IN-SERVICE AND PRE-SERVICE ENGLISH TEACHERS' CHALLENGES IN SELECTING AUTHENTIC MATERIAL

THESIS

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ABSTRACT

Sabella, Erika Nuris (2021). "*In-service and pre-service English teachers' challenges in selecting Authentic Material.*" A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Rizka Safriyani, M.Pd and Rakhmawati, M.Pd.

Keywords: *In-service English teacher, pre-service English teacher, Authentic Material, challenge.*

The notion of incorporating Authentic Material in the teaching and learning process has become more popular among educators in recent years. This type of material provides many advantages. Nonetheless, it also provides drawbacks. One of them is that some Indonesian English teachers face challenges in finding and selecting authentic material that fits their students and teaching context. This research has the purpose of looking into the differences in the challenges faced by in-service English teachers and pre-service English teachers in selecting authentic material and investigating the strategies to cope with such challenges. A qualitative study was used to answer the proposed research questions. This study interviewed four in-service English teachers of MTsN 2 Kota Kediri and four pre-service English teachers of the English Education Department UINSA. The finding reported that there is a different result between in-service and pre-service English teachers. In-service English teachers faced no challenge in selecting Authentic Material, while pre-service English teachers faced understanding the students and identifying suitable Authentic Material/suitable part of Authentic Material to achieve lesson outcomes and students' needs as their challenges. To cope with such challenges, the English teacher also has some strategies to do. Furthermore, it may be inferred from the finding that the distinction happened due to the teachers' experiences. Nevertheless, every teacher also has strategies to fix the challenge that they face.

ABSTRACT

Sabella, Erika Nuris (2021). *"In-service and Pre-service English Teachers' Challenges in Selecting Authentic Material."* A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Rizka Safriyani, M.Pd & Rakhmawati, M.Pd.

Kata kunci: *Guru Bahasa Inggris, kandidat guru Bahasa Inggris,* Authentic Material*, tantangan.*

Gagasan penggunaan Au*thentic Material* dalam proses belajar mengajar menjadi populer di kalangan guru dalam beberapa tahun terakhir. Terdapat beberapa kelebihan yang disuguhkan oleh *Authentic Material.* Meskipun demikian, *Authentic Material* mempunyai beberapa kekurangan. Salah satu diantaranya adalah beberapa tantangan yang dihadapi oleh beberapa guru Bahasa Inggris di Indonesia dalam menemukan dan menserasikan *Authentic Material* yang benar-benar sesuai dengan peserta didik dan konteks pengajarannya. Penelitian ini mempunyai tujuan untuk mengetahui perbedaan tantangan yang dihadapi guru Bahasa Inggris pada masa jabatan dan kandidat guru Bahasa Inggris dalam pemilihan *Authentic Material* dan untuk menyelidiki usaha-usaha yang para guru lakukan untuk menanggulangi tantangan yang dihadapi. Sebuah studi kualitatif digunakan untuk menjawab pertanyaan penelitian yang diajukan. Proses interview dilakukan kepada 4 guru Bahasa Inggris pada masa jabatan di MTsN 2 Kota Kediri dan 4 kandidat pada jurusan Pendidikan Bahasa Inggris UINSA. Menurut temuan penelitian ini, terdapat perbedaan hasil antara guru pada masa jabatan dan kandidat guru Bahasa Inggris. Guru Bahasa Inggris pada masa jabatan tidak menemukan tantangan dalam pemilihan *Authentic Material,* sedangkan kandidat guru Bahasa Inggris menghadapi dua tantangan, yaitu memahami peserta didik dan juga mengidentifikasi *Authentic Material* yang sesuai/bagian Authentic Material yang digunakan untuk mencapai hasil pembelajaran dan kebutuhan peserta didik sebagai tantangan mereka. Untuk mengatasi tantangan-tantangan tersebut, para guru juga memiliki beberapa strategi yang dilakukan. Selanjutnya, dapat disimpulkan dari hasil penelitian bahwa perbedaan yang terjadi dikarenakan pengalaman guru. Walaupun demikian, setiap guru Bahasa Inggris mempunyai strategi tersendiri untuk menyelesaikan tantangan yang dihadapinya.

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CHAPTER I

INTRODUCTION

This chapter covers a brief overview of the research background, research questions, research objectives, research significance, research scope and limitation, and definition of key terms.

A. RESEARCH BACKGROUND

Authentic Material is a kind of instructional material that the teachers in the classroom typically use. Sometimes, the teacher uses it to get students' interest in learning and make them not feel bored quickly. It is because using Authentic Material is not like using a textbook that only provides pictures, CDs or audios for listening activity. Authentic Material demonstrates the reality of English.[1] As a result, Authentic Material may show students how to utilize English in a real-world setting, how the native pronounces the word, how they express something, their culture, etc. As explained in Richards' book, today's language learning runs with the help of materials used. It may range from created material and Authentic Material. Created material is specially produced for pedagogical aspects of language learning, while Authentic Material is not specially designed for pedagogical aspects. Those two may help teachers deliver, present, and also organize their ways of teaching.

A key component of language curriculum development is the function and the use of material inside a language program.[2] Apart from the teacher, materials may

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[1] Khoirul Anam, Undergraduate Thesis: "*Teacher Difficulties in Using Authentic Materials for Teaching English in English Education Department of Tarbiyah Faculty of IAIN Sunan Ampel Surabaya"*. (Surabaya, State Islamic University of Sunan Ampel, 2012), 6

[2] Jack C. Richard, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 252

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be the primary source of interaction with the language for the students. Thus, the material may have an essential part in the classroom's teaching and learning process. It may assist the teacher, particularly novice teachers, by serving as a teacher training form that gives ideas and creativity in lesson preparation and delivery.

English authenticity is easy to find in this era of rapid technological development. There are a massive number of wonderful sources for language learning. Also, there are several options for obtaining authentic material to teach English, such as by using the internet. The majority of individuals have already had an internet connection. Nowadays, not only adults but also teens and even children have access to the internet. The exciting thing is that the students may not only use the internet to practice communication and exchange ideas with one another through Twitter, Facebook, Email, or others, but they can also use it to find vital data for their educational aspect. The teachers may quickly obtain English authenticity by employing internet connection to enhance students' enthusiasm and provide a different learning classroom environment.

Authentic Material has several advantages, and the statement of some experts proves it. Some of them argued the benefits of utilizing Authentic Materials might include introducing to the natural language and allowing for the introduction of culture from other places.[3] Badr Allehyani and friends also stated the supervisors who have been surveyed confirmed the importance of Authentic Material in the

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[3] Ashwaq Abd Al-Mahde Huessein, "Difficulties Faced by Iraqi Teachers of English in Using Authentic Materials in The Foreign Language Classrooms". *Al Fatih Journal Diyala*. No. 50, August 2012, 22-23

EFL Classroom.[4] The majority of the teachers at the school preferred Authentic Material over school textbooks. The contributor also had positive attitudes toward using Authentic Material. So, it can be seen that using Authentic Material has special insight from the teacher in language teaching because it has many advantages and gives different conditions in the learning classroom.

Based on the explanation above, we can see that Authentic Material provides many advantages. Nevertheless, the common problem is these materials also become a burden to the teacher.[5] It may happen because the teacher needs extra time to prepare this kind of material if they want to use it in the classroom. Even though English authenticity is simple to get and beneficial in inspiring students to study, Authentic Materials pose several challenges, particularly for the teachers. The teacher needs to filter what is appropriate for their students.

One of the teachers' roles is to prepare the language learner. The teacher may provide the students with the awareness and abilities that they need to comprehend how language is used in everyday life and not to burden them. The materials utilized and the activities done in the classroom should be varied and fascinating to increase students' enthusiasm to study English. It is also well recognized that varying activities, tasks, and materials may help the students become more motivated. Therefore, teachers must be more innovative in adopting and adapting Authentic Materials for their teaching.

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[4] Badr Allehyani, Dave Burnapp, Janet Wilson, "A Comparison of Teaching Materials (School Textbook VS Authentic Materials) from The Perspective of English Teachers and Educational Supervisors in Saudi Arabia". *International Journal of English Language and Linguistics Research.* Vol.5, No.2, 2017, 5

[5] Jack C. Richard, *Curriculum Development … 253

The finding of prior research revealed that the teacher could not use Authentic Materials as easily as using a textbook. They also need to prepare more if they want to use it and reach their purpose in the classroom. Furthermore, the teacher also needs to have more skill in selecting Authentic Material. Related to this, McNeil and Miller also expressed their views on Authentic Material. They stated that it is sometimes difficult for the teacher to obtain Authentic Materials. Whether it is in the amount of money that must be spent to buy such materials and the amount of time allocated to discover an appropriate authentic text.[6] It is not the school's obligation to provide Authentic Materials. In other words, it is the teachers' willingness in the context to help the students truly grasp the topic. Therefore, if the teacher wants to use Authentic Material outside of internet sources, such as a magazine or newspaper, they can only search those kinds of materials nearby, ask their students to bring them by themselves, or take out the teachers' money to buy it. So, despite the value of Authentic Materials, they also pose a challenge. When it comes to using Authentic Material in the classroom, it may become a significant problem for the teacher. The teacher needs to pay attention when selecting Authentic Material to motivate students to learn and understand the delivered materials.

There have been some prior studies on the issue of Authentic Materials, but they have mainly focused on how teachers use them. An example is a study by Huessein that said most teachers claimed that there were some barriers in

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[6] Mc. Neil and Miller cited from Omid Akbari and Azam Razavi, "Using Authentic Materials in The Foreign Language Classrooms: Teachers' Perspectives in EFL Classes". *International Journal of Research Studies in Education*. Vol 5 No.2, 2016, 107

employing Authentic Material in the class. There are many structures mixed on it, making it difficult to understand for students at lower levels and thus making them uninterested and unmotivated to learn the language. Another study has come from Anam, which revealed that teachers faced two problems: Authentic Materials applied and the student's abilities.[7] Thus, the teachers must pay special attention to the Authentic Material used. Besides, the teacher has to be selective in selecting Authentic Material. They need to consider the students' level in the classroom and give what is proper to them.

However, those findings do not clearly illustrate the challenges for the teacher in selecting Authentic Materials. If we deliver a question for the teacher such as "which one do you prefer between Authentic Material or created material such as a school textbook?". Then, most of the teachers immediately answered Authentic Materials because it provides many advantages for the students, such as increasing their motivation to learn, providing natural language, etc. Furthermore, if we ask, "how often does the teacher usually use Authentic Materials in their classroom?" they just say not really often because using Authentic Material is not as easy as using a textbook. From those two answers, it is obvious that the teachers prefer Authentic Materials rather than school textbooks. However, because of the challenges that exist, they need to think twice about using Authentic Material in the classroom.

This present study is also based on the writer's experience when she joined one of the courses in the sixth semester. There are two kinds of teachers in language

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[7] Khoirul Anam, Undergraduate Thesis: "*Teacher Difficulties in Using Authentic Materials …*, abstract

teaching, pre-service and in-service teachers. In that situation, the overwhelming majority of pre-service English teachers found some challenges in choosing and selecting appropriate Authentic Materials for their students. They are still confused about which one is appropriate for their students at each level. So, this phenomenon needs further investigation to better understand the challenges of Authentic Material selection.

One of the objectives of this present study is to look into the differences in the challenges in selecting authentic material for two kinds of teachers, pre-service English teachers and in-service English teachers. This present study has two types of teachers because in-service teachers have many experiences in selecting and choosing Authentic Materials, but not all of them are easy to cope with. Also, the pre-service English teacher needs to be equipped with such provisions before entering the real classroom to practice, or they may face challenges that in-service teachers have never faced. It is because Authentic Materials, unlike the created ones, are not developed with a pedagogical goal.

As said before, this study involved two kinds of teachers. So, four pre-service English teachers of Sunan Ampel State Islamic University and four English teachers from Islamic Junior High School (MTsN) 2 Kota Kediri are included as the research subject. The reason to choose this school is that the teacher in this school has already used the Authentic Material, so they have experience in selecting and choosing this kind of material. Another reason is that this school has some wonderful achievements compared to the other junior school level in Kediri.

One example is this school became a top ten madrasah Indonesia in 2016.[8] Because of many achievements this school has achieved, it is no wonder if this school gets special insight from the local residents. Another is that this school has some English programs such as English morning, English camp, and *khitobah* program for four languages in its *ma'had*.[9] All of those efforts are specially designed to make the students master the languages. Thus, that is why the teachers in this school are interesting to be investigated.

Previous research has also raised the topic of Authentic Material but in the context of using Authentic Material and based on English teachers at university. The focal point of this current study is on the challenges of Authentic Materials selection faced by both in-service and pre-service English teachers. From that, the challenges of Authentic Material selection and the strategies to fix it are significant and exciting to investigate. Those are further inside about the teachers' experiences when selecting Authentic Materials, the challenges they faced, and their way to overcome them.

B. RESEARCH QUESTIONS

Concerning the background of the research previously described, this study has two research questions. Those are:

1. What challenges do in-service English teachers of MTsN 2 Kota Kediri and pre-service English teachers of the English Education Department of UINSA face in selecting the Authentic Materials?

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[8] John, *Prestasi – prestasi,* (https://mtsn2kediri.sch.id/prestasi/, accessed on April, 2020).

[9] John, 2017, *Siswa MTsN 2 Kota Kediri Lakukan English Morning Sebelum KBM Berlangsung,* (https://mtsn2kediri.sch.id/siswa-mtsn-2-kota-kediri-lakukan-english-morning-sebelum-kbm-berlangsung/, Accessed on April, 2020)

2. What are the strategies of in-service English teachers of MTsN 2 Kota Kediri and pre-service English teachers of the English Education Department of UINSA in solving such challenges in selecting Authentic Materials?

C. RESEARCH OBJECTIVES

This study has the objectives to contribute greater insight or discover the new concepts in selecting Authentic Material and look into the differences in the challenges faced by in-service English teachers and pre-service English teachers in selecting Authentic Material and how they solve such challenges.

This study is expected to benefit other teachers because from this study, they may know what challenges both in-service and pre-service teachers face and how to solve such challenges. Besides, they also can anticipate several problems when selecting Authentic Materials. Related to the research questions that have been mentioned above, there are also two objectives in this research. Those are:

1. to look into the differences of the challenges in-service English teachers and pre-service English teachers face in selecting Authentic Material,

2. to investigate the in-service and pre-service English teachers' strategies to cope with such challenges of Authentic Material selection.

D. SIGNIFICANCE OF RESEARCH

As the study's objective is for academic purposes, this research will be fruitful for in-service and pre-service teachers and other researchers. In addition, this study is intended to contribute to the existing knowledge regarding Authentic Material.

1. For the Teacher

This research is supposed to benefit the teachers if they want to implement Authentic Materials in the real classroom. It is to avoid the challenges of selecting Authentic Materials themselves. After knowing the challenges from both in-service English teachers and pre-service English teachers when selecting Authentic Materials, they are expected to overcome the problems when selecting Authentic Materials. The data about strategies to cope with such challenges are helpful for teachers' preparation later when they want to use this kind of material again. It can become a view or reference for both of them in selecting Authentic Materials. Because based on the given explanation, Authentic Material is essential but, it also comes out with challenges to select, both for the in-service or pre-service teacher. So, this study is also expected to help the teachers solve problems related to Authentic Materials selection to achieve the goal of learning.

2. For the Future Researcher

This study can also be used as a reference for future investigators who want to research the topic of authentic material but with a different focus or other related topic. For example, the prospective study may investigate strategies in designing the appropriate task by using authentic material. Firstly, the following researchers can get new information about the challenges and how to cope with such challenges of authentic materials selection from both pre and in-service English teachers who have used it. As a result, they will be able to prevent several issues throughout their study if it is related to the challenges of authentic materials selection.

E. SCOPE AND LIMITATION OF RESEARCH

Based on the title of this study, the most important thing is to look into the differences in the challenges faced by in-service English teachers and pre-service English teachers in selecting Authentic Material and the strategies to solve the challenges. The challenge in this study is the teachers' problem in selecting Authentic Materials (what makes the teachers feel difficult in selecting this kind of material). This research does not discuss the use of Authentic Material in the classroom or its efficacy; instead, it will focus on the challenge in Authentic Material selection and what strategies to cope with it.

This present study is formulated based on the theory from Huessein. The theory said, "teachers face challenges regarding access to Authentic Materials such as the time required to find an appropriate authentic text and suitable design for the pedagogical task."[10] From that theory, it can be seen that finding appropriate Authentic Material is quite challenging for the teacher, such as requiring extra time to have such materials in the classroom. So besides various benefits provided by this kind of material, it also makes the teachers have a big responsibility to anticipate several problems occurring, whether in the class or outside. This study, which involved in-service teachers and pre-service teachers as the subject, is also restricted to those who have previously taught English using Authentic Material because they are absolutely familiar with the issue in obtaining Authentic Material and the strategies that have to be done to clear up such challenges.

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[10] Ashwaq Abd Al-Mahde Huessein, "Difficulties Faced by Iraqi Teacher … 26

F. DEFINITION OF KEY TERMS

To create thorough information about the relevant keys of the study's topic, the most important things that should be explained here from the title are:

1. In-service Teacher

The in-service teacher is a trained instructor who is currently teaching as a qualified instructor.[11] In this study, in-service teachers are teachers who have a certification or are already teaching in the real classroom in the school and who have a real job in the school. In-service teachers here are also the teachers who have ever implemented Authentic Materials in their classrooms.

2. Pre-service Teacher

The term "pre-service teacher" refers to a student who becomes a part of an educational program and actively engages in course requirements such as field experience before getting a teaching certificate.[12] For this research, pre-service teachers in this study are the candidates of a teacher whether they have graduated from the college but have not been employed yet or are still in the process of learning to be a teacher. They are also candidates for teachers who have practiced teaching by using Authentic Materials for their teaching.

3. Challenge

Linus stated that challenges are unpredictable things that require a solution or action from someone to complete.[13] In other words, we can say that a challenge

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[11] *What is In-service Teacher* (https://www.igi-global.com/dictionary/inservice-teachers/33553, Accessed on October 2020)

[12] *What is Pre-service Teacher* (https://www.igi-global.com/dictionary/pre-service-teachers/23201, Accessed on October 2020)

[13] P. Linus Herta, "Challenges in English Language Teaching". *International Journal of Research.* Vol.04, No.3, 2017, 882

makes someone think and try harder to look for the solution. In this study, the teachers' challenges are the problems that they encounter while selecting Authentic Materials. It is about what makes the teachers feel troubled and that it is not as easy as using a textbook to select this material.

4. Authentic Material

Nunan and Miller stated that Authentic Materials were not specially produced or edited for the language learner.[14] Authentic Material is a real thing designed for other purposes outside educational purposes that show the reality of English. In this study, the term "Authentic Material" refers to the kind of instructional materials that are created for purposes other than language learning. However, it is used by the teacher as material to deliver knowledge and information. They also demonstrate the reality of English or English in everyday situations.

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[14] Nunan and Miller as cited in Vilhelmina Vaiciuniene, Daiva Uzpaliene, "Authentic Resources in Technology-based ESP Learning". *Studies About Languages*. No.17, 2010, 94

CHAPTER II
LITERATURE REVIEW

In this part, the writer studies related theories and literature to comprehend and address the study issue theoretically.

A. Teacher's Roles

In the realm of education, many factors impact the process of teaching and learning, including the teacher. Why does the teacher become one of many factors in the teaching and learning process? It is because they are the key to the success or failure of the program in the class. They are someone on whom classroom activities depend on. And they are someone who has responsibility in introducing new knowledge to their students. Teachers also have a crucial influence in shaping the learning outcomes of their students. A teacher is a play director and an actor who is responsible for continuing the quality of learning. Barnawi and M Arifin stated that the teachers have many roles in the classroom, those are teachers as demonstrator, facilitator, learning trigger, learning planner, inspirational, and evaluator.[15]

Teacher as a demonstrator means that teacher has to demonstrate everything that is going to be taught. They also should master the material and be able to deliver it effectively. As a facilitator, the teacher has to facilitate the students' needs, such as facilitating the students for their development of creativity, talent, interest, physical and psychological development. As a motivator, the teachers should motivate the students to learn, whether from telling a true story/experience

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[15] M. Arifin Barnawi, *Micro Teaching: Teori & Praktik Pengajaran yang Efektif & Kreatif* (Yogyakarta: Ar-Ruzz Media, 2017)

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or giving encouragement during the teaching and learning process. Kathy in Aritonang found that there are several ways to build a good relationship with the students. Among those ways are introducing themselves to the students by giving appropriate information, trying to memorize the students' names, including their background as fast as possible, showing sincerity and humility, and not being arrogant.[16] The teachers can do these ways above if they want a good relationship with their students because sometimes, good relations also become a part of successful learning. The other teacher's roles is as learning trigger. Here the teacher needs to understand some factors that influence students' learning and intervene to spur their learning. While teacher as learning planner, it implies that the teacher should organize teaching and learning activities based on the condition and the students' needs.

As a learning planner, the teacher also has some competencies. Those are mastering the concepts and knowledge about planning the learning process to ensure that teaching and learning run smoothly. The second is understanding the theory, concept, research, and learning technology application. The third is having skills in choosing, using, and organizing the media well. And the last is able to manage learning sources that can support the learning purposes, etc.[17] Those all points are what the teacher needs to have to get successful teaching-learning activities. The next role is inspirational. The teachers' duty in this position is to provide stimulation to the students, to motivate and to create enthusiasm in learning. An inspirational teacher not only delivers the material but also

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[16] Kathy in Aritonang cited from Barnawi, M. Arifin, 2017, *Micro Teaching: Teori…* 172-173
[17] M. Arifin Barnawi, 2017, *Micro Teaching: Teori…* 175

understands the students' situation during the lesson. And the last is teacher as evaluator. Here, the teachers evaluate the teaching and learning process. It means that they try to analyze whether the teaching and learning process that has been done can make the students learn based on the expectation or not. Usman in Aritonang also stated the competence that the teachers need as an evaluator. They are able and competent in doing the assessment, consistently follow the students' result that has been achieved time by time, and classify a group as intelligent, moderate, lack, or good enough in their classes.

Thus, as a teacher, their job is to deliver the material to the students and acquire some roles that may impact their students. Then, according to Marzano, there are three roles of teachers on a daily.[18] The first is As a role model for students. Here, the teacher can influence the students in the school because the student may imitate the teachers' attitude and behavior. Students also may learn many things from their teachers. So, to become a teacher, they need to give positive vibes to their students. The second is as a problem solver on the spur of the moment. At this point, the teacher needs to be able to give their response to unexpected situations that may arise within or beyond the classroom activities. And the last is as a critical thinker. Becoming teachers, they will gradually develop their ability because, day by day, teachers often get new knowledge and new experience. Whether in listening to the students, understanding them, communicating to the students and others. In the school, teachers deliver the

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[18] Matthew Lynch, 2015, *3 Responsibilities Teachers Have (besides teaching),* (https://www.theedadvocate.org/3-responsibilities-teachers-have-besides-teaching/, Accessed on Jan 23, 2021)

knowledge and get the knowledge if they want, because when the teacher is not critical, they just do their routine actions and nothing else.

Thus, it means that they have to be frequently available for the students. Teachers also need to have skills in adapting and adopting the appropriate materials for the students, and they need to understand their students. Then, there are two kinds of teachers in the world of education:

1. In-service Teacher

An in-service teacher is the one who has the job to teach in the classroom. They have a responsibility to deliver materials to the students, and they are also someone who plays those roles of the teachers in the class. The in-service teacher is a trained instructor who is currently teaching as a qualified instructor.[19] Thus, an in-service teacher is someone in the school who provides services for the students, such as taking care of them, enjoying being with them, seeking knowledge, introducing a new thing to the students, etc. They also facilitate students in learning. Whether their class will use textbooks only or others thus, they are familiar with such challenges and difficulties that exist in the field of education.

2. Pre-service Teacher

A pre-service teacher is a student who enrolls in an educational program and must complete all degree requirements, including field experience, before obtaining a teaching certificate.[20] A pre-service teacher is the one who is called a candidate

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[19]*What are In-service Teachers* (https://www.igi-global.com/dictionary/inservice-teachers/33553, Accessed on October 2020)

[20]*What are Pre-service Teachers* (https://www.igi-global.com/dictionary/pre-service-teachers/23201, Accessed on October 2020)

for the teacher. They are still learning in college to prepare to be a teacher. But in this present study, the pre-service teacher has also practiced teaching in the classroom using Authentic Material. The pre-service teacher still needs to gain a lot of information about the educational field because they still lack experience in the classroom compared to an in-service teacher; they also need to be given such knowledge about the challenges they will face in the future.

B. Challenge

As the era progresses, a challenge also arises to get an adequate response. In the world of education, it is also essential to ensure that the students do not become bored quickly. Thus the teachers also can use the modern kind of teaching. It means that the teachers do not always need to use the school textbook to deliver the material. However, if the teacher uses other material besides the school textbook, sometimes a significant effort is required to deal with it. One of the simple examples of using another kind of teaching is providing Authentic Material in the classroom.

As said before, utilizing authentic material is not as simple as using textbooks. The teachers should have some considerations to prepare for it. And one of the disadvantages of this kind of material is, as Phillips and Settles worth, Clarke, Peacock, cited by Jack C. Richard: "One of the lack of these materials actually also burdens the teacher."[21] Thus, using this kind of material is burdening the teacher either in selecting or in using it in the classroom. It also can become a big challenge for the teachers if they still want to use Authentic Material. As stated by

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[21] Jack C Richard, *Curriculum Development ...* 253

P. Linus Herta that one part of education is the challenge.[22] So everything that contributes to the education field is often facing the challenges provided there. Huessein, in his research, stated that one that may be challenging activity is selecting and accessing Authentic Materials.[23] Thus, it may become a challenge for the teachers because when selecting Authentic Materials, the teacher also needs to consider the lesson's objectives. They should match with each other.

Linus delivered that challenge is some unpredictable lack that needs a solution from someone to fix.[24] So, to anticipate several challenges, all the things in education must be well-prepared. An example is preparing a strategy to cope with such challenges before selecting Authentic Materials.

Then, a theory says, "Teachers face challenges regarding access to Authentic Materials such as the time required to find an appropriate authentic text and suitable design for pedagogical tasks." [25] This theory from Ashwaq Abd Al-Mahde Huessein is used in this present study. Here, the challenge for the teacher is an unpredictable situation that happens as a consequence of when the teacher is selecting Authentic Material to be their instructional material.

Regarding the access to Authentic Materials, the teacher found challenges in accessing them. The time needed to find out the appropriate Authentic Materials and design suitable assignments for the pedagogical task.[26] Challenges are a natural problem in the educational field, and then to cope with those challenges,

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[22] P. Linus Herta, "Challenges in English Language Teaching". … 882
[23] Ashwaq Abd Al-mahde Huessein, "Difficulties Faced by Iraqi Teachers… 36
[24] P. Linus Herta, "Challenges in English Language Teaching". … 882
[25] Ashwaq Abd Al-Mahde Huessein, "Difficulties Faced by Iraqi Teacher… 26
[26] Ashwaq Abd Al-Mahde Huessein, "Difficulties Faced by Iraqi Teachers…. 26

the teachers need to have good skills in the selection. They need to pay attention to what material they will choose.

It is difficult for the teacher to have access to Authentic Materials. Whether in the expensive cost or time allocation to discover an authentic text.[27] It is the teachers' willingness to provide Authentic Material in the classroom, not the school's obligation. So, if there is no Authentic Material that meets their expectations on the internet, they have to use their own money to buy it. Besides, they also need to take a long time to consider some criteria when selecting Authentic Material.

C. Strategy

Strategy is a precise plan of action for particular objectives, such as achieving a particular goal.[28] Generally, a teachers' strategy is the teacher's effort to get the primary purpose in teaching. Whether in the process of learning, preparing media for learning, or even at the end of the class. As cited by Nana Sudjana in Ahmad Rohani in Indah Merdekawati said that strategy is a teachers' tactic to accomplish their objectives more quickly and efficiently.[29] In other words, it is the teacher's tactic to overcome the thing that usually happens and is faced by the teacher. At the same time, the strategy here is the sequence of action plans that teachers do when they are met with the challenge of selecting Authentic Material so that they can still use it as instructional material in the classroom. The things that teachers

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[27] Mc. Neill and Miller cited from Omid Akbari and Azam Razavi, *Using Authentic Materials in the Foreign Language…* 107

[28] Summer Della, *Longman Handy Learner's Dictionary of American English,* Pearson Education, 2000.

[29] Nana sudjana in Ahmad Rohani in Indah Merdekawati, Undergraduate Thesis: "*Teacher's Strategy in Teaching English Speaking at The Second Grade of SMPN 2 Pare-Kediri*". (Surabaya, State Islamic University of Sunan Ampel Surabaya, 2011), 15

do here is to provide their best solution in teaching and learning because, by providing Authentic Material in the classroom, students may have the possibility to feel different situations if it is compared to using a textbook only. Another reason is one of the teacher's tasks is making all of their students involved in classroom activities to get an equal outcome later. Thus, by providing authentic material, it is expected to make all students active in the classroom activities.

D. Authentic Material

1. Authentic Material Definition

Material is anything that may help teachers in teaching in the classroom. Many experts gave their opinion about Authentic Material; Jeremy Harmer said that authentic material is created without concessions to non-native speakers. Native speakers utilize it because it is a common and natural language.[30] It means that Authentic Materials' original purpose is not designed for other speakers since it uses the everyday language of its speaker. It is from native speakers and intended for natives also. Secondly, Rogers & Medley also delivered their definition of Authentic Material, a phrase that refers to oral and written language resources that native speakers utilize in everyday circumstances.[31] In other words, it is a language that is commonly used in everyday life by the natives. According to Gerhard, authentic material is anything having to do with communicating in a

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[30] Jeremy Harmer, *The Practice of English Language Teaching, 3rd edition* (England: Longman, 1999), 205

[31] Rogers and Medley cited from Sayyed Ahmad Mousavi and Hasan Iravani, "The Effect of Authentic Versus Non-Authentic Aural Materials on EFL Learners' Listening Comprehension". *English Language and Literature Studies*. Vol. 2, No.1, 2012, 21

real-world situation.[32] Thus, it is an important part of communication that is usually done by the native speaker. Fourth, Kilickaya stated that Authentic Material exposes students to the real-world meaning of common speech and its utilization outside the classroom.[33] In other meaning, Authentic Material is the thing that can show and tell about the actual context of its language as well as how the natives use their language, how they express some expression, how the natives pronounce some words, etc. Next, Finneman revealed that Authentic Materials are made and meant for native speakers beyond pedagogical objectives.[34] Based on this statement, it is clear that Authentic Materials are not designed for the academic field but for other purposes outside of it. It is to show the reality of English itself. Meanwhile, according to Peacock, Authentic Material is generated to fulfill a social function in the language community.[35] It means that the original purpose of Authentic Material is to satisfy the social field, and it is not prepared for the educational field. And the last is the definition of Authentic Material based on Herod; it refers to the material used to duplicate real-life activities.[36] In other words, we can say that the function of Authentic Material is to introduce the real world of its language, how to use it, what culture is provided there, etc.

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[32] Gerhard cited from Harini Sugirezki Sujono, "Students' Attitudes Towards the Use of Authentic Materials in EFL Classroom". *Journal of English and Education.* Vol.5, No.2, 2017, 139

[33] Ferit Kilickaya, "Authentic Material and Cultural Content in EFL Classroom". *The Internet TESL Journal.* Vol. X, No.7, 2004.

[34] Finneman cited from Harini Sugirezki Sujono, "Students' Attitudes Towards the Use of Authentic Material ... 139

[35] Matthew Peacock, "The Effect of Authentic Materials on the Motivation of EFL Learners". *ELT Journal.* Vol. 51, No.2, 1997, 146.

[36] Herod, L, *Adult Learning: From Theory to Practice* (Britania Raya: Heinle and Heine Publisher, Heinneman, 2002), 87.

Then, Authentic Material in this study is material that is not specifically designed for educational purposes. It is produced for other purposes outside to teach language, but it can be used to show the reality of English and to imitate the real-world situation. The example is magazines, newspapers, restaurant menus, videos from youtube, and any other non-textbook materials. Those are the examples of material that teachers use to convey knowledge and information in English language teaching. Besides, teachers also use it to show the real-world situation or the real use of its language, make the students know the reality of other languages, make them aware of the current situation in the real world, and feel another learning situation in the class.

2. Types of Authentic Material

In this advanced era, the resources for teaching and learning in the class are available everywhere. The internet also has become the main media for obtaining diverse teaching and learning materials. Gerhard categorized the Authentic Materials becomes: [37] Authentic listening material: audiotaped, TV commercial, cartoon, song, radio news, etc, Authentic visual material: photographs, slides, postcards, street signs, magazines, newspapers, pictures, etc, and Authentic printed material: train tickets, brochures, articles, sports reports, restaurant menus, etc.

While according to a fact sheet released by the California Department of Education, Authentic Material can be divided only into two primary types. They are: Authentic printed materials such as magazines, newspapers, greeting cards,

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[37] Rashid Hamed Al Azri and Majid Hilal Al-Rashdi, "The Effect of Using Authentic Materials in Teaching". *International Journal of Scientific & Technology Research.* Vol.3, No.10, 2014, 251

calendars, websites, etc, and Authentic auditory materials such as podcasts, movies, television programs, phone messages, videos, DVDs, etc.[38]

Then, to examine the types of Authentic Material used by both in-service and pre-service English teachers, this study utilized the California Department of Education's categories since they are more straightforward and contain all forms of authentic material.

3. Selecting Authentic Material

According to Harini's research, the teachers may follow eight main categories of selecting authentic material for the teaching and learning process.[39] The first is relevant to the school textbook and students' needs. This point means that Authentic Material is not talking outside the topic based on the school textbook, and Authentic Material is based on what is needed by the students. The second is the topics that are chosen to suit the interest of the student. The teachers need to look for the level of the student before giving this kind of material to them. It is to make the students interested in the material provided. Sometimes, if the Authentic Materials are not based on the students' level, it can only decrease their interest in learning. For example, for junior high school level, the teacher cannot give them the topic for a student in senior high school level because their interest is different.

The third is appropriateness in terms of culture. This point means that the Authentic Material given to the students is based on what is appropriate to the

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[38] Sally Laniro, *Fact sheet* No.1, Developed by California Adult Literacy Professional Development Project (CALPRO), September 2007

[39] Harini Sugirezki Sujono, "Students' Attitudes Towards the Use of Authentic Material, ... 141

students in the school and will not disadvantage them. The fourth is logistical consideration. This point means that it is not a must for the teacher to give the Authentic Material if the condition and situation around do not support it. The duration and legibility/audibility are also essential considerations for the teacher. The fifth is cognitive demands. The selected materials that the teacher brings to the classroom should be based on the theory used in the learning process. It would not make the students easily underestimate the Authentic Material but instead make them want to think about it subconsciously. The sixth is linguistic demands. Acceptable language should be present in Authentic Material. Same with the previous point, by giving the authentic material to the student, it is hoped that they can interpret what linguistic content on that material and the students can understand it. The seventh is quality of materials. In other words, the material given to the students has to be good and clear enough to get the point from the material. The next consideration is exploitability. It means that the use of Authentic Material in the classroom is not limited for one activity only but could also be used in various teaching activities.

However, the teacher is not required to consider all of the previously listed considerations. The teacher also can choose several of them. Nuttall also contributes three main criteria when the teacher wants to select Authentic Materials. Those are the suitability of the content, exploitability, and readability.[40] Suitability of content means that Authentic Material that is going to be used by the students should be interesting and relevant to their needs and capabilities, as well

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[40] Nuttal as cited in Widyastuti, "Authentic Material and Automaticity for Teaching English". *Language & Language Teaching Journals.* Vol. 10, No,1, 2017, 6

as motivating. Then the role of text in developing students' reading skills is referred to as exploitability. Thus, in the school, a material that cannot be used for instructional purposes is useless. Just because it is produced or written in English does not necessarily mean that it would be helpful. At the same time, readability describes the sum of new words and any new grammatical structures found in language and the balance of textual and linguistic complexity. Thus, the criterion used in this present study is the criteria from Nuttal, which are the suitability of the content, exploitability, and readability.

4. **The Benefits and Drawbacks of Using Authentic Materials in EFL Classes**

As explained in the background of the study, there are several benefits of using Authentic Materials. One of them is increasing students' motivation in learning. Kilickaya indicated that Authentic Materials provide students with opportunities to learn English by exposing them to real-life situations in which English is used.[41] By showing how natives speak, the students can understand how the native speaker pronounces some words in English. The students may also recognize the local culture provided by Authentic Material. Martinez also stated other advantages of Authentic Materials, those are: exposing students to the real language. Through Authentic Material provided by the teacher, students can know the real use of language they learn, how to pronounce it, how to express something, when we use such kind of expression, etc. Factual acquisitions are made from the most Authentic Material. It happens because the students' direct experience with the Authentic Material in the class could make them understand

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[41] Ferit Kilickaya, "Authentic Material and Cultural Content …

easily, and it can also be easy to be practiced directly. Inaccurate language is not provided in the textbook. Through Authentic Material, the students sometimes can know the other similar words in the target language and even the slang. Authentic material also may be inspirational for those who learn another language. It may be inspiring to the students because it contains a different visual than the textbook that the students commonly use. Authentic Material also often shows the real use of target language that can make the students enthusiastic about learning again and again. A piece of authentic material can be used for several assignments and activities. It is not like a textbook where one material only explains one topic. Sometimes one authentic material can be used for more than one material. This kind of material has massive options of styles, genres, and formality. If the textbook only provides a paper or a picture inside, the Authentic Material provides video, paper, song, etc. The next advantage is making the students excited to learn voluntarily by showing visually appealing authentic material and the real use of the target language. Frequently, it can make Authentic Material have its special insight from the students.

The other benefits of authentic material also may range from checking the students' understanding of language and presenting real language. In this case, the Authentic Material can show the real use of English to the students and how native speakers speak up by using the target language. As a result, the students can imitate what they have got directly. The third is providing opportunities to introduce cultural issues. By using Authentic Material, students may enhance their motivation because the material is different material (not only using textbooks), so

the students can feel another situation in learning English and stay motivated to look for new information. The last is to create language awareness, which means that by using the Authentic Material in the classroom, students can know the original situation from the other sides of the world that makes the students aware of other languages or other worlds. But, sometimes, if the teacher wants to use Authentic Material, they need to modify those kinds of material.[42] It is because sometimes some speakers use unusual grammatical structures that make the students feel confused.

Then, besides the advantages provided, there are also the drawbacks provided by Authentic Material.[43] The first drawback is the culture gap makes it difficult to understand. Because Authentic Material often uses its own culture that sometimes students do not know before, it makes them feel hard to understand if their teacher does not explain it. The second is contain unneeded vocabulary. Some vocabularies inside the Authentic Material may not be necessary for the students because its primary purpose is not specially produced for pedagogical aspects. But the students still can use it to enrich their vocabulary mastery. Quite hard for beginners because sometimes beginners still have not mastered some vocabularies. They are consuming much more time and have a great demand for preparing texts and activities. Unlike the textbook, which is directly doing and answering the question, sometimes Authentic Material also requires a great effort for the teacher in designing the task for students. Authentic Material has varying

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[42] Ashwaq Abd Al-Mahde Huessein, "Difficulties Faced by Iraqi Teachers…. 23

[43] Martinez cited from Shirin Nematollahi, & Mojtaba Magsoudi, "The Effect of Authentic VS Non-Authentic Texts on Upper-Intermediate Iranian EFL Learner". *English Language Teaching.* Vol. 8, No.12, 2015, 113

accents and dialects in the listening activity. It may happen because there is not only one country that produces Authentic Materials, there are numerous countries, and even sometimes, one country has several accents and dialects. The materials can quickly become obsolete (news). For news, sometimes it cannot survive for a long time because there is always a new case in this world.

So it is clear that Authentic Material has its own positive and negative impact. One of them is Authentic Materials can lead to several challenges. Herrington & Reeves, as cited in Harini Sugirezki Sujono stated that the content inside this type of material might be culturally biased, which can be a challenge for the pupils to gain information from it.[44] Gilmore's theory also has been close to the previous statement. He claimed that a high level of vocabulary and complex sentences are often used in Authentic Materials, making students think harder and even making them feel unmotivated to learn. Thus, the teachers need to make their students become familiar with this problem and make them not feel stressed in using Authentic Materials such as explaining the meaning or giving a clue to make their students understand.

The statement before is also supported by Guariento & Morley's theory which shows that the teachers in the school need extra time. It is also essential to look for authentic resources that are applicable to the learners' interests and abilities while still being relevant to learning goals.[45] These should be picked, modified,

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[44] Herrington & Reeves cited from Harini Sugirezki Sujono, "Students' Attitudes Towards the Use of Authentic Material", ... 140

[45] William Guariento and John Morley, "Text and Task Authenticity in the EFL Classroom". *ELT Journal.* Vol.55, No.4, 2001, 351

and also tested to make the materials appropriate to be used.[46] In a nutshell, both the teachers and the students may gain either benefits or drawbacks from Authentic Materials but, if the teacher is well prepared and can better present this kind of material, both of them may get more benefits from this kind of material.

E. Previous Studies of Authentic Material

Some researchers have done their studies under the topic of Authentic Material but, the vast majority of them are focused more on utilizing authentic material in the classroom and its effect for the students such as the study from Akbari & Razavi[47], Azri & Rashdi[48], Desitarahmi[49], etc.

The first was action research that Desitarahmi had done intending to use Authentic Material to help eight students level at SMP 15 Yogyakarta enhance their reading comprehension.[50] The study was aimed to describe how authentic materials can improve reading comprehention of students. It reached conclusion that Authentic Material helps pupils improve reading comprehension. These materials will be highly beneficial when combined with an authentic assignment involving a communicative task. It can be seen that the students showed some improvements when the action was implemented, such as being able to concentrate on the lesson as well and actively participate in the classroom

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[46] McGrath cited from Harini Sugirezki Sujono, "Students' Attitudes Towards the Use of Authentic Material... 140

[47] Omid Akbari and Azam Razavi, "Using Authentic Materials in The Foreign Language …

[48] Rashid Hamed Al Azri and Majid Hilal Al-Rashdi, "The Effect of Using Authentic Materials …

[49] Rina Desitarahmi, Undergraduate Thesis: *"Using Authentic Materials to Improve Reading Comprehension of Grade Eight Students of SMP 15 Yogyakarta".* (Yogyakarta, Universitas Yogyakarta, 2013)

[50] Rina Desitarahmi, Undergraduate Thesis: *"Using Authentic Materials ...*

activities. They were also familiar with several strategies of reading and were able to adapt them.

The second study was researched by Darwish from the College of Basic Education Diyala.[51] This study was conducted to find out how teachers feel about utilizing types of Authentic Materials when it comes to teaching English as a foreign language, how they incorporate English language skills effectively, and to establish whether the integration of Authentic Materials is more successful than conventional teaching techniques. Finally, the findings revealed that authentic resources are effective and valuable tools for learning another language. They encourage learners to draw language through their knowledge and experiences by exposing and immersing them in the stimuli presented to them.

The third was the study that was done in Sunan Ampel State Islamic University (UINSA) Surabaya by Anam.[52] Participants of this study was three lecturers of English Language Education Department of UINSA. This Qualitative study has three objectives. They are to learn about the difficulties of the teacher while employing Authentic Materials, to know what caused such difficulties, and to learn about the teachers' problem-solving techniques as well as the students' reactions to those strategies. The conclusion of this study said that when teachers utilize Authentic Material in teaching English, they encounter several difficulties. The difficulties consist of a variety of Authentic Materials as well as the pupils' personal problems. Aside from the problem, the teacher also has various ways of dealing with it. Those are choosing the appropriate Authentic Materials based on

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[51]Salwa H. Al Darwish, "Teachers' Perceptions on Authentic Materials in Language Teaching in Kuwai Kuwait". *Journal of Education and Practices.* Vol.5, No.18.

[52] Khoirul Anam, *Teacher Difficulties in Using Authentic Material ...*

the students' ages, abilities, and surroundings. To solve the students' ability problem, the teachers try to make the small group with a range of students' level of comprehension, provide further explanation if there are any unfamiliar vocabularies, and do discussion to ensure that everyone understands.

The fourth research was conducted by Kholik from Sunan Ampel State Islamic University Surabaya.[53] The study was aimed to define English teachers' kinds of Authentic Material in hospitality programs and the criteria considered to select Authentic Material. This qualitative research presented that the teacher used both auditory and printed sources as Authentic Materials. The teacher utilized four criteria in selecting those materials. They were: suited to basic competency and students' needs, engaging, understandable, and the last is Authentic Materials should be up-to-date or do not appear outmoded to be used.

The fifth research was done by Sayyed Ahmad Mousavi[54] that aimed to determine the effect of the authentic versus non-authentic listening materials on the listening comprehention of Iranian EFL Subjects. The finding proved that implementing authentic listening materials in the EFL classroom help increase the level of their listening comprehension in the post-test stage. This study also showed that comprehention in EFL students improves after their exposure to authentic materials in the classroom due to the treatment.

Those prior studies explained above are the study under the theme of Authentic Material, including the effect provided for the students. Then, from some studies,

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[53] Abdul Kholik, Undergraduate Thesis: *"Authentic Materials Selection in Hospitality Program at State Vocational High School (SMKN) 1 Buduran Sidoarjo"*. (Surabaya, State Islamic University of Sunan Ampel, 2016)

[54] Sayyed Ahmad Mousavi and Hasan Iravani, "The Effect of Authentic Versus Non-Authentic …

we can see that there are advantages provided by Authentic Materials, such as making the students aware of the situation around them. In contrast, the teachers also faced difficulties when they brought Authentic Material to the classroom. Then, what makes the difference between this present study and those previous studies is that this study focuses on the in-service and pre-service English teachers' challenges in selecting Authentic Material.

There is also a previous study about Authentic Material selection but focuses more on the criteria selected from the teacher, not the challenges that the teachers face when they select Authentic Material. And also, this study has two kinds of subjects: in-service and pre-service English teachers. The previous study only focuses on the in-service teachers, while pre-service teachers also need to be equipped with the ability to select material. Another is pre-service teachers may also have experienced something that in-service teachers have not experienced so that their experiences also need to be investigated.

CHAPTER III
RESEARCH METHOD

At this point, there is detailed information on how the process of research had been carried out. They are research design, data and source of data, research subject, data collection technique, research instrument, research stage, data analysis technique, and data validity.

A. Research Design

This study used qualitative research to elicit information from the research subject. The researcher here seeks to infer the nature of phenomena from the participants' perspective.[55] The researcher attempted to collect additional data from the study topics that need to be investigated and develop an in-depth exploration of a central phenomenon by digging deeper into participant opinion and experiences concerning challenges in selecting Authentic Material. Challenges here mean teachers' obstacles when they select Authentic Material as a material used in the classroom.

Qualitative research relies on the whole picture instead of breaking it down into variables to understand phenomena properly. The goal is to obtain a holistic vision and a more profound understanding rather than a numerical study of statistics.[56] Thus, in a qualitative study, the most significant component is a deep understanding of the data. The qualitative method was used to investigate the problem in this research because this research requires exploring and

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[55] John W. Cresswell and J David Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches, 5th edition* (United States of America: SAGE Publication, 2009).

[56] Ary Donald, *Introduction to Research in Education,* 8th Edition (USA: Wadsworth Thomson Learning, 2002), 29

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understanding the challenges faced by in-service and pre-service English teachers in selecting Authentic Materials and how they cope with such challenges. The challenges faced were phenomena that occurred to the teacher when selecting Authentic Material that is suitable for this qualitative research design.

To get the answers for both of the research questions here, the first step of the research method was by contacting the participants of the research to ask permission, making an appointment, and then continuing by interviewing them. When gathering data from the research subject had been done, the researcher tabulated the data and analyzed it. The analysis was described narratively because the data of this research are based on the participants' own experiences related to school classrooms or activities in the school that need to be told. The narrative tries to justify or normalize what has happened.[57] Therefore, it can be used to acquire a deeper understanding of the interviewee.

B. Data and Source of Data

The data needed to answer the research questions was authentic material that had been used by the in-service & pre-service English teacher and the teachers' experiences when selecting authentic material.

All of the information of this research was obtained from the research subjects through the interview. There were four in-service English teachers in the school and four pre-service English teachers of the English Education Department UINSA who have used Authentic Materials for their teaching as the source of data. It was done to get the various answers. So, the researcher and the reader of

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[57] Michael Bamberg, *Narrative Analysis* (Washington DC: APA Press)

this research will know more about some challenges faced by the English teacher in selecting Authentic Material. The data about teachers' challenges in selecting Authentic Material and the strategies to cope with such challenges are based on the teachers' own experiences. So, this research only took the data from the teachers who have used authentic materials for their teaching.

C. Research Subjects

Someone or something that can give information about data needed for the research is called the research subject. Then, this study used a purposeful sampling technique to select the participant to get subjects that match the study objective. Purposeful sampling is a sample design technique in which the researcher purposefully involves classifying and selecting individuals or groups of individuals who are well-informed or experienced with a particular phenomenon.[58] The selected participant is chosen based on the researcher's criteria. The teachers who have used Authentic Materials for their teaching and learning practices can participate in this research because they have experience selecting this kind of material. So the researcher tried to get information whether they have used Authentic Material or not at first, and when the answer is they have used, so they can be the participant of this research.

Furthermore, the teacher is selected regardless of how long they have been teaching to get various data from different experiences of the teachers. The college included as the research subject for pre-service teachers in this research is the State Islamic University of Sunan Ampel Surabaya because some of its pre-

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[58] John W Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th edition* (Lincoln: Pearson, 2012), 626

service English teachers have used Authentic Material. Then, the school included as the research subject for in-service teachers is Islamic Junior High School (MTsN) 2 Kota Kediri. This Islamic Junior High school level in Kediri usually uses Authentic Materials in the teaching and learning process.

Specifically, the participants of this research are the following:

1. Four in-service English teachers in Islamic Junior High School (MTsN) 2 Kota Kediri.

2. Four pre-service English teachers of the English Education Department of Sunan Ampel State Islamic University Surabaya who have practiced teaching by using Authentic Materials.

D. Data Collection Technique

The interview technique was used as a data collection technique. An interview is a one-on-one conversation between interviewer and interviewee in which the interviewee shares their knowledge or viewpoint on a topic by answering questions. The aim is to learn more about a particular subject.[59] So between someone who wants to get the data and the participants have to communicate to get the answer to the question, whether by directly face to face or online interview. Furthermore, in order to gain the data, the researcher built face to face interviews for in-service English teachers that were done in MTsN 2 Kota Kediri in two days, on November 4 & 7, 2020. Whereas for the pre-service English teachers, it was done by online interview by utilizing the video call in what-app on October 30 – November 2, 2020.

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[59] Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2012), 23

Kristin Esterberg separated three kinds of the interview guide: structured interviews, semi-structured interviews, and unstructured interviews.[60] Furthermore, this research used the semi-structured interview to get more data from the teachers because the researcher did not give the limitation of answers to the participant. Then, the semi structured interview was conducted privately and individually because it helped the researcher to get more meaningful information from the research subject. Here, the collected data is the data that consists of the teachers' experience. Also, the interview used Bahasa because the first interviewee asked to use Bahasa. Then the researcher decided to use Bahasa for each interviewee. So, the statement in the finding of this research is made by translating the statement from Bahasa into English.

E. Research Instrument

An interview guide was utilized as an instrument for this research's data-collecting approach and it was validated by the expert. In this research, the expert was the lecturer of the English Language Education Department. The main interview questions were approximately ten. However, they might be increased or decreased depending on the responses of the participants. Generally, the questions are about teachers' experience in selecting authentic material provided in the interview guide and those questions can be found in appendix 5 on page 88.

This research also used *a human instrument,* which is the researcher herself. Therefore, the researcher has a significant role. She was the source of the data, someone who collected the data, analyzed the data, interpreted literature, and

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[60] Kristin Esterberg, *Qualitative Method in Social Research* (New York: Mc. Graw Hill, 2002), 57

concluded the result. The researcher additionally utilized specific tools during the research procedure. There is a pen, a notebook, a tape recorder, a camera (to get the picture needed), etc.

F. Research Stages

There are three major research stages for this study. They are preparing, doing research, and analyzing data. The first time in the preparation stage was selecting the right school to research for in-service teacher subjects, then continuing to ask permission from the headmaster. After obtaining the headmaster's approval, the researcher also got research subjects' contacts so that the researcher directly continued contacting them to ask permission and making appointments related to the time and places to do interviews. It was done to let the research subject feel enjoyable so that the interviews run smoothly and the research subject also would deliver the accurate answer that is needed by this study.

For pre-service English teachers, the researcher directly asked permission through phone messages and decided the time to do the online interview because the situation did not support face to face interviews since the covid-19 pandemic has not ended totally. For the information, pre-service teachers here have used Authentic Materials in their teaching but they come from different cities, and it is pretty hard to do face to face interviews because of the red zone of covid-19. Another is it may also be hindered by local government regulation, which did not allow the outside residents to enter their city. To ensure that the researcher was conducting research, the researcher also showed the job letter from the English Education Department where she is studying to the headmaster and the

participants. The activity after making an appointment was preparing the research, which was preparing the interview guide to help the interview process. The final step in the preparation stages was to prepare some tools that were utilized throughout the research.

For the second stage, the researcher interviewed some participants by asking questions and listening to some answers delivered by the subjects in the previously agreed place and time. Then, the recorder was also utilized to record the conversation for saving the proof data between interviewer and interviewee. This stage used several techniques to collect data. The first was making notes of information in the book note during the interview process as much as possible to write some important answers from the interviewees. But, there was no classifying the answer at this stage. The thing that was done was only to write any answers from the research subjects as much as possible. The second was recording the data. This technique was utilized to aid the researcher in recalling the information when transcribing. Of course, the researcher cannot recognize the answer from the participants at all. There would be some forgotten statements during the transcribing process that cannot be remembered. So this approach may also be used to double-check the answer in the book note.

The final stage is to do an analysis. After the data had been gained, they were analyzed, interpreted, and concluded the result.

G. Data Analysis Technique

Qualitative data analysis has six data analysis activities, and it was also done by the researcher. It went into further details on the following:[61]

1. Transcribing data

The researcher typed the interview data that had been gathered based on the existing data in this phase. The researcher collected audio recorders and notes to compile the transcript of the interview. Translating the statements from the interviewees was also done because the interview process used Bahasa, so it needs to be translated into English. Furthermore, the statements shown in the finding are also the translation from Bahasa Indonesia to English.

2. Coding data

In this step, the researcher read all of the data gained in form of interview transcript. All statements relating to the research question are identified, and each is assigned a code. The codes were chosen depending on who the participants and what the data are. In more detail, the in-service teacher as the first participants coded as I1, I2, I3, and I4, while the pre-service teachers as the second participants coded as P1, P2, P3, and P4. Additionally, the data which is in form of teachers' challenges were coded as C1 and C2, while for the strategies were coded as St1, St2, and so on.

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[61] Haris Herdiansyah, *Metodologi Penelitian Kualitatif Untuk Ilmu-Ilmu Sosial* (Jakarta Selatan: Salemba Humanika, 2011), p.161

3. Categorize the data

In this step, the researcher categorized data from some interviewees that have been coded with the match group. The categorization is based on the following table:

Table 3.1 Categorization of Interview Data

No	Name of the Research Subject	Teachers' point of view of Authentic Material	How does the subject select the Authentic Materials?	Name of Authentic Materials used	What are the challenges?	Strategies to solve the challenges
1						
2						
3						
dst						

4. Data Display

The researcher explained the outcome of the interview that had been grouped into written language. The selected data were shown. The term "display" refers to the act of displaying data. This method involved describing and evaluating data from the first to the final participants of the interview, the researcher described and analyzed everything.

5. Data analysis

In this step, interrelating data display with the theory was also done and explained based on the findings of studies and theories.

6. The last thing is to summarize the study findings to demonstrate the efficacy of the research.

H. Data Validity

Every study requires a standard to determine the degree of confidence and integrity in the research finding. This standard is sometimes referred to as data validity in qualitative research (trustworthiness). Validating data is a step toward reducing mistakes in the data collection process which also impacts the validity of the final findings. The researcher verified the accuracy of the information to produce data that can be accounted for, scientifically trusted, and meet a high level of credibility.

As explained by Sugiyono, checking the validity of data in qualitative research comprises credibility, transferability, dependability, and confirmability.[62] Then, to get valid data, this study applied credibility, dependability, and confirmability.

1. Credibility

Lodico, Spaulding, and Voegtl stated that "credibility refers to whether the participant's perceptions of the setting or events match up with the researcher's portrayal of them in the research report". [63] This indicates that the data might be trustworthy if the results matched with the theories in this research. Therefore, the researcher utilized the triangulation approach, a validity checking methodology that employs several sources to verify or compare data. This methodology was used to assess data validity concerning other sources. Source in this research means interview data from the different teachers in this research. This approach may be implemented by comparing the information presented by the respondent during the interview process with documentation data in the form of images and

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[62] Sugiyono. *Metode Penelitian Kuantitatif, ...* 270

[63] Marguerite G. Lodico, Dean T. Spaulding, and Katherine H.Voegtle, *Method in Educational Research* (San Francisco: Jossey Bass, 2006), 273

other data sources such as scientific publications, prior studies, and relevant theories. Furthermore, the researcher also improved research accuracy by comparing research results acquired by reading multiple references, preliminary research findings, and related papers. The researcher gives the credibility of the research results so that the research findings are indisputable as scientific work.

2. Dependability

Sugiyono explained that auditing the entire study process is how dependability is achieved. These criteria can be used to determine whether or not the qualitative research process is of high quality. In this study, the researcher conducted an audit by reflecting on the whole research process to the supervisor, and the supervisor subsequently audited the entire research process. Here the researcher consulted research on supervisors to minimize errors in the presentation of research results and processes during research.

3. Confirmability

It is often known as the objectivity of qualitative research. Research can be said to be objective when many individuals accept the findings of a study. If dependability is used to assess the quality of the process taken by researchers, then confirmability is used to assess the quality of research results.[64] This study used triangulation, also participant review to determine how far the data obtained matches with the data provided by the data provider. Then analyze the collected data through interviews within the compilation of some theories and then state the

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[64] Saryono and Mekar Dwi Anggraeni, *Metodologi Penelitian Kuantitatif dan Kualitatif dalam Bidang Kesehatan* (Yogyakarta: Nuha Medika, 2013), 74

final result of the findings. The next is seeking approval from the supervisors on the view and opinions on matters related to the research focus.

CHAPTER IV
FINDING AND DISCUSSION

The results and discussions of the main research findings are presented in this part. It is to report what the data collection has found. The result of interview answers about in-service and pre-service English teachers' challenges in selecting authentic material and the strategies that they do to cope with such challenges are presented as research findings. In addition, as part of the study, the analyzed data from the interview result that is compared to the expert's theories in the literature review is shown as research discussion. Below is a detailed description of the findings and discussion sections.

A. RESEARCH FINDING

To find out in-service and pre-service English teachers' challenges in selecting Authentic Materials and the strategies to cope with such challenges, four in-service English teachers and four pre-service English teachers are interviewed using open-ended questions. There are three sections of research findings in this research. They are kinds of Authentic Material used by the teachers, teachers' challenges in selecting Authentic Material and teachers' strategies when they face the challenges. Next, the result is explained narratively and also supported by the quotations of the interviewees.

Based on the interviews, all teachers in this research agreed that Authentic Material is suitable to be implemented in the classroom because it has some advantages. This can be concluded from the teachers' statements as follows:

> "*I think it is good. When there is Authentic Material to deliver the material in the classroom, it can make the students fight because there is something to focus on*". (P1)

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"According to me, yes! It is good when we bring it to the classroom. We can show the reality of English, we can show the culture to the students, we also can give a different atmosphere in the classroom". (I1)
"It is good when the teacher wants to bring it to the classroom because it can make the students more easily understand, they also have more interest in learning and the important thing is they do not feel bored easily". (I3)

From those three teachers' statements, it can be determined that Authentic Material provides some advantages such as increasing students' motivation to learn, showing the reality of English, and so on. The teacher also said that they also need to pay attention to some things (criteria considered) when selecting Authentic Material to make it work and be useful in the class. This is as PI confirmed through the following statement:

"*I sometimes choose the thing that corresponds to the material that is going to be taught. Then, it also needs to not be complicated. The important thing is the students understand what the purpose is, the material can be understood by the students easily, and also something that can make all of them active in the class".* (P1)

To sum up, there are variations of criteria delivered by the teachers in this study. Then, the researcher categorized it into three main aspects. They are Authentic Materials that should be appropriate, understandable, and the last is engaging, fun, and simple. Nevertheless, these points before are not teachers' specific criteria in selecting Authentic Material. The teachers also sometimes may add additional criteria if it is needed.

1. Kinds of Authentic Material

According to the results of interviews, there are two kinds of Authentic Material used by the English teachers in this study, auditory material and printed material.

"Sometimes I use the picture, video from you-tube, and also the song". (P1)

"... I just have used video". (P3)
"I have used video and song". (P4)
"I have used video and song, but I also have used advertisement and brochure then". (I2)
"I have used video, advertisement, label, announcement". (I3)

Below are the detailed kinds of Authentic Material used by in-service English teachers and pre-service English teachers in the teaching and learning process based on the results of the interview.

Table 4.1 Kinds of Authentic Material Used by The Teachers

Teacher	Kinds of Authentic Material
P1	Picture, Video, Song
P2	Invitation, Video, Job Vacancy
P3	Video
P4	Video, Song
I1	Video, Announcement
I2	Video, Song, Advertisement, Brochure
I3	Video, Advertisement, Label, Announcement
I4	Video

a. Video

Video is a preferable Authentic Material that the teacher uses in the classroom because Eight of eight teachers in this research said they had used video. However, they used this kind of material in different topic, skill or different variations of video.

"I just remembered the procedure text. So I asked the students what are the ingredients to make something or sometimes also how to use something based on the video that I played before, ...". (P1)
"I attached the video in the learning, such as expression materials. ... it is like a conversation or some real conversation that contains the expression that I taught at that time". (P2)
"For the video, like narrative text, sometimes the students like its story, after that, they write down the new vocabularies or moral value". (I1)
"For the video, I have used dubbing video. So the video has no sound". (I4)

There are movies, dubbing videos, cartoon videos, and other short videos for the kind of videos used by the teachers. One of the teachers said that she used video to teach procedure text. The teacher may also inquire about similar expressions that may be used to express anything. It also gives additional vocabulary to the students and also the moral value from the video. While the teacher uses dubbing and short other videos such as cartoon or animation videos to show some expression of English, introduce some vocabularies and show how to pronounce some words or what the emphasis is. When the teacher decided to choose video as one of their instructional materials, they asked the students' attention and showed the video using an LCD projector. In using a short video, some teachers sometimes play it three times, and then the students are asked to guess what was inside the video. Then, the video does not need to be too long because it can make the students feel bored quickly, even when it is the movie. It is proven by the statement from pre-service teacher 4 (P4) which stated *"But we also need to always keep in mind that the video does not need to be too long because it can only make the students feel bored"*.

Figure 4.1 Screenshot dubbing video about asking and giving directions in English

b. Song

The teacher used this kind of material to give the different situations in the classroom, that is as warming up or ice-breaking so that the students could enjoy their learning. Sometimes the teacher instructs the students to pronounce the words in the song and, on occasion, fill in the blanks of the lyrics. Pre-service teacher 1 (PI) supported the statement before through reporting *"I also have used this kind of material to train students' pronunciation or fill in the missing lyrics ..."* Pre-service teacher 4 (P4) then added *"If a song, I just used it to play games. So, the students can enjoy in my class".* By providing the song and its lyrics, the teachers expected that they could give different classroom situation to the students.
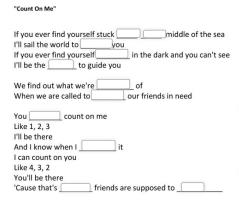

Figure 4.2 the example of blank lyrics

c. Picture

The picture is one of the printed materials that the teacher used. One teacher said that she had used the picture as her Authentic Material. She has ever used it to teach the descriptive text, degree of comparison, and explanation text. Sometimes the teacher displays the picture through an LCD projector, but sometimes the teacher also prints it. It is based on the pre-service teacher 1 (P1) claimed, *"I have used it in descriptive text material as my story before, but I also have used it at degree of comparison and Explanation text"*. Thus, the students are asked to give their opinion about the picture. Another is the teacher made the game in a group and stuck the picture on the wall. Then students run to get the picture based on the story they get, then explain it in front of their classmates.

Figure 4.3 the example of pictures

d. Announcement

It is another printed material that the teachers have used. Two of the teachers in this study have used this kind of material. They looked for the announcement on the internet. One of them showed an example of the announcement by using an LCD, and one of them printed it. So, the teacher can show how the English

announcement is to the students. It can be concluded from in-service teacher 3's (I3) statement, *"In the past, before this pandemic era, I show this kind of material by using the projector, but in this pandemic era, I immediately send it through a Whatsapp group and ask the students to explain it by using voice notes, …"*. On the contrary, I1 clearly stated that, *"I bring the example of an announcement to the class and I show it to the students. So, I printed it then I showed to the students what the announcement should be, how to deliver the announcement itself"*. Furthermore, after showing and explaining the announcement, the teacher asked the students to make the announcement also in a group. Each representative group must use the teachers' office speaker to announce their announcement so that all the school residents may hear it. One of the teacher's reasons to do this is to make the students feel confident to speak English.
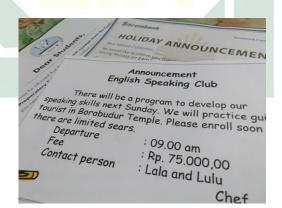

Figure 4.4 Example of Announcement

e. Advertisement and Brochure

Sometimes, the teacher provides some advertisements and brochures. Whether printed advertisements/brochures or just showing the example through an LCD projector. The teacher then invited students to work in a group to understand the

advertisements and brochure. After that, the students did role play related to the information from the advertisement or brochure. They also have to use the correct expression in asking and giving information. It is as I2 confirmed that *"I asked the students to make a group, then I distributed the printed advertisement or brochure. I asked them to understand it, then we did a role play"*.

Figure 4.5 example of Advertisement

f. Label

One teacher said that she had used the label as her Authentic Material in the classroom. To find this, she just took advantage of what she saw and found. She used this kind of material to check the students' comprehension of the material related to the label. Another is trying to make the student speak up. In the pandemic era, she just sent it through WhatsApp and then asked the student to explain the label, whether by using voice notes or making a video.

g. Invitation

The teacher said that she used the invitation as an example to show the students the real invitation in English. She showed the English invitation in a slide and instructed the students to pay attention to it. Then the teacher explained the important thing that needs to be paid attention to when making the invitation. The teachers also asked some of the students to deliver it effectively.

Figure 4.6 example of Label   Figure 4.7 example of Invitation

h. Job Vacancy

As stated by P2 that she used a printed job vacancy as her worksheet to make an application letter and curriculum vitae (CV).

> *"I taught application letters, so then I looked for a worksheet and I took some job vacancies from the internet, we learned to make CV and application letters".* (P2)

Figure 4.8 example of job vacancy

All of the teachers found those kinds of material online because, as one of the in-service teachers said that everything we want can be found through the internet because now is the modern era. This statement was delivered in response to a question regarding the challenge of selecting Authentic Material as instructional material in the classroom.

> "… *that is because we are in the modern era right now. Everything can be obtained from the internet. Or if we do not find it on the internet, just take the simple one. Do not make it difficult, there are many sources besides textbooks. We only need to be smart to take advantage of it*". (I3)

The other was also supported by another teacher who said that it is quite difficult to find printed material. It is when the teacher was asked about access to Authentic Material.

> *"Not all materials are easy to find, right here, if you look for Authentic Material, you might look for it online. It is unlikely to look for printed one, what about printed ones?... If it is like the magazine, I have never seen this in Kediri's bookstores, I have never seen it"*. (I1)

Furthermore, both in-service and pre-service English teachers that have been interviewed used Authentic Material in two cases. The first is to deliver the lesson and the second is to give some entertainment by playing games or quizzes. The teachers also have various reasons for using authentic material as their instructional material, such as it can make the students fight in learning because there is something to focus on. It also makes the teaching and learning process variation so that the activity is not too monotonous and does not make the students feel bored easily. Authentic Material also can show the reality of English, show the other culture, and give a different atmosphere in the classroom. The following

statements demonstrate teachers' responses to the benefits of using Authentic

Material in the class.

> *"We can give a real example to the students. For example, such as pronunciation, culture, or what kind of emphasis the statement is".* (P2)
> "*Students can enjoy learning because at first, many students thought that English was difficult to learn but by providing Authentic Material, we may change the situation in the classroom. Students may not feel so serious about learning".* (P4)
> *"We can show to the students some expressions from native, we can also introduce some vocabularies or similar ones".* (I4)

2. Teachers' Challenges in Selecting Authentic Material

The first research question, "what challenges do in-service English teachers of

MTsN 2 Kota Kediri and pre-service English teachers of the English Education

Department of UINSA face in selecting the Authentic Materials?" is answered

through an interview. The gathered information is based on their previous

experiences with Authentic Material selection.

**Table 4.2.1 In-service and Pre-service English Teachers' Challenges
in Selecting Authentic Material**

In-service English Teachers	Pre-service English Teachers
No challenges	1. Understanding the students
	2. Identify suitable authentic material/suitable part to achieve lesson outcome

The table above indicates that there are different results between in-service and

pre-service English teachers. According to the result of the interview, in-service

teachers faced no challenge in selecting authentic material, while pre-service

English teachers faced two types of challenges. The two challenges is proven

based on the pre-service teachers statement as follows:

"Another is we need to understand all of our students as well. How is their ability, at what level they are, we need extra spirit in there, because no one is the same, of course they are different". (P1)

"It turns out that not all Authentic Materials can be used for teaching. Why? Because it has to be sorted and selected, we cannot take Authentic Material carelessly, or just download it. We need to find the right resources that match with our desire to achieve lesson outcomes and also fulfill the students' needs". (P3)

a. In-service English Teachers

Four in-service English teachers of this study used authentic material in their teaching and learning process. Based on the result of the interview, all of them said that there is no challenge in selecting Authentic Material. It is because the in-service English teachers are already familiar either with the students at each stage or the consideration in choosing this type of material.

"I think when it is the first time that you use authentic material, you still confuse how to find something that really matches and appropriates with our students, because we need to deal with many things there, all at once. But, so far I am used to with this condition, so I do not consider it as a challenge". (I1)
"I think I have no challenge in selecting it. What was that? I think none.... I think the biggest challenge is time duration". (I2)
"I think there is no challenge on it. What is that? ... we only need to have a good connection and look for it through the internet, we looked for it as easy as the students can understand. ... there is no challenge if our place is not in a remote area ...". (I3)
"The challenge? I think none. ... we just need to choose which one is suitable to be brought to the classroom and which one is suitable with our culture". (I4)

In-service English teachers believed that if the teachers really master the consideration in selecting Authentic Material and know the students well, they will not have difficulties selecting it. Furthermore, the only problem that they face is about time. The teachers said that before giving this kind of material to the students, they need to prepare it earlier because they must carefully select it. It is about managing the time with other obligations. Sometimes the teacher also does

not have time to select Authentic Material because of some additional jobs from the school. This is as in-service English teacher 2 (I2) stated that "the *teacher does not have time either. So it can be said that Authentic Material is actually because there may be additional tasks, so yes you can say that you almost do not have time to sort out"*. Thus, it can be concluded from the teacher's statement that she had a problem in managing the time.

b. Pre-service English Teachers

The first problem that the pre-service English teachers face is understanding their students. For sure, there are two of eight teachers as the subject faced this challenge. They need to think about many things related to the students when they select authentic material as their instructional material, such as students' ages, abilities, levels, environments, needs, and what type of student they are. But in fact, pre-service teachers still lack experience. They just go to school when there is an assignment related to the school and when they have a chance from their department to go to the school. Also, the school is mostly different from the previous one, so the students are also different.

Furthermore, there are also many different types of students in the class that make the teacher do more effort to understand each of them, because they should get the same proportion in receiving knowledge. So, the teacher needs to understand every student in the classroom before deciding what Authentic Material they will use.

> *"Another is we need to understand all of our students as well. How is their ability, at what level they are, we need extra spirit in there, because no one is the same, of course they are different"*. (P1)

"*This is what most of my friends and I worry about. We need to understand our students in the class but, as you know, there are not only five or seven students in the classroom. There may be thirty or even more students in a class and we need to deal with all of them. This is that make me sometimes feel hard to select which authentic material that really appropriate to them because not all of the students are same"*. (P4)

These statements show that the teachers need to understand their students, but they feel that it is not an easy thing to do. It is because not all students will easily understand the material. There are different students' abilities in the classroom. Sometimes, a student with a stronger command of the English language may readily comprehend whatever authentic material the teacher uses. Students with lesser levels of ability, on the contrary, were unable to understand despite the teacher presenting the same Authentic Material. So, the teachers also need to get the Authentic Material that fits with the majority of them.

Another challenge is when teachers need to identify suitable Authentic Material/suitable parts to achieve lesson outcomes and students' needs. Here the teachers also should find the material that is matched with both lesson objectives and their students' needs. It challenged the teacher because sometimes, the teachers cannot use all parts of Authentic Material to achieve the lesson objective. Consequently, the teacher needs to sort out which one can help them and their students achieve the lesson outcome, or it just makes spending more time in the class. Carefully selecting Authentic Material ensures that the right Authentic Material is brought into the classroom. The right Authentic Material not only facilitates Authentic learning, but also motivates and engages students in English language teaching. Furthermore, when the materials are appropriately selected,

using Authentic Material may be more successful and relevant in terms of piqueing students' attention and meeting their needs.

Besides, the teachers also need to pay attention to the vocabulary and also the content. Then for this challenge, four of eight teachers, or we can say all of the pre-service English teachers faced it.

"It turns out that not all Authentic Materials can be used for teaching. Why? Because it has to be sorted and selected, we cannot take Authentic Material carelessly, or just download it. We need to find the right resources that match with our desire to achieve lesson outcomes and also fulfill the students' needs". (P3)

Table 4.2.2
Detailed Teachers' Challenges in Selecting Authentic Material

No	Research Subject	Kinds of Authentic Material Used	Challenges
1	In-service teacher 1 (I1)	Video	No challenge
		Announcement	
2	In-service teacher 2 (I2)	Video	No challenge
		Song	
		Advertisement	
		Brochure	
3	In-service teacher 3 (I3)	Video	No challenge
		Advertisement	
		Label	
		Announcement	
4	In-service teacher 4 (I4)	Video	No challenge
5	Pre-Service teacher 1 (P1)	Picture	Select an appropriate picture that is not ambiguous and does not raise many questions

		Video	Select the appropriate video for the students by looking up the vocabulary and content
			Understand the students
		Song	Select suitable song
6	Pre-service teacher 2 (P2)	Invitation	Find the right difficulties level of students
		Video	Select the right resources
			Select the appropriate video that matches the curriculum, students' level, school environment, and lesson plan
		Job Vacancy	Select appropriate job vacancy
7	Pre-service teacher 3 (P3)	Video	Find something that fits with the topic
			Find a video that matches with students' abilities
			Find something interesting
8	Pre-service teacher 4 (P4)	Video	Understand the students to get the right authentic material
		Song	Understand the students to get the right authentic material

Nevertheless, both of those two kinds of teachers sometimes find that some Authentic Materials also contain unfamiliar vocabularies or difficult language and complex structures that make them think about how to get it simple. But they are

also aware of this condition because Authentic Material is not specifically for the world of teaching. So there is often the possibility of finding unfamiliar vocabularies, more relaxed language structure, or culture issues that are different and even never discussed in the teaching.

> "*Unnecessary vocabs, etc. In that case, maybe yes because Authentic Material is not only for educators and learners but it is made in general like that. If it is made in general, sometimes there may be unfamiliar vocabulary in education. Then maybe there are also rich cultural issues that are rarely discussed in the world of education. Then sometimes the linguistic structure may be more relaxed*". (P2)
> "*… because its purpose is not in the educational field, we understand that. Most likely we encounter something like that is a lot, what we can do is filter what is actually proper to our students*". (I4)

Moreover, Not all of Authentic Material should contain all of the vocabularies that the students have mastered. The Authentic content may contain some new words that students might use to expand their vocabularies. Thus, As a conclusion, it is obvious from the result that some Indonesian English teachers, especially pre-service English teachers, still face the challenge of selecting Authentic Material that fits their students and teaching context.

3. Teachers' Strategies in Solving the challenges in Selecting Authentic Material

The interview was also used to get the data to the second research question, "what are the in-service English teachers of MTsN 2 Kota Kediri and pre-service English teachers of the English Education Department of UINSA strategies in solving such challenges in selecting authentic materials?". Then, from the challenges explained above, the teachers also have the solution to solve them.

Table 4.3.1 Teachers' Strategies to Solve the Challenge

In-service teachers	Pre-service teachers
No strategy	1. Browse many resources
	2. Read some articles, printed book or e-book
	3. Join seminar/workshop
	4. Ask guidance
	5. Understand the students' condition as well (students' level, students' interest, students' environment)

The table above shows that there is no strategy delivered by an in-service English teacher in solving the challenge, because they did not face the challenge in selecting Authentic Material. On the other hand, it is obvious from the table that pre-service teacher teachers did some ways to deal with such challenges when they selected Authentic Material. One of the teachers said that if the teachers want to use Authentic Material, they need to have a strong intention so that if they face the challenge, they will fight to do anything to solve the challenge that is met, even if it is a big challenge.

"*So many things we need to consider when we choose Authentic Material as our instructional material but, yaa because from the beginning my intention was quite strong, so I resolved to endure looking for it... if we want to make it easy, we actually can explain directly by writing on the board but, yes that was back to our intention to use the authentic material itself*". (P3)

According to the challenges that are faced by the pre-service English teachers, they also have some strategies to deal with. Browsing many resources was done by the teacher to get the appropriate Authentic Material that they want, that fits their desire and fits the students' needs. Thus, three of four pre-service English teachers in this study did this way. Then, a pre-service teacher claimed that one of the strategies is to read some articles, printed books or e-book to get more

understanding in selecting this kind of material. She believed that through reading the sources several times, it will give new insight and strengthen her understanding about the topic. As P2 stated, *"We can also read some books or e-books or articles about how to be more selective in selecting authentic material. Sometimes, we do not get the point or we do not understand what the book talking about if we do not read it several times. But, I believed that we will definitely understand if we read it more and that may give us basic knowledge then"*. This means, reading the book/article effectively gives the teacher benefit, even though it is only the basic knowledge in selecting Authentic Material.

One of the pre-service teachers also said that she was also joining the seminar/workshop about instructional material. In joining a seminar/workshop, this is not the obligation from the department; this is the teacher's willingness to get new knowledge about Authentic Materials. But, only one pre-service teacher has joined the seminar/workshop. The rest is learning about instructional material by watching the video on you-tube or from the explanation from their lecturer.

> "*Yes, for the candidate of teachers, because we have not got a lot of experience in the classroom, so I think we need to get a lot of knowledge relating to all of the things in education. It is because I believe that we will also face it later. And fortunately, I have also got the workshop related to instructional material and I think that was so wonderful. I know the Authentic Material and I got the way to select Authentic Material as well"*. (P4)

Teachers ask for guidance. The other way to solve the challenge is to ask for guidance to help them select Authentic Material. Here, pre-service English teachers ask for guidance from their peers and their lecturer who has experience in selecting Authentic Material so that the candidate of teacher can get the best suggestion in selecting the appropriate Authentic Material. Generally, the pre-

service English teacher chose this kind of strategy because they got the challenge in select the appropriate material. By doing discussion with their friends, sometimes it can give them wider insight from the other perspectives. As P3 delivered, *"I did discussion with my friends or group members when it was in group assignment, because mostly we have different perspectives, then we can discuss the best one. Then, if we are still confuse, we ask our lecture's guidance sometimes. I think it is better if we have partner to discuss with"*. From the statement, it can be concluded that the pre-service teacher feel helped in overcoming the challenge in selecting Authentic Material by asking others suggestion.

Besides joining seminars/workshops and asking for guidance, the teachers also need to understand their students. They need to know the characteristics of their students, their interest, their environment, and their level to make the Authentic Material that they brought is proper for the students. Because when the kind of authentic material is not appropriate to be applied, the students will only ignore it, and after all, they do not know what they should do, and this is also only spending time. Sometimes, the teacher has a little conversation or just shares with each other to understand students' conditions and others.

Table 4.3.2
Detailed Teachers' Strategies in Solving Challenges when Selecting Authentic Material

No	Research Subject	Challenge faced by teachers	Teachers' Strategies
1	Pre-service teacher 1 (P1)	Find an appropriate picture that is not ambiguous and does not raise many questions	Browse as many as resources

		Select the appropriate video for the students by looking up the vocabulary and content	Read some articles or e-book
			Ask friends and lecturer
		Understand students	Read some articles or e-book
			Ask friends' suggestion
		Find appropriate song	Browse as many as resources
			Prepare it earlier
2	Pre-service teacher 2 (P2)	Find the right difficulties level of the students because there are many students' abilities in the class	Understand students' condition
		Select the appropriate video that matches with the curriculum, students' level, school environment, and lesson plan	Understand students' condition
			Read books or articles
		Select appropriate job vacancy	Read some sources to be more selective in selecting authentic material
3	Pre-service teacher 3 (P3)	Find something that fits with the topic	Look for many resources
		Find the video that matches with	

		students' abilities	
		Find something interesting	
		Find the right resources	Know the search keyword
4	Pre-service teacher 4 (P4)	Understand students to get the right authentic material	Get a lot of knowledge related to authentic material
			Join seminar/workshop
			Watch you-tube

By doing some strategies presented before, pre-service teachers indicated that they can minimize the challenge occurring in selecting Authentic Material, because they finally found the appropriate material to be brought to the classroom. Even if it is not an instance process, the strategies can give them more knowledge and also the experiences.

B. RESEARCH DISCUSSION

At this point, the discussion is about kinds of Authentic Materials, the teachers' challenges in selecting Authentic Material, and the teachers' strategies in solving the challenge. Then, the findings were also correlated with the theories stated in the literature review as the foundation in this research.

1. Kinds of Authentic Material

According to the definition of Authentic Material stated in the key term, Authentic Material here refers to the kind of instructional materials created for a purpose other than teaching language. In fact, it is used by the teacher as material to deliver knowledge and information in teaching English. Eight English teachers

in this study, including four in-service teachers and four pre-service teachers have used those two kinds of Authentic Material. It may range from video and song as auditory material and announcement, advertisement, brochure, job vacancy, invitation, and label as printed material. It is in the same line with California Department of Education's fact sheet that highlighted the Authentic Material that the teachers use is divided into two main categories; they are auditory material and printed material.[65]

The advantages of using Authentic Material delivered by the teachers are also suitable with the theory from Kilickaya stated in the literature review before. It provides students with opportunities to study English[66] because they were introduced to English's real usage in the social environment. The students may also feel excited to learn for pleasure as long as the teacher pays attention to important considerations in selecting Authentic Material.

According to the finding of the fourth previous study, [67] there are four criteria considered by the teacher in selecting Authentic Material. Those are Authentic Materials relevant to basic competencies and students' needs, entertaining, comprehensible, and current. Still, this finding is different from this present study because the previous study focused on the criteria considered by the teachers in selecting Authentic Material while for this current study is about the teachers' challenges when selecting Authentic Material. What makes the same thing between this previous study and the present study is in the subject. Both of the

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[65] Sally Laniro, *Fact Sheet* No.1, Developed by California …

[66] Ferit Kilickaya, "Authentic and cultural content …

[67] Abdul Kholik, Undergraduate Thesis: "*Authentic Materials Selection in Hospitality Program …*

studies have in-service teachers as the subject. Another is that both the findings have two kinds of Authentic Materials the teacher uses: authentic auditory material and authentic printed material. Thus, considering some essential considerations to select Authentic Material certainly helps the teacher in the learning process because teachers can use the material to deliver their lesson and entertain the students or play some games.

Then, the teachers also can use this kind of material to give the impression that the English subject is not always learned seriously and it is also not as scary as the students imagine. Another advantage is also based on the finding of the first previous study.[68] It is intense to know how authentic material can influence language skills. It is about the effectiveness of authentic material in improving junior high school reading comprehension. By doing action research, the result said that using Authentic Material improves the students' reading comprehension. However, the finding is also different from the finding of this present study because it is about the challenge faced by the teachers when they selected Authentic Material.

Thus, in conclusion, it can be seen that there are two types of Authentic Material used by the teacher: auditory material and printed material. Furthemore, through some criteria considered when selecting Authentic Material, the teacher can easily get this kind of material to be brought to the classroom.

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[68] Rina Desitarahmi, Undergraduate Thesis: *"Using Authentic Materials to improve reading ...*

2. Teachers' Challenges in Selecting Authentic Material

A theory from Ashwaq Abd Al-Mahde Huessein said, "teachers face challenges regarding access to Authentic Materials such as the time required to find an appropriate authentic text and suitable design for the pedagogical task".[69] Then, it is confirmed that some Indonesian English teachers faced the challenge of selecting Authentic Material. Based on the findings of this present study, there are a different answer between in-service and pre-service English teacher in this study. Facing the challenge is a common thing in every aspect, including the educational aspect. Then, when applying Authentic Material in the classroom, the most important thing is that both the teacher and the students can enjoy it and not feel a burden. All of the teachers in this study agree that some advantages are provided by Authentic Material. On the other hand, this kind of material also makes the teacher feel challenged when they want to use it. Huessein proved on his research that one thing that may be challenging activity is selecting and accessing Authentic Materials.[70] Thus, if the teachers have a challenge in selecting Authentic Material, it means the teachers faced a common problem. In contrast, the finding of this present study indicated that the in-service English teachers did not find any challenges on it. This phenomenon occurred because they were already familiar with the educational aspect, such as understanding students and selecting authentic material.

Different from the in-service English teacher, the pre-service English teacher claimed that they faced the challenge in selecting Authentic material. It is related

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[69] Ashwaq Abd Al-Mahde Huessein, "Difficulties Faced by Iraqi Teacher … 26
[70] Ashwaq Abd Al-mahde Huessein, "Difficulties Faced by Iraqi Teachers… 36

to the skill of selecting Authentic Material. Teachers' challenge in this aspect are understanding the students and identifying suitable Authentic Material/suitable parts to achieve lesson outcome and students' needs.

In selecting Authentic Material, teachers must deal with many things, such as knowing their students' characteristics. They need to know their students exactly, about students' ages, students' interests, students' levels, students' abilities, and also their environments. In fact, it seems not easy for pre-service English teachers to deal with those things all at once even though this is one of the important points in getting Authentic Material. It is because when pre-service teachers go to the school, mostly the school is different from the previous one and they do not have a long time in that school. So, understanding the students in a short time is not an easy thing. Furthermore, a good relationship between the teacher and the student is also important to determine the students' characteristics. But again, the teachers cannot fix it in a short time. The teacher has to know more than their names, ages, family histories, and social groups. It is also vital to understand their interest in learning, whether they prefer to watch the movie, play games, read the book or be outdoors. It is as the statement from Alan which said the teaching and learning process is heavily influenced by factors such as student interest and motivation.[71] When a teacher is unable to provide Authentic Material, it is possible that they will have a negative impact on the students and will not encourage them. Instead of helping students develop their English skills, this will bore them. Besides, pre-

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[71] Alan Cunningsworth, *Choosing Your Coursebook,* (Oxford: Macmillan Heinemann, 1995), p.136

service teachers still lack experience compared with the in-service teacher who has already been used to this condition.

The second challenge is related to identifying suitable Authentic Material/suitable parts to achieve lesson outcomes and students' needs. From the findings, it can be clearly seen that the teachers sometimes still feel difficult to match the Authentic Material with the students in the classroom. It is right that there are many available resources of Authentic Material but, not all of them are proper to be applied in the classroom. Teachers' skills and knowledge are needed when they want to select Authentic Material. It happens because there are many students in the classroom with different abilities in understanding the material so that some of them sometimes argue that this kind of Authentic Material is easy for them and some of them feel it is hard.

At last, teachers need to get the Authentic Material that fits all of their students in the classroom, including their level, age, interest, and others. It is also in line with the researcher's experiences in selecting Authentic Material. Students' level is included in the criteria that the teacher needs to consider when selecting Authentic Material. This means that the teacher needs to pay attention to their students' level to know their ability, interest, and others. As a consequence, the teacher's decision to bring Authentic Material to the classroom is not useless material.

As stated in the literature review, teachers have some roles in the classroom, and one of them is the teacher as a motivator. Danela Tamo noted that one of the

advantages of using Authentic Materials is boosting learners' inspiration.[72] Consequently, if the teachers bring appropriate materials to the classroom, students will study by themselves if they get motivated to study. However, bringing the best Authentic Material that fits the student's needs is not easy. Teachers should know their students first to make the Authentic Material that is brought to the classroom more effective and impactful. In addition, when it comes to selecting Authentic Material, the criteria for making it acceptable for use in English language instruction must be carefully considered. If the teachers select and bring authentic materials without considering certain criteria, the classroom will be monotonous, and language education will be nothing more than a language explanation, even if the teacher employs authentic materials.

In a nutshell, understanding students and identifying suitable authentic material are being the challenge of selecting it for the teacher, but this challenge is only faced and experienced by pre-service English teachers. The finding of this present study is also in line with the third previous study that said teachers faced problems in using Authentic Material.[73] The problem here is called the teachers' difficulties. Then, the teachers face two difficulties: difficulties in preparing Authentic Material and using Authentic Material in the class. While evaluating Authentic Material, there is not a problem there. Although there are also difficulties in preparing the Authentic Material that is almost the same as the focus of this present research, the kind of Authentic Material that the teachers use, what caused the challenges, and the strategies that the teachers did are different because the

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[72] Danela tamo, "The Use of Authentic Materials in Classrooms"*, LCPJ*, Vol.2 No.1, 2009, 75.
[73] Khoirul Anam, *Teacher Difficulties in Using Authentic Material ...*

subject is different. The previous study focused on the lecturer, while this current study focused on pre-service teachers and in-service teachers.

3. Teachers' Strategies in Solving the Challenges in Selecting Authentic Material

As the challenges in selecting Authentic Material were explained before, teachers also have strategies to deal with such challenges. Linus stated that challenge is some unpredictable lack that invites solution or action from someone to finish it.[74] This means that the challenge here is the teachers' problem. The information about teachers' strategies is to deal with the challenges and make teachers prepare more because there are some problems in the teaching and learning process. It makes every teacher have ways to overcome the challenge.

Based on theory presented in the literature review, strategies are precise plans of actions for a particular purpose, such as reaching a goal of something.[75] Then, in solving the challenge when the teachers select Authentic Material, teachers also used some strategies to anticipate or to overcome the challenge. But because the only pre-service English teachers who faced the challenge, thus, the strategy is only from the pre-service English teachers.

The first strategy that was done is browsing as many resources as possible. Having access to many resources can make the teachers find many kinds of Authentic Material and get the appropriate material for them and their students. It makes the teacher able to compare which one is appropriate and fits with the criteria that have been considered. Another strategy that was done is reading some

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[74] P. Linus Herta, "Challenges in English Language Teaching". … 882
[75] Summer Della, *Longman Handy Learners ...*

articles, printed books/e-book. By digging through as many as possible, it can help the teacher get more insight. It is because different resources may provide distinct information that is not available in other resources.

Joining a seminar/workshop is one of the strategies that the teacher did. By joining the seminar, pre-service teachers may add their knowledge about Authentic Material, what is it, what advantages and disadvantages are provided, how to select, how about the access, and other aspects related to Authentic Material. Besides joining the seminar, teachers may also add their knowledge by watching you-tube to have additional information about Authentic Material.

As stated in the key term, a pre-service teacher is the candidate of the teacher. So, they still lack experience if it is compared with the in-service teacher. Here, asking for guidance and advice from the expert is important to prepare the best service for their students. Teachers need to look at students' characteristics such as students' age, students' level, students' interest, students' environment, and others. It needs to be done to minimize teachers' challenges in selecting Authentic Material because some drawbacks are also provided by Authentic Material. So when the teachers can analyze what is needed by the students well, it can minimize their challenges.

Many things may happen in the school, whether it is inside or outside the classroom. That is why teachers in the school need to deal with many things before bringing this kind of material to the classroom. It happens because sometimes, a kind of fear or something like panic from the students will also happen when they face unfamiliar things for them. It is normal to happen, and the

important thing is that teachers can handle it and be spontaneous problem solvers.[76] Therefore, teachers still can make their students feel calm even when they introduce something new that is not familiar to them.

For instance, there are five strategies done by the pre-service teacher in dealing with their challenge. Those are browsing many resources, reading some articles or e-books, joining seminars/workshops, asking guidance from others, and understanding students' conditions.

Furthermore, this study has a different answer between in-service and pre-service English teachers about challenges in selecting Authentic Material. For the challenge, in-service teachers faced no challenge, while pre-service teachers faced understanding the students and identifying suitable Authentic Material/suitable parts to achieve lesson outcome and students' need as their challenge. Generally, it can be concluded from the finding that one of the factors that influence this difference is teachers' experiences. In-service English teachers have more experiences in understanding the students and using Authentic Material, it may cause them to not assume it as a challenge. Another is that their frequency in facing the student is more than pre-service teachers who consider it a challenge. Nevertheless, even though the in-service English teachers did not face the challenge in selecting authentic material, the theory presented in the chapter II still reflects the finding of this research, because pre-service English teachers still faced the challenge.

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[76] Matthew Lynch, 2015, *3 Responsibilities Teachers Have …*

Then, talking about the criteria for selecting Authentic Material, Nuttal said that there are three criteria in selecting this kind of material: suitability of the content, exploitability, and readability.[77] Thus, all of the teachers in this study used those criteria to select Authentic Material, whether in the suitability of the content, exploitability, or readability. Teachers said that they need to pay attention to certain criteria in selecting this kind of material because it impacts the use of Authentic Material in the classroom.

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[77] Nuttal cited in Widyastuti, "Authentic Material and Automaticity…

CHAPTER V
CONCLUSION AND SUGGESTION

A. RESEARCH CONCLUSION

According to the result of this present study, there are three essential points: kinds of Authentic Material used by the teachers, teachers' challenges in selecting Authentic Material, and teachers' strategies to solve the challenge.

1. Kinds of Authentic Material Used by the Teacher

There are two main categories of Authentic Materials used by the teacher: auditory material and printed material. The teachers use video and song as auditory material. Then, pictures, announcements, brochures, job vacancies, invitations, and labels are used as printed material. Most teachers get the authentic material from the internet and their collection, so it is free.

2. In-service and Pre-service Teachers' Challenges in Selecting Authentic Materials

Based on the findings of this study, there is a different answer between in-service and pre-service English teachers. There is no challenge that is faced by an in-service English teacher. Whereas, pre-service English teachers faced understanding the students and identifying Authentic Material/suitable part of Authentic Material as their challenge in selecting it. Pre-service English teachers claimed that they need to think about many things in selecting this type of material. Teachers should consider whether the Authentic Material fits the students' needs by paying attention to students' age, level, interest, and others. Then, the researcher concluded that the factor that may be causing this

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phenomenon is teachers' experience. Because in-service English teachers have more experience than pre-service English teachers, it may cause them to not find any challenges in selecting this kind of material.

3. In-service and Pre-service Teachers' Strategies in Solving the Challenge

As for the challenges faced by the teachers, there are also some strategies in solving the challenge. Becoming a teacher needs to be creative in many things, including providing the solution to every problem. Then, to solve the challenge in selecting Authentic Material, the pre-service English teacher tried to browse many resources, read some articles or e-books, joined the seminar/workshop, asked guidance from others, and tried to understand the students well.

B. RESEARCH SUGGESTION

Based on the result, it is highlighted that the significant suggestions of this present research are:

1. For Teacher

Teachers who have not used this kind of material need to know that it is important to give this kind of material to the students because students also need to understand how English in reality is. The interview result showed that all teachers felt the advantages of Authentic Material, such as increasing students' motivation and engaging students' attention in learning. Still, it does not mean that the teacher should use only Authentic Material in the classroom. They should balance textbooks and Authentic Material to enable students to discover the relation between the classroom world and the outside world. Authentic Material may be used in a variety of ways in the classroom. Teachers can look for it on the

internet, and it is free. While for those who have used this kind of material, it is clear that other teachers also find the challenge. The thing that needs to be done is teachers should have a strong intention to use such material because there will be some challenges they face. If the teachers have strong intentions, they definitely can solve the challenge. And if the challenge is the same with this present study, they can also do the same way explained in the research discussion above.

While pre-service teachers/the candidate of teachers should be able to select Authentic Material carefully to get the appropriateness of teaching. They also can read many references such as an article or watch videos on you-tube to enrich their knowledge about Authentic Material.

2. For the following researcher

The following researcher might have a comparable discussion regarding Authentic Material in different focuses, subjects, or even procedures. They may investigate the topic about English teacher preferences of Authentic Materials utilization or strategies in designing the appropriate task due to Authentic Material. Another aspect that may be explored by future research is relating to teachers' perception of how Authentic Material can develop productive skills. In addition, this research only investigated the challenges in selecting Authentic Material in small subjects. Therefore, future researchers may conduct research with the larger subject. Also, it is supposed to use both interviews and questionnaires to get more data. This is because there may be additional challenges in selecting Authentic Material that teachers in this study have not faced.

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