



Teachers and Students' Perception Toward English Authentic Reading Materials Used in Junior High School

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ABSTRACT

The research was conducted to find the perceptions of English teachers and students toward the use of authentic reading materials in schools. The study was conducted at three junior high schools in Pamekasan. A research survey was employed with seven steps: (1) Questionnaire Development and Validation; (2) Try-Out; (3) Questionnaire Distribution; (4) Data Analysis; (5) Interview; (6) Result; and (7) Conclusion. In collecting the data, two kinds of instruments, consisting of a close-ended questionnaire, were distributed via Google form to six English teachers and 73 students in grade nine, and an interview with the English teachers was conducted. Using SPSS for data analysis, the results showed that 83.3% of teachers strongly agreed that authentic materials are up-to-date and relevant to everyday life, with an average score of 3.8 on a 4-point Likert scale. For students, 75.3% agreed that authentic materials increased their interest in reading English texts, with an average score of 3.1. The research findings revealed that authentic reading materials in the ninth grade had various advantages; the material taught is easy to understand, up-to-date, relevant to everyday life, increases the students' motivation, and mastering vocabulary. Meanwhile, there were various disadvantages; students still feel sluggish when they must read the assigned text; they require more time to grasp the text; it is difficult to locate appropriate authentic material for students; and students hope that the teacher will leave the class soon. In conclusion, while authentic reading materials present certain challenges, their benefits in enhancing student engagement and motivation outweigh the drawbacks. Teachers can address these challenges by implementing a variety of solutions to improve the teaching and learning process.



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INTRODUCTION

Employing authentic materials in the classroom is increasingly popular because it is considered more fun and exciting for students (Albiladi, 2018). Apart from that, authentic material can support and facilitate students and English teachers in teaching and learning because it is relevant to everyday life (Ryandani et al., 2018; Sari & Mayasari, 2020). Newspapers, magazines, shopping fliers, advertisements, brochures, product wrappers, menus, emails, announcements, poems, short tales, novels, diaries, reference books, and other materials from real-life communication are authentic (Primadona & Prastiyowati, 2018).

Several researchers have explained the many positive effects of teaching reading using authentic materials in previous studies. Namaziandost et al. (2021) state that this material could attract senior high school students' interest and enthusiasm in learning English by using the internet, newspapers, television, radio, and others. Students also had a more positive attitude toward authentic materials. Hence, students were more diligent with assignments, concentrated, and enjoyed learning.

Other studies have described further applications for authentic reading materials. The impact of authentic texts on reading has a positive effect on learning reading material that uses authentic texts. Authentic reading material boosted motivation in students at the intermediate level since they proved that actual individuals use the language for real-life purposes (Nuttall, 1996; Marzban & Davaji, 2015). Besides that, students can raise their reading curiosity, value of reading, and social reasons for redemption and lessen the desire of students who merely want to earn excellent grades.

Meanwhile, university-level and ESP/EFL students know that with authentic material, students can reach and capture direct information (Richards, 2001). Then, with the materials, because the actual language utilized may supply students with a wide range of both vocabulary and grammar structures needed to strengthen their abilities, the students are aware of what is going on in the world around them (Grundy, 1993; Alina & Lavinia, 2018; Babu & Rao, 2018). Additionally, Parmawati and Yugafiati (2017) show that authentic materials can boost students' desire to read, better learning situations, and increase their reading participation in the classroom. In addition, authentic materials have a close relationship with students' needs. Using these materials can support more creative approaches to teaching because they may also benefit from the knowledge provided in the content.

Despite the opportunities and positive effects of utilizing authentic reading materials, some researchers found areas for improvement. Saraswati, Dambayana, and Pratiwi (2021) exposed since English is taught as a foreign language at the junior high school level, students may struggle to understand their reading content. Students are also not exposed to the language daily, making it difficult for them to grasp it fast and leading to a restricted vocabulary.

Nevertheless, for some students at the senior high school level, authentic material makes them work harder when following the lessons given, especially if the authentic material has a difficulty that can affect students' perceptions of reading and reality because understanding incorrect materials can lead to misunderstanding by students, which will subsequently be utilized in real life (Firmansyah, 2015). As a result, it is critical for English teachers to be able to present authentic materials appropriately and correctly in order to avoid creating incorrect perceptions. Meanwhile, according to Halim, Mukminatien, and Anugerahwati (2018), aside from all of the benefits of using authentic materials, some shortcomings are felt by teachers, which are time-consuming because even if the context is easily found on the internet, takes time to make and grade the tasks. Preparing for one lesson may take hours as it requires finding suitable reading material, getting familiar with the contexts, designing tasks, and printing and preparing the material.

Reading materials have many advantages or positive effects on students' learning process. These positive effects are primarily found in authentic reading materials taught at the senior high school and university levels (Kusumawardani, Santosa, & Roschsantiningasih, 2018; Sari, Hafifah, & Mayasari, 2020). However, there are also weaknesses or obstacles in using authentic reading materials. It is clear from this explanation that these researchers conducted research referring to analyzing the strengths and weaknesses (Gurel & Tat, 2017; Rao, 2019).

Current literature on authentic materials in the classroom often focuses on the benefits and challenges of using these materials at the senior high school and university levels. However, there is a significant gap in understanding the perspectives of teachers and students on the use of authentic materials at the junior high school level. This study aims to address this gap by exploring the views of teachers and students on the use of authentic materials in junior high school settings, providing insights into the practical challenges and potential solutions for implementing authentic materials in this context. Thus, there are still areas for improvement; more research is required on authentic reading materials at the junior high school level for English teachers and students. Some researchers have conducted authentic-reading-material-related research but are limited to classroom action research that is not likely to uncover teachers' perspectives about

authentic reading materials in depth (Kusumawardani et al., 2018; Islam & Santoso, 2018). So, to fill in the gaps in these studies, this research was conducted. This study aimed to examine the shortcomings of employing authentic reading materials from the perspectives of students and teachers. Their reflection will be based on the facts presented in the background of the research. The following research problems were specifically formulated: (1) *What are English teachers' perspectives toward using authentic reading materials in junior high school?* And (2) *What are students' perspectives toward using authentic reading materials in junior high school?*

METHOD

In quantitative research, a survey gathers opinions, attitudes, preferences, perceptions, behaviors, or traits from a sample or the entire population (Latief, 2019). Defined as collecting information through responses to questions, a survey serves the research objective of investigating English teachers' and ninth-grade students' perceptions of authentic reading materials (Cohen et al., 2017). This study adopts a cross-sectional survey design, focusing on English teachers and students in the Pamekasan district who have utilized authentic reading materials, aiming to describe teaching and learning habits without manipulating variables or the learning environment (Creswell, 2018).

Research Procedure

The questionnaire was developed through a systematic process inspired by Ponto (2015) and validated by an English-language teaching expert. Initially, we reviewed relevant studies (Sari, 2016; Halim et al., 2018; Fitriana et al., 2019; Mukhalladun et al., 2020; Rehman & Perveen, 2021; Thai & Nguyen, 2022) to identify key indicators such as perception of authentic materials, student engagement and motivation, comprehension and learning outcomes, classroom environment, practical challenges, and the need for support and professional development. The questionnaire, tailored for English teachers and students, consisted of 15 questions, primarily using a Likert scale format to quantify responses and a few open-ended questions to capture detailed insights. After expert validation and feasibility testing with a small group of teachers and students, the final questionnaire was distributed online to collect comprehensive data on the benefits and drawbacks of using authentic reading materials in English language teaching.

The next phase involves data analysis, and specific indicators guide teacher interviews to comprehensively assess authentic reading materials' use. These indicators included teachers' perceptions of authentic materials, their impact on student engagement and motivation, and the resulting comprehension and learning outcomes. Additionally, the interviews explored

changes in classroom environment and dynamics, practical challenges teachers face, and the need for support and professional development. The relevance and appropriateness of the materials for the students' cultural and educational context were also examined, along with teachers' suggestions for improving the use of authentic materials. These indicators provided a detailed understanding of the benefits and drawbacks of using authentic reading materials, informing the study's findings and recommendations for future research.

Moreover, findings summarize the benefits and drawbacks of using authentic reading materials, followed by a discussion session to enhance the researchers' understanding based on previous studies. The final stage includes summarizing the study's type, methodology, and suggestions for future research.

Expert Validation

The validation of research instruments was essential in obtaining a valid instrument to support the study. This study's data was gathered via a questionnaire and a teacher interview. The researchers asked one expert to validate the instruments after developing the instrument in the form of the blueprint questionnaire, questionnaire draft, and interview guide.

The expert is a lecturer specializing in this field and was chosen based on several critical criteria to ensure the robustness and accuracy of the validation process. First, the expert has extensive expertise in the relevant subject matter, supported by an advanced degree (Ph.D.). This guarantees a deep understanding of the complex concepts and methodologies pertinent to our study. Additionally, the expert has significant experience conducting research and developing research instruments, such as questionnaires and interview guides. This experience is vital for identifying potential flaws or areas for improvement in the instruments. Moreover, the expert has a substantial record of peer-reviewed publications, demonstrating their ability to conduct rigorous research and contribute to the academic community. Finally, the expert is well-recognized in their field and has a strong professional reputation, which adds credibility to their evaluation of our instruments. According to Polit and Beck (2006) and Lynn (1986), these criteria are essential for ensuring the content validity of research instruments, making the lecturer an ideal validator for our study.

Try-out the Instruments

The questionnaire was piloted after an expert had validated it. The questionnaire trial aims to learn whether the instrument functions appropriately. The researchers tested the questionnaire on five teachers and 16 Junior High School students. During the questionnaire testing, the

researchers directed the students and explained how to complete the questionnaire. After testing the questionnaire, the researchers evaluated the data with the Statistical Package for the Social Sciences (SPSS) to ensure the questionnaire's validity.

The validation and piloting process for the questionnaire is both valid and acceptable with a single expert validator due to established research practices. The expert's role is to ensure content validity by reviewing the questionnaire's relevance and clarity, a method supported by Bolarinwa (2015). The subsequent pilot test with five teachers and 16 students helps identify any ambiguities and ensures the instrument's functionality, aligning with Teijlingen and Hundley (2001), who emphasize the importance of pilot studies. Finally, analyzing the data with SPSS, as Pallant (2013) recommended, provides a rigorous statistical basis for assessing the instrument's validity and reliability. This systematic approach ensures that the questionnaire is a reliable and valid tool for data collection, backed by established research methodologies.

Result of the Try-out

A questionnaire was tested on English teachers and students at a state junior high school. The questionnaire was validated by an expert in reading comprehension and piloted to ensure its availability before distribution. The pilot study tested the feasibility of the results to prevent potential issues. The validation confirmed the questionnaire's reliability, and the results were analyzed using the SPSS 22.0 bivariate analysis program. The Cronbach alpha value was used to assess dependability, with the teachers' questionnaire having a reliability of 0.964 and the students' questionnaire having a reliability of 0.932. The results indicated the questionnaire's reliability and suitability for distribution to the targeted subjects.

Data Sources

In this study, the researchers adopted a cross-sectional survey design, using a questionnaire and an interview to answer research questions.

Respondents

This study involved 73 ninth-grade students and 6 ninth-grade English teachers from the three public or state junior high schools who accepted the invitation to participate. The respondents are divided into two categories, discussed in depth in the following subsections.

English Teachers

The study focuses on six English teachers at three schools in Pamekasan to understand their perceptions of using authentic materials in teaching reading at the junior high school level. The researchers interviewed teachers and found that only a few implemented authentic English materials. The teachers' consent was crucial as they experienced the strengths and weaknesses of using authentic materials and could provide valuable insights into the challenges faced by teachers. The study aims to provide essential data on these teachers' experiences.

Students

This study involved 73 ninth-grade junior high school students who were selected because their teachers used authentic reading materials in their teaching and learning processes. The researchers aimed to gather data on their perceptions of implementing authentic reading materials.

Data Analysis Procedures

The researchers collect data through questionnaires and interviews to solve the research questions. Problems, instruments, and data sources are depicted in Table 1. The data sources are the teachers and students who teach and learn authentic reading materials in Pamekasan State junior high school classes.

Table 1. Procedure: Research technique and instrument

Problems	Instruments	Source of Data
The use and the strength of authentic reading material for junior high school.	Questionnaire and interview	<ul style="list-style-type: none">• The students at junior high schools in Pamekasan.• The teachers at junior high schools in Pamekasan.
The weaknesses or negative effects of utilizing authentic reading materials in junior high school.	Questionnaire and interview	<ul style="list-style-type: none">• The students at junior high schools in Pamekasan.• The teachers at junior high schools in Pamekasan.

The study explores the perspectives of English teachers and students on the benefits and drawbacks of using authentic material through cross-sectional surveys, random sampling, questionnaires, and interviews, as per Table 2. Cohen et al. (2017) state that surveys with random sampling techniques should be used with questionnaires, tests, observation, and sometimes interviews.

Researchers used questionnaires and interviews to gather data on authentic reading materials in junior high school English. They distributed a

Google form-based questionnaire to English teachers and learners, dividing the questions into two sections: using authentic reading materials and their strengths and weaknesses. The data was then analyzed through interviews with teachers to understand the factors, problems, and solutions that arise when using authentic reading materials in teaching English at the junior high school level.

Table 2. Blueprint of Questionnaire for Teachers

Variable	Sub-variables	Indicator	Questions' Number
Respondents' profile	- English teachers' profile	The questions focused on teachers' profile	Five items (full name, sex, phone number, email address, and affiliation)
The use and strength of authentic material	- Students comprehend teaching strategies and material - Student motivation - Fun environment - Reading instruction - Use a variety of authentic reading material - Use an informative material	The questions focused on using authentic reading materials, label text, procedural text, and product and service commercials for junior high school.	Ten questions (4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1)).
General weaknesses and negative effects	- Materials' use - Easy topic and material	The questions focused on the fundamental weaknesses and negative impacts of using authentic reading material for junior high school	Five questions (4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1))
Total			15 questions

Based on Table 2, each aspect of the questionnaire conveys the different variables. The first aspect was to know the profile of the respondents. Other aspects such as the usage of the materials, the strength, and the weaknesses of the materials were considered. All aspects were equally important as the first data of the research. The English teachers' questionnaire respondents were 6 English teachers at Junior High School in Pamekasan. The data was through a questionnaire distributed online through Google Form.

Table 3. Blueprint of Questionnaire for Students

Variable	Sub-variable	Indicator	Questions' Number
Respondents' profile	- Students' profile	The questions focused on students' profile	Three items (name, sex, and school)
The use and strength of authentic materials	- Students' competence - Students' interest - Support the teaching strategies and materials - Students' motivation	The questions focused on using authentic reading materials, label text, procedural text, and product and service commercials for the junior high school level.	Four questions (Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1))
General weaknesses or adverse effects	- Students' difficulty - Students' interest' - Class environment	The questions focused on the basic weaknesses of authentic reading materials.	Six questions (4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1))
Total			10 questions

Based on Table 3, each aspect of the questionnaire conveys the different variables. The first aspect was to know the profile of the respondents. Other aspects, such as the usage of the materials and the strengths and weaknesses of the materials, were considered. All aspects were equally important as the first data of the research. The respondents of the students' questionnaire were 73 students at Junior High School in Pamekasan. The data was through a questionnaire distributed online through Google Form

Meanwhile, following the questionnaires, the researchers conduct a semi-structured interview with the teachers, during which the interviewer has more discretion to ask and improvise questions (Torkar et al.). The interviews are used to follow up on the questionnaire results. As a result, they can be performed after the questionnaire, which was used to collect primary data from a significant sample. The researchers interviewed six teachers to learn about the weaknesses of applying authentic reading materials and the solutions to the problems encountered while teaching authentic reading materials.

Data Collection

This study involved two stages of data collection. Firstly, a closed-ended questionnaire was used to gather insights from English teachers and students regarding their experiences and challenges with authentic reading materials. Subsequently, teacher interviews were conducted to explore difficulties further, including contributing factors and potential solutions in the classroom.

Questionnaire for the Teachers

The researchers obtained permission from the junior high school teacher. They requested teachers to complete a 15-question questionnaire on the usage and weaknesses of authentic reading materials in English, utilizing a four-point Likert scale. This scale gauges agreement levels from strongly disagree to strongly agree with provided statements or items (Joshi et al., 2015). The questionnaire, translated into Indonesian for better understanding, underwent expert validation before distribution. It was developed based on a survey of literature from prior studies (Halim et al., 2018; Rao, 2019; Mukhalladun et al., 2020; Rehman & Perveen, 2021; Thai & Nguyen, 2022).

Questionnaire for the Students

The researchers obtained permission from the school, headmaster, staff, and teachers to research students. They asked students to complete a four-point Likert scale questionnaire to understand their understanding of authentic reading and their feelings. The questionnaire was translated into Indonesian for ease of understanding. Before distribution, the researchers conducted expert validation with an English reading expert. The questionnaire was created using a study of prior relevant research in the literature (Sari, 2016; Fitriana et al., 2019).

Interview Guides

The interviewers utilized semi-structured interviews to explore English teachers' perspectives on the challenges of using authentic materials in English reading classes. The interview guide focused on classroom issues, materials used, and teachers' views on authentic reading materials. Unfortunately, due to study limitations, interviews with students were not conducted, restricting the researchers' access to in-depth information. Additionally, the inability to interview students was due to institutional rules and the necessity of obtaining parental consent, which was not feasible for this study.

Data Analysis

The data was collected online using a specially designed questionnaire featuring closed-ended questions based on a Likert scale, which included the response options: Strongly Agree, Agree, Disagree, and Strongly Disagree. Each choice was assigned a numerical score: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). To analyze the data, responses were initially categorized according to these Likert-scale responses, allowing for the calculation of response percentages. For instance, if six teachers responded to a question, and the responses were divided into three Strongly Agree, two Agree, and one Disagree, the corresponding percentages would be calculated. The Mode (most frequent response) and Average (mean score) were

determined for each item. For example, with 50% Strongly Agree, 33.3% Agree, and 16.7% Disagree, the numerical scores would be summed and averaged to provide a more nuanced understanding of overall trends. This systematic approach enabled the researchers to graphically present response percentages, highlighting trends and patterns in the use and perceived weaknesses of authentic reading materials across three Junior High schools in Pamekasan, thereby identifying key insights and areas for improvement in integrating these materials in English language teaching.

Concurrently, interviews with teachers were transcribed and subjected to thematic analysis, allowing for the identification of recurrent themes related to the utilization, challenges, and solutions associated with authentic materials. This qualitative data provided a deeper understanding of the teachers' perspectives and was used to corroborate the questionnaire findings, ensuring data triangulation and enhancing the reliability of the results. By integrating quantitative and qualitative data, the analysis yielded comprehensive insights into the advantages and limitations of authentic reading materials in educational settings. Following the gathering of evidence from the questionnaire and interview, the researchers can analyze the data using the processes outlined below:

Questionnaire

The questionnaire, featuring closed-ended questions with 15 for teachers and 10 for students, focused on the use and weaknesses of authentic reading resources. Likert-scale responses (strongly agree, agree, disagree, and strongly disagree) were employed. The study involved three schools at Pamekasan: SMPN 1 Pamekasan, SMPN 2 Pamekasan, and SMPN 6 Pamekasan. After data collection, the researchers assessed the responses by categorizing them into the four Likert-scale options and presenting the percentages in a graphical format.

Interview

The research involved a questionnaire and interviews with teachers to understand their use of authentic reading materials in the classroom. The interview guide was examined to confirm the questionnaire results, and the transcribed and analyzed data provided insights into the weaknesses, threats, and solutions encountered in using authentic materials.

FINDINGS

English Teachers' Perception toward The Use of Authentic Reading Materials

The study examines the reactions of six English teachers to using authentic reading materials in their classrooms. The questionnaire, distributed to three

male and three female teachers, revealed the benefits and drawbacks of using these materials. The four Linkert scales categorized the teachers' responses as strengths and weaknesses.

The researchers calculated the Mode (Mod) and Average (Ave) scores for each item on the questionnaire by analyzing the responses of the six English teachers. The Mode represents the response category that appeared most frequently for each item, such as Strongly Agree, Agree, Disagree, or Strongly Disagree. For the Average, they converted the Likert scale responses to numerical values: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). They then calculated the average score by multiplying the count of responses for each category by its numerical value, summing these products, and dividing by the total number of responses. For instance, for the item "Students understand the authentic material that I teach," with 66.7% Strongly Agree and 33.3% Agree, the average score was approximately 3.3. This method was applied to each questionnaire item to derive the Mode and Average scores, providing insights into the teachers' perceptions of using authentic reading materials in their classrooms.

Table 4. Questionnaire of English teachers' perception toward the use of authentic reading materials

Item	SA	A	D	SD	Mod	Ave
	N%	N%	N%	N%		
1. Students understand the authentic material that I teach	66,7	33,3	0	0	3	3,3
2. Using authentic materials other than textbooks to support teaching strategies and materials	100	0	0	0	4	4
3. When authentic materials are used, students are highly motivated to learn	66,7	33,3	0	0	4	3,6
4. Using authentic material in learning to read can create a fun and comfortable classroom environment	50	50	0	0	4	3,5
5. Using authentic materials in teaching reading can help me as a teacher in communicating messages and information	83,3	16,7	0	0	4	3,8
6. Students are comprehensively able to understand reading texts that use authentic material	16,7	83,3	0	0	3	3,1
7. The material, especially the topics taught, are up to date	83,3	16,7	0	0	4	3,8
8. In the process of teaching and learning, I use a variety of authentic materials	50	50	0	0	3	3,5

9. The material taught can convey information that is relevant to everyday life	83,3	16,7	0	0	4	3,8
10. I use authentic materials to increase creativity in teaching	83,3	16,7	0	0	4	3,8
11. Students benefit significantly from using authentic materials	83,3	16,7	0	0	4	3,8
12. Materials used do not reflect the actual situation	0	33,3	50	16,7	2	2,1
13. I use vocabulary according to the material and the needs of students	66,7	33,3	0	0	4	3,6
14. I choose topics or materials that students can easily understand	83,3	16,7	0	0	4	3,8
15. When authentic materials are used, students focus more on reading and analyzing written texts	0	66,7	33,3	0	3	2,6

The Strengths of Authentic Reading Materials

The questionnaire results reveal that English teachers' use of authentic materials has numerous positive impacts, including supporting teaching techniques and materials in the learning process. The primary advantage of using authentic materials is their relevance to everyday life, increasing creativity, and aiding in information delivery.

The Weaknesses of Authentic Reading Materials

The research shows that while authentic reading materials offer numerous advantages, they have weaknesses, such as insufficient vocabulary and a lack of appropriate material for students. English teachers who use these materials for teaching reading comprehension often feel that these weaknesses hinder students' ability to understand the meaning conveyed in the text.

Students' Perception towards The Use of Authentic Reading Materials

A questionnaire involving 73 students, 33 boys and 40 girls, revealed varying responses on the advantages and drawbacks of using authentic reading materials in class. Students used four Linkert scales to categorize responses based on their responses.

Table 5. Questionnaire of students' perception toward the use of authentic reading materials

Item	SA	A	D	SD	Modes	Average
	N%	N%	N%	N%		
1. Using authentic reading materials, such as labels on food/soft drink	24,7	67,1	8,2	0	3	3,1

packages or newspapers, can make it easier for me to learn English							
2. I am more interested in reading English texts when using authentic materials	21,9	75,3	2,7	0	3	3,1	
3. It is easier for me to remember and understand vocabulary when I use authentic material	35,6	58,9	4,1	1,4	3	3,2	
4. I think authentic material can increase my motivation to read more about 'real' English texts	38,4	57,5	4,1	0	3	3,3	
5. Using authentic materials in reading English makes it difficult for me to learn English	1,4	11	71,2	16,4	2	1,9	
6. I am not interested in reading English texts after being taught to use authentic materials	1,4	11	74	13,7	2	2	
7. I do not like learning English when the teacher uses authentic material	1,4	2,7	79,5	16,4	2	1,8	
8. I do not want to ask questions when the teacher uses authentic materials, for example, newspapers, procedural texts, and greeting cards.	0	12,3	72,6	15,1	2	1,9	
9. I always fall asleep in class when the teacher uses the authentic material	1,4	4,1	75,3	19,2	2	1,8	
10. I hope the teacher closes the meeting as soon as possible using authentic materials	2,7	4,1	61,6	31,5	2	1,7	

The Strength of Authentic Reading Materials

The study revealed that students consider authentic materials highly beneficial for English teaching, expressing increased interest and motivation in reading books. Using authentic materials enhances enthusiasm and comfort in studying English, leading to higher motivation than alternative techniques or materials. Most students strongly agree with the advantages of authentic materials, with consistent arguments across different possibilities.

The Weaknesses of Authentic Reading Materials

While authentic reading materials provide benefits, students report drawbacks such as feeling sleepy and lazy, desiring more engagement and swift class closures. The study notes that students remain quiet and refrain from asking questions, even using authentic materials. Despite these issues,

the research emphasizes that authentic reading materials can still benefit the classroom without necessarily hindering students' understanding of the topic. Thus, there is a need to explore ways to enhance the effectiveness of utilizing authentic reading materials.

English Teachers' Interview

This section discusses interviews with English teachers about their experiences with authentic reading materials in classrooms. Teachers found that students face barriers when using these materials, but they also found positive effects. They discussed the types of authentic reading materials, their benefits and drawbacks, and their strategies to address these issues.

Types of Authentic Reading Materials Used by Teachers

The study examines English teachers' responses to authentic materials used in teaching reading beyond the classroom. Two male teachers were interviewed, and the results showed significant variations in the resources students accessed. Examples of authentic reading materials include food and beverage labels, internet advertisements, newspapers, product descriptions, and procedural text.

The Strengths of Authentic Reading Materials

Interview findings indicate that English teachers observe advantages in utilizing authentic reading materials, such as accelerated and efficient learning, student inspiration, and enhanced material understanding. Teacher A employs group content analysis and shared stories to create an enjoyable classroom environment, while both teachers find these methods effective in their teaching approaches.

(Teacher A, dated January 11, 2023)

("I typically employ group work, dividing students into groups to study authentic materials. Prior to this, I cover topics such as material parts and social functions in my instruction.")

(Teacher B, dated January 21, 2023)

("I use diverse teaching methods, including storytelling to engage students and the *Jangrebistek* technique, incorporating reading text with tailored learning objectives related to listening, speaking, reading, viewing, writing, and presentation, adapted to the student's needs or subject matter.")

Then, based on interviews, using authentic materials is acknowledged to enhance students' engagement and passion for studying, with similar outcomes reported by teachers A and B.

(Teacher A, dated January 11, 2023)

("Very enthusiastic and motivated; I can tell the students are thrilled and focused on learning rather than merely going through the textbook and the teacher's explanation")

(Teacher B, dated January 21, 2023)

("In my perspective, students are more engaged in learning with these materials if the learning process employs authentic materials.")

Finally, there are advantages and benefits of authentic reading materials used in class by English teachers. Teachers feel these items will help students comprehend the material more quickly and readily. Using authentic materials may also encourage and engage students. As a result, students are more engaged in the teaching and learning process.

The Weaknesses of Authentic Reading Materials

Two teachers have pinpointed limitations in using authentic reading materials, especially regarding vocabulary and materials. They note students' difficulties in identifying words in the text and suggest improved compatibility, leading them to explore alternative options.

(Teacher A, dated January 11, 2023)

("I address the challenge of finding specific vocabulary by using the internet or specialized dictionaries. When materials are entirely in English, I assist students in understanding meanings or translations, incorporating activities like shopping or reading newspapers.")

(Teacher B, dated January 21, 2023)

("The vocabulary's complexity, beyond students' familiarity, is a challenge. To address this, I regularly integrate digital advertisements, like educational and product ads, for more relatable vocabulary.")

Teachers noted issues with using authentic materials like labels, procedural texts, and commercial videos, which may not suit everyday language for students. The lack of authentic elements necessitates teachers to explore beyond traditional approaches.

Factors and Issues of Authentic Reading Materials

The interview explores the challenges teachers face in using real-world reading resources. Teachers A and B highlight internal and external factors that may hinder student participation, potentially diminishing engagement.

(Teacher A, dated January 11, 2023)

("Factors from within the students themselves. It is because they are shy and do not dare to ask or answer questions.")

(Teacher B, dated January 21, 2023)

("External factors from the family can impact the learning process, affecting students' enthusiasm. Despite this, I maintain a balanced and rigorous learning culture in the classroom.")

Teachers struggle with engaging students using authentic reading materials. Students face internal and external factors hindering their interest in reading comprehension, including shyness and sluggishness.

The Teachers' Solution while Encounter the Problems

In addressing challenges related to using authentic materials in reading, teachers employ solutions such as explaining benefits, creating teaching materials, employing specific techniques, and motivating students. As revealed in interviews, these strategies enhance students' willingness to learn and facilitate their understanding and absorption of information from authentic reading materials.

(Teacher A, January 11, 2023)

“Initially, the teachers highlight the material's benefits to foster student comprehension. Subsequently, both teachers and students need to ready resources like dictionaries, internet access, and authentic materials.”)

(Teacher B, January 21, 2023)

“I opt for simple and engaging materials and techniques to captivate children, showcasing students' work in class for inspiration, and fostering a close connection with them.”)

Teachers should be informed of authentic materials' challenges, weaknesses, factors, and problems. Interview data revealed that teachers acknowledge issues during the teaching and learning process but believe in resolving them to support student learning. Effective teaching techniques play a crucial role in enhancing comprehension during this process.

DISCUSSION

English Teachers' Perception toward The Use of Authentic Reading Materials

This section discusses the utilization, benefits, and drawbacks of authentic reading materials based on insights obtained from teachers' perceptions. Teachers highlighted various strengths of using authentic materials in ninth-grade classrooms, including improved understanding, relevance to everyday life, up-to-date content, student motivation, support for a fun teaching and learning process, effective information conveyance, and enhancement of reading comprehension and teacher creativity. Despite these advantages, challenges arise in identifying suitable resources such as ads, brochures, newspapers, or online content relevant to students' everyday lives, as noted in Thai and Nguyen's (2022) study.

However, using authentic source materials to convey information poses challenges, and teachers identified two main issues: the materials

sometimes depict real-life situations, causing students to feel disoriented when reading and interpreting the text.

Students' Perception towards The Use of Authentic Reading Materials

Thai and Nguyen (2022) highlighted the positive impact of authentic reading materials on students' comprehension of real-life situations, emphasizing its significance to them. Mukhalladun et al. (2020) supported this by asserting that authentic materials provide daily updates, transmit messages, and foster a lively learning environment. Using genuine materials for reading instruction enhances student motivation and aids in vocabulary retention, a viewpoint shared by Tanasavate (2013), and Halim et al. (2018). These studies indicate overwhelmingly positive student sentiments towards authentic reading materials, emphasizing their assistance in vocabulary acquisition and active participation in learning.

However, using authentic reading materials presents challenges, as Thai and Nguyen (2022) noted. Children may require more time to learn due to unfamiliar structures, potentially leading to feelings of challenge or needing assistance. Fitriana et al. (2019) observed instances where students felt drowsy and wished for the lesson to conclude quickly, underscoring the potential drawback of using authentic reading materials. Furthermore, the students' perceptions of the accuracy of the materials could be various. It is related to differences in teaching contexts, personal beliefs about what constitutes authentic material, or varying experiences with the materials provided (Ryandani et al., 2018). The positive perceptions indicated in other items—such as the high motivation and enhanced comprehension when authentic materials are used—contrast with the concerns about the authenticity of some materials. This discrepancy suggests that while authentic materials have clear benefits, their selection and implementation need careful consideration to ensure they effectively reflect real-world contexts (Krajcik & Blumenfeld, 2006). Therefore, the data emphasizes the importance of providing teachers with high-quality, relevant, authentic materials and adequate training to use them effectively in their classrooms. This alignment will help maximize the benefits of authentic materials, as highlighted by the teachers' positive responses in other questionnaire areas (Hmelo-Silver, 2004).

The Opportunities of Using Authentic Reading Materials

Using authentic resources in the classroom provides teachers with opportunities for effective reading skill instruction. Handayani (2018), this study reveals that integrating authentic materials enhances the teaching and learning process by fostering student motivation, increasing interest, and improving comprehension. Sari (2020) affirms that incorporating authentic reading materials motivates students by introducing a real-life element to

their learning experience, aligning with this research's findings that such materials can elevate pupils' enthusiasm and motivation, ultimately influencing their engagement and the overall success of the learning process. Furthermore, the study identifies that authentic reading materials not only enhance motivation but also contribute to increased student interest in learning. The heightened enthusiasm observed during subsequent learning sessions emphasizes the potential of authentic materials as valuable teaching references, ensuring a sustained interest in learning English, particularly in the context of reading.

When authentic materials are used, students focus more on reading and analysing written texts, which provides a significant insight into the pedagogical dynamics of classroom learning with authentic materials (Ouafaa & Koumachi, 2023). This suggests that while authentic materials can effectively engage students in deep reading and text analysis, they might inadvertently shift students' attention away from the teacher's explanations. Such a shift indicates both a strength and a potential challenge in using authentic materials. On the positive side, it demonstrates that authentic materials can foster critical thinking and self-directed learning, encouraging students to engage more deeply with the content. However, it also highlights the necessity for balancing student-led exploration with teacher guidance. The complexity and real-world contexts presented by authentic materials require more concentration and independent analysis from students, which might lead them to prioritize understanding the material over paying attention to teacher-led instruction ((Melasari et. Al., 2021; Mukhalladun, 2020).

Teachers could consider incorporating interactive activities that combine authentic materials with guided discussions or collaborative learning to address this challenge. This approach can help maintain students' focus on the teacher's explanations while leveraging authentic materials' benefits.

The Teachers' Factors or Problems of Using Authentic Reading Materials

Teachers face challenges when engaging students with authentic reading materials, citing internal factors such as quietness and lack of engagement, which can lead to less motivation to learn English, as discussed in interviews, just as Kung (2019) claims that authentic reading materials might cause students to feel frustrated, confused, and, most significantly, demotivated.

Secondly, external circumstances also make students less or more active in class. It is because a family atmosphere does not promote a student

learning culture. Similarly, Phung (2017), claimed that the motivation factor and the material made in the classroom impact the performance of students studying English reading in Indonesia. In contrast, time and students' English proficiency levels might be factors, problems, and obstacles for teachers when employing authentic reading material. These factors and challenges include shame, fear of asking, passive students, and families that do not encourage a great learning atmosphere.

The Teachers' Approach to Problem-Solving

To address English learning challenges, especially in reading comprehension, teachers can draw insights from solutions proposed by Mestari and Malabar (2012) and Sari, Hafifah, and Mayasari (2020). According to Sari et al. (2020), employing appropriate tools, facilities, and resources enhances students' understanding of content, while unique and engaging class activities create a comfortable and emotionally connected environment. The researchers observe that teachers inspiring and motivating students to learn reading comprehension fosters a secure and confident atmosphere, following the approach suggested by Šabec (2022). Effective teaching involves developing suitable learning facilities, materials, delivery approaches, and fundamental teaching methods while conveying the benefits of studying the subject to enhance student motivation and understanding.

CONCLUSION

The study investigates the advantages and disadvantages of integrating authentic reading materials in the classroom. While these materials facilitate understanding, support the learning process, motivate students, and are relevant to everyday life, there are drawbacks, including inaccuracies in their use and students' potential lack of concentration.

Based on student responses, the research concludes that authentic materials increase engagement, vocabulary retention, motivation, and proactiveness in class. However, students may find it challenging to learn and may exhibit signs of sleepiness or quietness. English teachers and future researchers are encouraged to incorporate authentic reading materials into their teaching strategies, using natural resources to stimulate interest and simple materials for enhanced engagement.

The study has several weaknesses and limitations. It was conducted in only three junior high schools in Pamekasan, with a small sample size of six English teachers and 73 ninth-grade students, limiting the generalizability of the findings. The reliance on close-ended questionnaires and interviews for data collection may not capture the full range of perceptions and experiences, introducing potential biases such as social desirability bias. The study's short-term nature might not reflect the long-term impacts of using authentic reading materials. Additionally, the lack of diverse data collection methods, such as

classroom observations or focus groups, restricts the depth of insights. Variations in teacher training and implementation strategies and individual differences in student engagement and comprehension were not adequately addressed. Furthermore, the study does not detail the selection and evaluation process for authentic materials, which is crucial for their effectiveness. Lastly, the absence of a follow-up to assess long-term outcomes limits understanding of this approach's sustained benefits and challenges.

The study suggests that authentic resources, such as advertisements, music, movies, labels, and procedural text, can create a learner-friendly environment. To gather more diverse results, future research should consider a broader range of subjects, locations, and school levels, utilizing classroom observations and student interviews for more in-depth insights into the use of authentic materials.

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