. First, the student should understand the text. Second, they are asked to find new vocabulary Third, the students answer the questions provided by the teacher. She also informed that she asked the students to read the text loudly, analyse the text, look for vocab, distinguish verb, noun, and adverb. She let them learn about kind of vocabulary, because, sometimes to distinguish verb or adjectives is difficult for the students. On the other hand, the teacher explained that in selecting teaching method, she suites the method with the types of the text. Sometimes she used discovery learning and problem based learning.

Table 2 The reading activities conducted by the teacher

Data	Reading Activity implemented by The Teacher				
	Teaching Stages				
	Observation	Questioning	Experimenting	Associating	Communicating
Lesson Plan	Reading aloud, vocabulary ordering, walk gallery	Short answer task	Information transfer, ordering vocabulary, cloze task, jumble paragraph, reading aloud	Information transfer, fill in the blank, jigsaw reading	
Classroom Activity	Reading aloud, vocabulary ordering, walk gallery	Short answer task	Information transfer, ordering vocabulary, cloze task, jumble paragraph, reading aloud	Information transfer, fill the blank, jigsaw reading	
Students' assignment			Jumble paragraph		

Based on the information given by the teacher in the interview, reading activities which are conducted by the teacher are reading aloud, looking for new vocabulary, differentiating verb, adverb, and adjective, analyzing texts, and answering questions from the teacher. The aim of those activities is to help students understand the text deeply. Besides, some students also answered some questions related to the implementation of authentic materials in reading activities.

Student one stated reading activities in the class are reading text together, reading aloud in front of the class, and sometimes rearranging jumbled paragraph. While, Student two said that from all reading activity she prefer reading aloud in front of the teacher. Because if she read aloud in front of the teacher, the teacher could give feedback immediately to the students, or when she make a mistake the teacher could provide correction directly. On the other hand, Student three told that she love Reading text together, but before that, the teacher should provide examples first so that the students can pronounce the words correctly.

Theoretically, there are some design for reading activity such as perceptive reading, selective reading, and interactive reading. Each reading activity has some exercises like reading aloud, and picture-cued items for perceptive reading. Matching tasks, editing tasks, and matching picture-cued tasks, and filling in blank are exercises for selective reading. Answering cloze task and short-answer tasks, ordering tasks, and transferring information are exercises for interactive reading (Brown., 2003).

Based on the data, the teacher conducted reading aloud, arranging walk gallery, filling in the blank, rearranging jumble paragraph, answering cloze task and short answer tasks, transferring information, having text analysis, and doing some vocabulary ordering. The teacher's way in designing activity is in line with Liliani (2014) who found that authentic materials attract students to read as a

pleasure and for communication. Thus, that they do not feel burdened by the requirement to answer questions once they have read because the material comes from outside of the textbook.

On the other hand, Stefansson (2015) states that reading activity combined with discussions and assignments reinforce what the students learn from the reading. Stefansson does not explain about the kind of activity and assignment that could be used by using authentic material, while this study tries to provide information on the activities that can be conducted in the teaching of reading through authentic material. Teacher could use walk gallery to observe the students. Cloze task and short answer task given in the middle of reading activity are to test students' understanding toward the text. Reading aloud is for testing students' reading speed. Information transfer is conducted after reading the text to test students' understanding on explicit or implicit information. Rearranging jumble paragraph and text analysis are done after getting modeling text, so the teacher knows students' understanding on the structure of the text and students' ability in recognizing reference words. The last activity was doing vocabulary ordering to check students' vocabulary mastery.

Conclusion

From the discussion, it can be summarized that the authentic materials used by the teacher of Junior High School are texts obtained from the internet, printed story book, videos, and pictures. On the other hand, the reading activities conducted by the eighth grade teacher of Junior High School through the use of authentic materials as supplementary materials are reading aloud, walking gallery, filling in blanks, rearranging jumble paragraphs, doing cloze tasks, having short answer tasks, conducting information transfer, having text analysis, and doing some vocabulary ordering. This indicates that authentic material can be used as supplementary material in teaching reading and make teaching reading activity be more varied.

References

Abdelhafez, Hanan. and Abdullah, Mahmooud. (2015). Making it 'Authentic': Egyptian EFL Student Teachers' Aweareness and Use of Online Authentic Language Materials and Their Learning Motivation. Journal of Research in Curriculum, Instruction and Educational Technology, 1(1): 1-34.

Akbari, Omid. and Razavi, Azam. (2016). Using Authentic Materials in the Foreign Language Classrooms: Teachers' Perspectives in EFL Classes. International Journal of Research Studies in Education, 5(2): 105-116.

Al Azri, Rashid Hamed., and Al-Rashdi, Majid Hilal. (2014). The Effect of Using Authentic Materials in Teaching. International Journal of Scientific and Technology Research, 3(13): 249-255.

Al-Darwish, Salwa H. (2014). Teachers' Perception on Authentic Materials in Language Teaching in Kuwait. Journal of Education and Practice, 5(18): 119-126.

Al-Rashdi, Majid H., et al. (2014). The Effect of UsingAuthentic Materials in Teaching. International Journal of Science & Technology Research, 3(10): 249-254.

Arba'ati, Rani. (2015). An Analysis on English Text Book Entitled Bahasa Inggris "When English Rings a Bell" for the Eight Year Student of Junior High School Based on the 2013 Curriculum. Surakarta: Muhammadiyah University of Surakarta.

Brown, H. Douglas. (2000). Teaching by Principles: an Interactive Approach to Language Pedagogy. 2nd eds.California: Longman.

Brown, H. Douglas. (2003). Language Assessment: Principles and Classroom Practices. California: Longman.

Chung, C. Y. (2010). DevelopingAuthentic Listening Materials for College Students in Taiwan. Oregon: Oregon Universitiy.

Creswell, John W. (2012). Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research. (4th edition). New York: Pearson.

Desitarahimi, Rina. (2013). Using Authentic Materialss to Improve Reading Comprehension of Grade Eight Students of SMP 15 Yogyakarta. Yogyakarta: Yogyakarta state university.

Firmansyah, Eka. (2015). Students' Perception on the Use of Authentic Materials in Senior High School.Bahsa& Sastraa, 15(1):1-8.

Gupta, Madhu., and Ahuja, Jyoti. (2014). Cooperative Integrated Reading Composition (CIRC): Impact on Reading Comprehension Achievement in English Among Seventh Graders. IMPACT: International Journal of Research in Humanities, Arts and Literature, 2(5): 37-46.

H., Liliani, Desy. (2014). The Use of Authentic Materials in Improving Students' Reading Comprehension and Motivation in English as a Foreign Language (EFL) Class. Makasar: Hasanuddin University.

Harmer, Jeremy. (2014). The Practice of English Language Teaching. 4th Ed. Cambridge: Pearson Longman.

Kilic, Zerhan. V. and Ilter, Binnur G. (2015). The Effect of Authentic Material on 12th Grade Students' attitudes in EFL Classes. International Association of Research in Foreign Language Education and AppliedLinguistic: ELT Research Journal, 4(1): 2-15.

Mamo,Kochito. (2013). The Use of Authentic Materials in Teaching Listening Skills to College Students: The Case of Bongacollege of Teacher Education. Addis Ababa: Addis Ababa University.

Masood, Asif. (2013). Exploiting Authentic Materials for Developing Writing Skills (Secondary Level– an Experimental Study). Journal for the Study of English Linguistic, 1(1): 21-71.

Oura, G. K. (2012). Authentic Task-based Materials: Bringing The Real World into The Classroom. Retrieved from www.jrc.sophia.ac.jp/kiyou/ki21/gaio.pdf. Access in March 3rd, 2017.

Prodngam, Surachai. (2011). The Use of Authentic Materials to Enhance Vocabulary for Listening Comprehension of Mathyomsuksa 6 Students in the English and Japanses Program at Winitsuksa School, Thailand. Bangkok, Thammasat University.

Purnomosasi, Lusia K.D., and Tyas, titis A. (2014). English: Curriculum 2013: Comparison of Implementation in SMP Madiun. LPPM Journal, 2(1): 14-19.

Rahman, Mathela. (2013). Using Authentic Material in the Writing Classes: A Tertiary level Scenario. BRAC University.

Richards, Jack C. (2001). Curriculum Development inLanguage Teaching. Cambridge: Cambridge University Press.

-----------------. (2006). Communicative Language Teaching today. Cambridge: Cambridge university press.

Roldan, Patricia. (2015). Integrating Authentic Audiovisual Materials Using CALL to Improve Listening in an Intermediate Level (B1) EFL Adult Classroom in Spain. Oregon: University of Oregon.

Stefansson, Navina. (2015). The Authenticity of Reading Materials Provided for Students in Secondary School Classroom in Iceland. Iceland: University of Iceland.

Sulistyani. (2014). How do Authentic Materials Improve Students' Listening Comprehension?. International Journal of English and Education, 3(2): 387-398.

Ting-fai, Yeung. (2011). English language teachers' attitudes towards the use of authentic materials in Hong Kong Secondary Schools. Pokfulam: University of Hong Kong.

Tomlinson, Brian. (2013). Developing Materials for Language Teaching. London: Bloomsbury.

Woodside, Arch G. (2010). Case Study Research: Theory. Methods. Practice. Boston: Emerald Group Publishing Limited.

Wu, I-Chang, et al. (2011). The Effect of Aural Authentic Materials on the Motivation of Language Learners: A Process-Oriented Conceptualization. The Journal of Human Resource and Adult Learning, 7(2): 86-76.

Yeung, Ting-Fai. (2011). English Language Teachers' Attitudes Toward the use of Authentic Material. Hong Kong: University of Hong Kong.

Zerhan, V. K. (2015). The Effect of Authentic Materials on 12th grade students' attitudes in EFL classes. International Association of Research in Foreign Language Education and Applied Linguisti, EFL Research Journal, 4(1): 2-15.