

The Authenticity of Narrative Text in Senior High School English Textbooks

THESIS



**UIN SUNAN AMPEL
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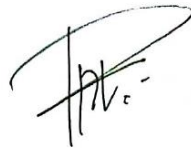
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ABSTRACT

Octavelinasari, D. (2023). *The Authenticity of Narrative Text in Senior High school English Textbooks*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Rizka Safriyani, M. Pd. Supervisor II: Afida Safriani, S.Ag MA, Ph.D.

Key Words: Authenticity, Authenticity Continuum, English Textbook, Narrative Text

Authenticity is a crucial aspect of foreign language learning and teaching. It refers to applying materials that accurately reflect the language, culture and context of the target language. There has been a significant amount of recent research discussing the various kinds of authentic materials, both their advantages and disadvantages, without addressing the authenticity of these materials. This study aims to examine the narrative text in Senior High School English Textbooks with the criteria of authenticity. This research was conducted by analyzing three narrative texts to assess them through a table analysis sheet instrument. This present study, therefore, is undertaken through a qualitative content analysis with a qualitative research design. The sources of data assessed were documents collected from three English textbooks "Work in Progress", "English to Pathway", and "Let's Get Started" which were published by the Ministry of Education and Culture, Erlangga, and MGMP Surabaya. The research instrument is a table analysis sheet consisting of the authentication criteria regarding the authenticity continuum and the criteria for authentic text for classrooms. The results revealed that the narrative texts in the selected textbooks met the criteria of authenticity. The three narrative texts have all the components of the authenticity continuum, including individual, community, classroom, and real-world aspects, so that the text or the material can be said to be authentic from various perspectives. Although the third text from MGMP Surabaya is more prominent, it does not rule out the possibility that the other two texts have met the criteria for authenticity. Bearing in mind that the authenticity of materials can be compromised when they are adapted or simplified for language learners to match with students' needs and abilities. It indicated that relevant and meaningful materials might help students develop language skills naturally and engagingly. These results suggest material developers or textbook designers ensure the materials they distribute match the curriculum and students' needs. So that the learning objectives are achieved and provide experience in the real world.

ABSTRAK

Octavelinasari, D. (2023). *The Authenticity of Narrative Text in Senior High school English Textbooks*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Surabaya. Pembimbing I: Rizka Safriyani, M. Pd. Pembimbing II: Afida Safriani, S.Ag. MA, Ph.D.

Kata Kunci: Keaslian, Rangkaian Keaslian, Buku Teks Bahasa Inggris, Teks Naratif

Keaslian adalah aspek penting dari pembelajaran dan pengajaran bahasa asing. Ini mengacu pada penerapan materi yang secara akurat mencerminkan bahasa, budaya, dan konteks bahasa sasaran. Banyak sekali penelitian akhir-akhir ini yang membahas berbagai macam bahan autentik, baik kelebihan maupun kekurangannya, tanpa menyinggung keaslian bahan tersebut. Penelitian ini bertujuan untuk mengetahui sejauh mana keaslian teks naratif dalam buku pelajaran bahasa Inggris SMA dengan kriteria otentik. Penelitian ini dilakukan dengan menganalisis tiga teks naratif untuk dinilai melalui instrumen lembar analisis tabel. Oleh karena itu, penelitian ini dilakukan melalui analisis isi kualitatif dengan desain penelitian kualitatif. Sumber data yang dinilai adalah dokumen yang dikumpulkan dari tiga teks naratif dalam buku “Work in Progress”, “English to Pathway”, dan “Let’s Get Started” yang diterbitkan oleh Kemendikbud, Erlangga, dan MGMP Surabaya. Instrumen penelitian berupa lembar analisis tabel yang terdiri dari kriteria autentikasi yang dikemukakan oleh Pinner mengenai kontinum autentikasi dan kriteria teks autentik untuk ruang kelas yang dikemukakan oleh Berardo. Hasil penelitian mengungkapkan bahwa teks naratif dalam buku ajar terpilih memenuhi kriteria keaslian. ketiga teks naratif memiliki semua komponen kontinum keaslian, meliputi aspek individu, komunitas, kelas, dan dunia nyata, sehingga teks atau materi dapat dikatakan otentik dari berbagai perspektif. Meskipun teks ketiga dari MGMP Surabaya lebih menonjol, namun tidak menutup kemungkinan bahwa dua teks lainnya telah memenuhi kriteria keasliannya. Mengingat bahwa keaslian materi dapat dikompromikan ketika diadaptasi atau disederhanakan untuk pembelajar bahasa agar sesuai dengan kebutuhan dan kemampuan pembelajar. Ini menunjukkan bahwa materi yang relevan dan bermakna dapat membantu siswa mengembangkan keterampilan bahasa secara alami dan menarik. Hasil ini menyarankan pengembang materi atau perancang buku teks memastikan materi yang mereka distribusikan sesuai dengan kurikulum dan kebutuhan siswa. Agar tujuan pembelajaran tercapai dan memberikan pengalaman di dunia nyata.

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
EFL	English Foreign Language
MGMP	Musyawah Guru Mata Pelajaran
COVID-19	CoronaVirus Disease 2019
AC	Authenticity Continuum
TRCC	Text Readability Consensus Calculator



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CHAPTER 1

INTRODUCTION

The background of the study and its justification are covered in this section. After identifying issues, research questions are formulated, followed by the study's aims. The significance of the research is then continued to explain how the study will be useful. The study's limitations are outlined in the section under "Scope and Limitations." Definitions of the most relevant keywords are provided at the conclusion of each chapter to facilitate communication between researchers and their audiences.

A. Research Background

Textbooks are the primary source of information for instructors and students during the learning process. Sheldon, as cited in Hamidi & Benaissi, stated that textbooks reflect the visible core of any ELT program.¹ It means that textbooks provide a basis for learning materials, several English skills, and the types of language practices applied by the students during the classroom learning activities. Another expert defines a textbook as one of the types of text used to fulfill an educational curriculum.² Richard also argued that a textbook is one of the educational resources used to assist students in learning by providing cognitive processes and structures for students' improvement.³ Therefore, textbooks are a fundamental tool for all educators.

There are a variety of settings in which textbooks are used. As an example, reading textbooks is used in the process of acquiring reading abilities, which includes several reading texts and practicing reading skills. In this study, the researcher used many of the 10th grade Senior High School

¹ Badra Hamidi and Fawzia Bouhass Benaissi, "The Authenticity of the Algerian English Textbooks: The Case of Third Year High School Textbook 'New Prospects,'" *Arab World English Journal* 9, no. 3 (2018): 406–417.

² H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2004.

³ Carol A. Klee, Jack C. Richards, and Theodore S. Rodgers, "Approaches and Methods in Language Teaching," *The Modern Language Journal*, 1986.

English textbooks used in educational institutions in Indonesia. Further, the books also attempt to develop students' attitudes, knowledge, and communication abilities via a range of active communication exercises, both receptive and productive. It presents information and learning experiences pertaining to a text-based, spoken and written English communication-based language learning strategy. The variety of texts in the textbooks include short functional texts; essays in the form of a recount, narrative, and descriptive; and texts in the form of conversations (interactional texts) that reflect various speech acts. All in all, the suitable content of these textbooks support students' learning purposes. However, textbooks have advantages and disadvantages. Grave says textbooks contain a set of visuals, activities, and readings and save time for the teacher to find materials.⁴ According to Richard, textbooks provide frameworks and syllabi for a program, provide standardized teaching, provide good language models, and serve as efficient learning resources for teachers. Otherwise, textbooks might include unauthentic language, mislead knowledge, not reflect students' needs, and de-skill instructors in material creation.⁵ Besides, a study by Zohoorian and Pandian maintains that syllabus designers and material developers do not apply authenticity in developing materials and learning activities.⁶ Authenticity is one of the issues encountered when composing textbooks. Typically, textbook designers only create texts without utilizing their authenticity. A text should require learners to apply their knowledge, skill, and competence to a real-world circumstance. In order to promote English comprehension, textbook content must be contextually relevant to students' majors. Thus, to cope with those

⁴ Kathleen Graves, *Designing Language Courses: A Guide for Teachers*, Thomson Learning: Heinle and Heinle, 1999.

⁵ Agung Hariyadi, "Authenticity of Narrative Text Models Used in Junior High School Textbooks," *Tell: Teaching of English Language and Literature Journal* 6, no. 2 (2018): 62.

⁶ Zahra Zohoorian and Ambigapathy Pandian, "An Evaluation of Authenticity: A Case of EAP Textbooks in Iran," *International Journal of Language and Literature*, 2014.

negative issues, the curriculum designers and teachers should provide authentic or real-life materials as an alternative in the textbook.

Authentic materials produce any knowledge to imitate real world situations. What Morrow means by "real" is that there is more than talk for the sake of talking or drills being practiced; there is a simple function or purpose to the interactions. Tomlinson and Masuhara's definition of authentic materials agree with this, stating that they aren't meant to teach you grammatical rules or vocabulary but rather to offer *an experience* of the language used.⁷ Therefore, it exposes people to the target language and motivates them to utilize it. In his first argument, Morrow emphasized the "reality" of language as a "tool" for meaningful interactions, demonstrating that the idea of a "native speaker" has been shifting away for some moment. Thus, it may be inferred that authentic materials are needed to facilitate EFL students to practice a foreign language in real situations. This gives learners a context-specific communication experience. Richards agrees that students need to be exposed to authentic language in the classroom.⁸ Several studies by Artha, Marhaeni, and Dewi⁹, Parmawati and Yugafiati¹⁰, Albiladi¹¹ and Boyaci and Mediha¹² prove that the goals of using real-world examples in language instruction are to increase student engagement and retention by showing them how the language is really used in the real world. They also stated that authentic language may improve students' motivation in learning English.

⁷ Richard Pinner, "The Authenticity Continuum: Towards a Definition Incorporating International Voices," *English Today* 30, no. 4 (2014): 22–27.

⁸ Klee, Richards, and Rodgers, "Approaches and Methods in Language Teaching."

⁹ K Artha, A A I N Marhaeni, and N L P E S Dewi, "An Analysis of Authentic Materials Used by English Teacher in Senior High School in Singaraja" 3, no. 1 (2020): 30–38.

¹⁰ Aseptiana Parmawati and Rasi Yugafiati, "Using Authentic Material to Improve Students' Reading Interest," *ELTIN Journal, Journal of English Language Teaching in Indonesia* 5, no. 1 (2017).

¹¹ Waheeb S. Albiladi, "Exploring the Use of Written Authentic Materials in ESL Reading Classes: Benefits and Challenges," *English Language Teaching* 12, no. 1 (2018): 67.

¹² S. Dilek Belet Boyaci and Mediha Güner, "The Impact of Authentic Material Use on Development of the Reading Comprehension, Writing Skills and Motivation in Language Course," *International Journal of Instruction* 11, no. 2 (2018): 351–368.

The most common concept of authenticity in EFL is textual authenticity. To begin with, explaining what "authenticity" means in an EFL context is not easy. The researcher agrees with how Pinner defines authenticity to limit the broad concept of it. Pinner asserted that authenticity should be viewed as a continuum that attempts to incorporate all the factors that make something real. It implies that authenticity is in part a distinctive social shared experience and partially an individual's concept of validity about the teaching/learning environment. Individuals, communities, classrooms, and the real world are all connected parts of the continuum.¹³ He thinks the best way to think about authenticity is not as a set of black-and-white rules (absolute) but on a scale where social and environmental factors play a role. So, when choosing or adapting instructional materials, this continuum encourages teachers and students to consider how the content will affect them and their learning goals. The continuum emphasizes self-importance and involvement with objects and language. So, there is a place for authenticity in the classroom, and it needs to be something that both students and teachers can relate to and understand.

Taking the view that authenticity is an abstract concept with different levels and can be approached differently, the researcher broke authenticity into what Gilmore advocated, limiting the concept to objective criteria rather than subjective ideas like "learner authentication." Otherwise, any discourse could be called "authentic," and the term would be meaningless. Instead of arguing about whether something is real or made up, it would be better to talk about learning goals or how well it fits the learning goal.¹⁴ A primary goal is to support the development of individuals fluent in the target language of a given speech community. These are called "communicatively competent" learners. As we all know, English is used

¹³ Pinner, "The Authenticity Continuum: Towards a Definition Incorporating International Voices."

¹⁴ Alex Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning," *Language Teaching* 40, no. 2 (2007): 97–118.

worldwide for international communication. To reach this goal, the teachers can use any tools, no matter where the materials or tasks came from or how real or fake, they seem.

Nowadays, the government has implemented “Independent Curriculum” and “2013 Curriculum” at educational institutions in Indonesia. In the Independent curriculum, learning English focuses on strengthening six language skills, namely listening, speaking, reading, viewing, writing, and presenting inclusively in various types of texts, while in 2013 curriculum has only four language skills, such as listening, speaking, reading, and writing.¹⁵ In addition, in the independent curriculum there is also a project to strengthen the Pancasila Student Profile which students must do in the learning process. Even though the independent curriculum has been implemented in several schools in Indonesia, the books that are still being upgraded based on the independent curriculum are still limited and still in progress. It is because the independent curriculum was implemented after the COVID pandemic to improve student education quality still in progress. Therefore, the government has authorized numerous exceptional textbooks from different publishers that meet Indonesian curriculum standards. Each grade should include the material relevant to the goals and students' abilities. For example, at the high school level several materials regarding types of text, such as narrative text, recount text, report text, procedure text, etc. However, this current study focused on narrative text. According to Toolan cited in Puji's research, the significance of English narrative is that every term in the story is potentially memorable and likely to help understand and comprehend the text.¹⁶ Therefore, looking at the narrative text from many different sources is necessary.

¹⁵ Nur Azmi Rohimajaya et al., “Kurikulum 2013 Dan Kurikulum Merdeka Dalam Perkembangan Bahasa Inggris Untuk SMA Di Era Digital: Sebuah Analisis Konten” (2013): 825–829.

¹⁶ Puji Sumarsono, “Authentic Narrative Texts in English Translation Version of Holy Quran: A Genre-Based Approach,” *Indonesian EFL Journal* 4, no. 1 (2018): 65.

Learning narrative text will be beneficial for students for several reasons. First, the narrative text has moral values and personal characteristics of every character that contribute to students' knowledge about real life. More intriguingly, another story in English narrative texts may talk about persons who may have been successful and failed in the past as a lesson for individuals so that they do not experience the same situation as the former. It inspires its readers to be decent individuals who seek to avoid harming others and accomplish good in the world. Second, varied English terms in every story of narrative text could enrich the reader's vocabulary. Third, as Meyers states, the Narrative is one of the most effective means of connecting with others. This statement asserts that narrative is the most effective means of communication.¹⁷ The last point, in the 2013 Curriculum, the Ministry of Education also stipulates the core competencies and basic competencies that narrative texts are taught at either the junior high school or senior high school level. In addition to that, the ministry also determined learning outcomes in the independent curriculum, including knowledge, attitudes and skills to achieve student competency in each phase. At the senior high school level, phase E is equivalent to class X, and phase F is equal to grades XI and XII. For example, at the end of Phase E, students use spoken, written and visual texts in English to communicate according to the situation, purpose and audience/reader. The primary references in learning English in this phase are various texts such as narrative, description, procedure, exposition, recount, report and authentic text.¹⁸ In short, the English narrative text may assist students in

¹⁷ G M Pricilia and H Rahmansyah, "Peningkatan Kemampuan Menulis Narrative Text Melalui Model Pembelajaran Berbasis Kearifan Lokal," *Seminar Nasional Multi Disiplin Ilmu ...* (2019): 144–151, <http://www.jurnal.una.ac.id/index.php/semnasmudi/article/view/816%0Ahttp://www.jurnal.una.ac.id/index.php/semnasmudi/article/download/816/722>.

¹⁸ Kementerian Pendidikan et al., *Salinan Keputusan Kurikulum Merdeka Belajar, Capaian Pembelajaran Pada Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka*, 2022, https://kurikulum.kemdikbud.go.id/wp-content/unduh/CP_2022.pdf.

getting better at English and becoming better people based on the students' learning purposes. Therefore, this research is interested in using narrative text for several reasons above.

There are some previous studies with a similar topic related to the authenticity of the text. The first study is from Al Khazaleh entitled “A Content Analysis of the Authenticity of the Reading Texts in the Seventh Grade EFL Book in Jordan”.¹⁹ This study used a mix method as supporting data. However, this study focused on analyzing the authenticity which classified the content into genre text (short story, news item, announcement, letter, paragraph, etc.) and communicative purpose of the text. Meanwhile, this study focused on analyzing the authenticity only of narrative text in Senior High School English textbooks. Then, this study used content analysis in the form of descriptive analysis.

Then, there is also a study that focused on authenticity stated from Primadani.²⁰ This study aims to determine the authenticity of the English reading practice test tasks and test texts administered by SMP Negeri 29 Semarang during the 2018-2019 academic years. The criteria used to analyze the text's authenticity are provenance and inherent textural qualities. However, this study used the authenticity continuum to examine the location of each dimension that is suitable for narrative text. The researcher limits the concept of authenticity using objective criteria to achieve students' learning aims rather than the concept of provenance (native speaker).

The present study may be comparable to Hariyadi's research.²¹ He applied Vladimir Propp's theory to analyze the narrative text models used in junior high school textbooks in two areas, namely types of characters and functions. His investigation of characters and functions evaluated the text

¹⁹ Saqr Al Khazaleh, “A Content Analysis of the Authenticity of the Reading Texts in the Seventh Grade EFL Book in Jordan,” *International Online Journal of Education and Teaching* 7, no. 3 (2020): 977–990.

²⁰ Putri Primadani, “Investigating the Authenticity of English Try-Out Reading Test Items,” 2019.

²¹ Hariyadi, “Authenticity of Narrative Text Models Used in Junior High School Textbooks.”

authenticity. The result of the comparison between original story and textbooks' story proved the degree of authenticity of the text. This research focused on the literature of the text. However, the current research only used several narrative texts presented in the English textbooks and examined the authenticity from various important dimensions of authenticity (real world, classroom, individual and community).

Several prior investigations demonstrate varying degrees of authenticity and authenticity analysis. Some claim the textbooks have a high level of authenticity, while others claim the majority of the material does not match the standards for authenticity and favors simplicity. Nevertheless, what must be underlined is that there are many definitions, concepts and criteria for authenticity. Several researchers limit the concept of authenticity based on the context of their research.

Furthermore, teachers should be careful in selecting the available textbooks to be used in their classrooms. A quality textbook also assesses skills, abilities, and knowledge of the students by delivering the relevant information and achieving the desired language learning goals. As a result, there is often a considerable gap between students' capacity to comprehend the material and their ability to utilize the language in real-world settings. In addition, the objective of studying English in the classroom is to enhance students' conversational abilities according to the situation.

Further, this topic is underexplored by previous studies because it contradicts the authenticity issue in language teaching. More importantly, there has been a lot of current research discussing the types of authentic materials, their advantages and disadvantages without paying attention to the authenticity of these materials. Addition to that, the researcher chose several passages of narrative text presented in the English textbooks which are taken or adapted from authentic resources because in accordance with the learning objectives set by the government, that in senior high school (Phase E/10th grade), students are taught about narrative text and authentic

text²². However, considering the changing curriculum from 2013 Curriculum to Independent curriculum, there was a need to see whether the material especially narrative text meets the criteria of good authenticity and whether they were applicable and relevant according to Independent Curriculum. Therefore, the researcher was interested in analyzing the authenticity of the Narrative text in the Senior High School English Textbooks. The researcher used various English textbooks of Senior High School which are published in different Indonesian publishers. Then, the purpose of this research is to examine the narrative text in Senior High School English Textbooks with the criteria of authenticity.

B. Research Question

From the background presented above, the researcher formulated the research question: Do the narrative text presented in Senior High School English Textbooks meet the criteria of authenticity?

C. Objective of the Study

This research attempts to examine the narrative text in Senior High School English Textbooks with the criteria of authenticity.

D. Significant of the Study

This research is intended to benefit textbook designers, material designers, English teachers, Teacher Educational Program, students, and further researchers.

1. For material and textbook designers

The findings and analysis results of this study should reflect on the material in the textbooks, especially on the text genre to

²² Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. n.d. *“Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka”*, 2022.

include real texts, so that students can use English more easily for real-life communication purposes. Also, it is expected that it can be used to help EFL students with the utilization of original resources. It means that they should provide EFL learners with real resources. It also provides more sources of authentic texts to teach reading so that reading become more interesting.

2. For English teachers

When choosing authentic reading materials to use in the classroom, teachers should think about the criteria of authenticity.

3. Teacher Educational Program

They should pay attention when selecting textbooks or any other kind of listening and written materials for teaching a foreign language. Design the syllabus as creative to fulfill the learners' need in language teaching related to their real-life.

4. For students

Students will find it simpler to practice English to communicate in the real word situation, and they will be able to imitate and develop narrative text models into effective writing.

5. For further researchers

Further researchers can explore the same topic from a variety of angles, such as with a focus on authenticity in a certain context (such as task or assessment) or with a focus on a particular text genre.

E. Scope and Limitation of the Study

The researcher has proposed the following parameters for this research:

1. The current study, the researchers analyzed the Senior High School English textbooks written by various authors and utilized them as the primary sources of ELT in Indonesian schools. The subjects were English textbooks for 10th grade of the independent curriculum. The preparation of the English textbook was made based on the Guidelines for Implementing Curriculum in the

framework of Learning Recovery which was stipulated through the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022, as well as Learning Outcomes at the Secondary Education Level in the Independent Curriculum stipulated through the Decree of the Head of the Standards Agency, Curriculum, and Education Assessment Number 008/H/KR/2022²³. The three books are designed in the form of various learning activities to achieve competence in Learning Outcomes that are in accordance with the six dimensions of the “*Profil Pelajar Pancasila*”, where the material and activities presented encourage students to develop skills based on the real world. However, this current study used three different English textbooks publishers, namely the Ministry of Education and Culture, Erlangga, and MGMP Surabaya.

2. This present study focused on narrative text in each English textbook. Then, the writer only took several narrative texts with the criteria; taken or adapted from authentic material, such as BlogSpot, YouTube, article, newspaper, magazine, or storybook. The researcher is not focusing on the process of taking a story either adopted or adapted (simplification) or both, because the materials are arranged according to the students’ abilities and needs.
3. The researcher assessed the text's authenticity using the Pinner theory, namely the authenticity continuum, which consists of two dimensions and four positions. The dimensions are social and context, whereas the positions are individual, community, classroom, or the real world. This continuum was designed as a guide. Educators and authors of instructional materials could

²³ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. n.d. “*Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka*”, 2022.

explore learning resources from various dimensions and contexts to validate these contexts.

F. Definition of Key Terms

To minimize misinterpretation and miscomprehension, the study classified numerous points and terms.

1. The Authenticity Continuum

Authenticity is defined concerning the reason for its being used. In other words, authenticity refers to the 'authenticity of purpose'.²⁴ That way, we can consider the purpose and context in which the text is used. In this study, authenticity refers to the context where teachers and students can validate how authentic the text is based on the purpose and context of the text used. The researcher used the authenticity continuum proposed by Pinner, which consists of social and context dimensions.

2. Narrative text

A narrative text is a type of literature that recalls past events to amuse the reader. It involves problems or undesirable events that lead to a crisis and are ultimately resolved.²⁵ In this study, the narrative text refers to any narrative writing that tells stories in the past time presented in Senior High School English textbooks which were taken or adapted from authentic material, such as BlogSpot, newspaper, magazine, or other sources not for pedagogical purposes.

3. Textbooks

A textbook is a subject-specific book used as a teaching/learning resource, primarily in schools and colleges.²⁶ Textbooks refer to

²⁴ Pinner, "The Authenticity Continuum: Towards a Definition Incorporating International Voices."

²⁵ Abdul Aziz Mansur, "Improving Students' Understanding of Narrative Text Through Story Mapping" (Syarif Hidayatullah State Islamic University, 2014).

²⁶ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edi. (Great Britain, 2010).

English instructional resources, including various learning materials based on Indonesian standard learning outcome (CP). This study focused on multiple English textbooks from various publishers for the Independent English curriculum.



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CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter reviews the theoretical framework and prior studies on the authenticity of narrative text in senior high school English textbooks, which will be divided into several segments: (1) Material in ELT, (2) English Textbook, (3) Authenticity and Authenticity Continuum, (4) English in Indonesia ELT Curriculum, and (5) Narrative Text.

A. Review of Related Literature

1. Material in ELT

In education, the material is equally essential as teaching and learning and cannot be separated from them. Some benefits include increasing student involvement, making teaching and learning more productive, and giving relevant sources of information, expanding human experience, and making learning more concrete, authentic, and immediate. The quality of instructional materials may either facilitate or inhibit teaching and learning. Consequently, it is vital to evaluate the resources to establish their applicability and relevance for learning the target language for which they were designed. Therefore, "materials" refers to everything used to help in the instruction of language learners and to aid teachers and students in language acquisition.²⁷

Materials are things that are used as the main way to learn English. Materials can be written, spoken, seen, heard, or felt, and they can be shown in print, on audio or video CDs, on the Internet, or in a live performance or display.²⁸ If modifying resources is meant to increase students' language proficiency, selecting suitable materials for the learners is the first step. The selection of resources should

²⁷ Brian Tomlinson, *Materials Development in Language Teaching*, Second Edi. (Cambridge: Cambridge University Press, 1998).

²⁸ Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*.

correspond to the situation in which the students will learn their needs, and their interests. Therefore, the educator should make this a priority. Analysis by Littlejohn of language teaching materials as cited in Tomlinson's book, showed that the teacher must be able to analyze the consequences of using a set of resources for students in the classroom, the proper teaching-learning process, and the relevant materials for a particular language teaching situation.²⁹ Tomlinson said that resources should cultivate learners' cultural awareness and sensitivity, represent the reality of language usage, particularly in real-world contexts, and enhance their knowledge to achieve success and practical engagement.³⁰ Finally, each institution should establish broad guidelines for selecting appropriate resources. Although choosing resources is time-consuming, instructors and students need knowledge of the relevant ideas and practices.

In order to attain the learning objectives efficiently and effectively, it is crucial that the educator clarifies the specific aims of utilizing materials in class. While preparing materials, the instructor must consider the following:

- a. The objectives of the lesson,
- b. What will be studied by the students,
- c. How the material will be studied.

In addition, teachers must consider the following characteristics while selecting instructional materials³¹:

- a. The materials should be exciting and inspiring.

The teacher should be able to find interesting ways to use the material. It will get students excited about learning and make learning fun.

²⁹ Tomlinson, *Materials Development in Language Teaching*.

³⁰ Ibid.

³¹ Nur Lailatul Fitri, "Teaching English by Using Authentic Materials to the Tenth Grade Students of MAN Lamongan" (UIN Sunan Ampel Surabaya, 2010).

b. The materials should have an effect.

When materials have a noticeable effect on students and get their attention, curiosity, and interest, this is called "impact."

Tomlinson said that a material can have an effect by³²:

- 1) Its novel (such as the usual topics, pictures, and activities)
- 2) Variety (for example, using different types of text from different sources or different instructor voices on a cassette)
- 3) Attractive presentation (for example, using attractive colors and photos).
- 4) Interesting content (e.g., topics of interest to the target learners, topics which offer the possibility of learning something new, etc.)
- 5) Achievable challenge (e.g., tasks which challenge the learners to think)

c. Materials should be relevant for the students' need

Teachers need to consider the age of their students, because people of different ages have different needs, competence, and cognitive skills. So, teachers should be mastered on the materials which are taught based on students' condition in order to give a positive contribution to the students' activities.

To sum up, the teachers should get ready for the teaching and learning process by choosing the materials that will be taught to their students based on the syllabus or the learning goals. Furthermore, the instructional tools and materials include what a teacher employs to engage the five senses while delivering lessons. Language instruction requires instructional materials, particularly for foreign languages. There are three major categories of instructional material: visual,

³² Tomlinson, *Materials Development in Language Teaching*.

auditory, and audio-visual. The following resources appeal to the senses of sight, touch, and scent. They include non-projected materials, like whiteboards and adhesives; illustrated materials, like graphs and drawings; movable materials, like three-dimensional aids and materials; projected materials, like film-stripped and slide projectors; laboratory equipment, chemicals, and apparatus; and books. Second, aural materials are educational items that appeal to hearing and touch. It consists of records and record players, cassettes and cassette recorders, language labs, and radio. Then, the senses of sight, sound, and touch are all engaged through audio-visual learning devices. They consist of a sound-strip projector, a television, and a videocassette recorder. However, the emphasis of our investigation will be textbooks. Consider that textbooks play an essential part in the process of teaching and learning.

2. English Textbook

A textbook is a subject-specific book used as a teaching/learning resource, primarily in schools and colleges. Oftentimes, textbooks for foreign language instruction are part of a graded series that covers numerous abilities (listening, reading, writing, speaking, and grammar) or focus on a one skill like reading.³³ Reading is the act of gathering new knowledge³⁴. It is one of the abilities that students needed in their daily life. Reading is an important method of processing information; students can gain knowledge and information through comprehending materials such as English text presented in the textbooks. English language teaching (ELT) textbooks are crucial to classroom learning. Those are the main source of passing on knowledge between teacher and students.

³³ Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*.

³⁴ Fairuz Lazuardiyah, Rizka Safriyani. "A Quantitative Correlation Study of the Relationship Between Students' Reading Skill and Students' Writing Skill." In CONFERENCE PROCEEDING 2nd International Conference on Linguistics (IC-Ling); Arabic & English. 2019.

It is also defined by Cunningsworth that textbooks can serve as a source for several classroom activities that take place between the teacher and the students.³⁵ Then, textbooks have been defined in different ways by ELT practitioners. In many ESL/EFL classes, they play the role of teaching aid, guiding principle, and even a requirement. Furthermore, textbooks in their application as a principle, serve as a guide used systematically in the process of teaching and learning as the foundation of a language course.³⁶ Thus, it can be concluded that textbooks are the main source of material for delivering many kinds of English knowledge based on students' needs. Study by Agustina Wulandari, A. Dahlan Rais, n.d. also believed that English textbook is one type of instructional material used in teaching English.³⁷ It is one of several learning resources that may assist teachers and students in achieving their learning objective. In conclusion, English textbooks are English supplemental resources that play an important part in the teaching and learning process.

3. Authenticity and Authenticity Continuum

Authenticity is crucial for both the creator of instructional materials and the EFL instructor when using such materials in the classroom. Then, arise a question, why authenticity matter in ELT? Authenticity matters in English Language Teaching (ELT) because it helps learners prepare for real-life communication. Authentic materials, such as reading texts, videos, and TV programs, expose learners to native-speaker language and guide them towards the language they need for their specific context. Moreover, authentic materials motivate learners to communicate more effectively. There are two types of authenticity:

³⁵ Mutiara Ayu and Rita Indrawati, "EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook," *Teknosastik* 16, no. 1 (2019): 21.

³⁶ Siti Uswatun Khasanah, "A Corpus Study of English Vocabulary in Teachers Constructed Textbook by English Teacher Forum of Junior High School in Tuban," 2021.

³⁷ Ngadiso Agustina Wulandari, A. Dahlan Rais, "A Content Analysis of an English Textbook" (n.d.).

text authenticity and learner authenticity. To qualify as truly authentic material, the source and use must be authentic [1]. Many academics stress the importance of authenticity, arguing that it places students in realistic circumstances where they may practice using the target language. Modern language learners have high standards for the veracity of their materials. This problem includes the texts they read and the information they gather about the target language. Khaniya thinks that many educators are beginning to see the value of using authentic materials and the flexibility that such texts offer their students.³⁸ Therefore, some experts in the language teaching literature have discussed the concept of authenticity for quite some time, and several scholars have considered it to date.

It is not easy for many experts to define authenticity in an EFL classroom. Many scholars define the different concepts of authenticity in the EFL context. According to MacDonald, Badger, and Dasli as cited in Hariyadi, classroom texts are authentic if they match outside-classroom texts.³⁹ Then, Berardo says authenticity is text-reader interaction.⁴⁰ He considers authenticity a process "outside the context of the text." It requires pupils to read texts according to their purpose, type, and usual reading habits. Breen stressed authenticity in learners' authenticity and classroom social circumstances.⁴¹ Besides, Van Lier said authenticity is "a personal process of interaction".⁴² According to Shomoossi and Ketabi as cited in Primadani, authenticity is relative to each environment and its participants.⁴³ Last, Pinner suggested viewing

³⁸ Zohoorian and Pandian, "An Evaluation of Authenticity: A Case of EAP Textbooks in Iran."

³⁹ Hariyadi, "Authenticity of Narrative Text Models Used in Junior High School Textbooks."

⁴⁰ Zohoorian and Pandian, "An Evaluation of Authenticity: A Case of EAP Textbooks in Iran."

⁴¹ Michael P. Breen, "Authenticity in the Language Classroom," in *Applied Linguistics*, 1985, 60–70.

⁴² Van Lier, *Interaction in the Language Curriculum*, n.d.

⁴³ Primadani, "Investigating the Authenticity of English Try-Out Reading Test Items."

authenticity as a continuum that combines its numerous components.⁴⁴ Thus, authenticity is partially a socially created shared experience and partly a self-perception of the teaching/learning setting. In short, for a teacher in a classroom, authenticity is a multifaceted concept that takes into account not just the text input but also how students use it and their goals for doing so.

Using authentic materials is beneficial since they are meant to imitate "native speaker" language use and give real-world context for the language being learned. However, such a view is flawed when applied in terms of how language is used and practice of the language. The first reason, the concept of "native speaker," has faded because English users are more non-native speakers than native speakers in different contexts and purposes. Second, not all authentic materials can be used as models for using language that can be imitated or developed by students. Third, if there is communication between people who understand each other in any context, then the communicative goal has been achieved. That is the meaning of the concept of "real purpose".⁴⁵ Therefore, it may be argued that the preferred solution is to provide a model of competent language usage, whether native or non-native. In other words, authenticity is relative to our teaching objectives. The researcher applies Pinner's point to bridge the gap in authenticity analysis of this investigation.

The researcher agrees with how Pinner defines authenticity to limit the broad concept of it. Pinner proposed that authenticity should be seen as a continuum that tries to connect all the different things that make it real. It means that authenticity is partly a socially constructed shared experience and partly a sense of validity that comes from the individual

⁴⁴ Pinner, "The Authenticity Continuum: Towards a Definition Incorporating International Voices."

⁴⁵ Lekh Nath Baral, "An Investigation of Authenticity in a Nepalese Secondary ESL Textbook and Its Supplementation," *Journal of NELTA*, no. February (1970): 1–13.

self about the teaching/learning situation. Individuals, communities, classrooms, and the real world are all connected parts of the continuum.⁴⁶ He thinks the best way to think about authenticity is not as a set of black-and-white rules (absolute) but as a continuum with social and contextual dimensions. So, when choosing or adapting instructional materials, this continuum encourages teachers and students to consider how the content will affect them and their learning goals. The continuum emphasizes self-importance and involvement with objects and language. So, there is a place for authenticity in the classroom, and it needs to be something that both students and teachers can relate to and understand. Another method to consider authenticity is from a broader viewpoint, which includes not just the materials used in the classroom and the activities assigned to connect with students but also the individuals in the classroom and the social environment of the target language. To show this better, Pinner advocated seeing authenticity as a continuum of social and contextual dimensions.⁴⁷ Here, Pinner created a diagram to explain how they overlap and contradict one another. As a result, this diagram will subsequently serve as the foundation for a continuum of authenticity in language acquisition.

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⁴⁶ Pinner, "The Authenticity Continuum: Towards a Definition Incorporating International Voices."

⁴⁷ Richard Pinner, "What We Talk About When We Talk About Authenticity," *Higher Education Dynamics*, no. February (2015): 1–6.

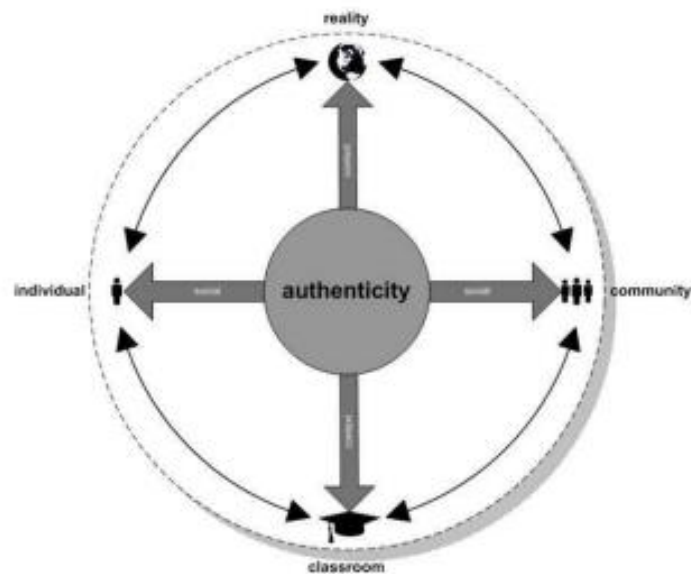


Figure1. The Authenticity Continuum

The horizontal axis depicts the social component of authenticity, with the learner, teacher, their goals, linguistic competence, and motivation to learn at one end and the target language use group at the other. They might be an L1 country like the US or UK, the international community where English is required for multilingual communication, or a workplace where English is needed to communicate with employees.⁴⁸ The vertical lines provide language context. Language takes place in two contexts: the classroom and the real world. This continuum allows relevance and context to assess materials, activities, and language in use without relying on culture.⁴⁹ As you can see, even if the word Authenticity is frequently used in the staff room and to sell textbooks, we can determine its precise usage if we delve further. The researcher wants to emphasize that these diagrams plot authenticity according to their relation to extremes on a continuum, but the continuum's aim is to legitimize the diverse and equally significant qualities of authenticity, not to measure them. Of course, these measures

⁴⁸ Pinner, "The Authenticity Continuum: Towards a Definition Incorporating International Voices."

⁴⁹ Pinner, "What We Talk About When We Talk About Authenticity."

are simply estimates. Viewing authenticity as a continuum is not a new idea, but it seeks to synthesize definitions and encourage best practices in language learning materials.

Based on Pinner and Berardo's idea, the researcher creates many requirements for each part of the authenticity continuum:

- a. Individual area relates to the speaker/learner's needs and motivations⁵⁰. Thus, the researcher adapted the criteria to the writers' goals and ability to write textbooks.
- b. The target language community is the people learners/speakers want to interact with. It illustrates anyone with whom the user will communicate in the target language⁵¹. Thus, the researcher set the criteria into: where the target language is utilized as a communication tool in teaching and learning to involve students or teachers personally. For instance, several utterances in each narrative text demonstrate how the sentence is employed in context.
- c. The researcher inserted Berardo's criteria of authentic text for classrooms to Pinner's continuum: the suitability of content and readability of text⁵². Reading should be engaging and relevant to learners. Texts should motivate. Text readability is how well a reader understands it. Poor readability makes writing harder to understand and less compelling. There are several criteria that contribute to good readability, including sentence length, vocabulary, and text structure. According to the American Psychological Association (APA), a text's readability can be

⁵⁰ Pinner, "The Authenticity Continuum: Towards a Definition Incorporating International Voices."

⁵¹ Ibid.

⁵² Sacha Anthony Berardo, "The Use of Authentic Materials in the Teaching of Reading," *The Reading Matrix: An International Online Journal* 6, no. 2 (2006): 60–69, http://search.proquest.com/docview/85666685?accountid=14548%5Cnhttp://metadata.lib.hku.hk/hku?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ:Ilba&atitle=The+Use+of+Authentic+Materials+in+the+Teaching+of+Reading&ti.

assessed using tools such as the Flesch Reading Ease Test or the Gunning Fog Index. The Flesch Reading Ease test measures the average number of syllables per word and the average number of words per sentence, while the Gunning Fog Index takes into account sentence length and the complexity of words used. Good readability helps students understand and remember material, developing their language abilities in a natural and meaningful setting.

- d. In the real world, the researcher specifies criteria such as where the text comes from, its moral significance, and the outcome/product students can make outside the classroom. It is intended to closely resemble actual experiences. Students must utilize a variety of skills and knowledge, including critical thinking, problem-solving, communication, and creativity, to ensure the authenticity of the text in this area. This is demonstrated by the results from the source from which the text is drawn, the moral values, and the assigned tasks. By engaging in authentic tasks, students can acquire the skills and knowledge necessary for future success in their careers and personal relationships.

As mentioned previously, taking the view that authenticity is an abstract concept with different levels and can be approached differently, the researcher broke authenticity into what Gilmore advocated, limiting the concept to objective criteria rather than subjective ideas like "learner authentication." Otherwise, any discourse could be called "authentic," and the term would be meaningless. Instead of arguing about whether something is real or made up, it would be better to talk about learning goals or how well it fits the learning goal.⁵³ One of the goals is to make learners who have a good comprehension of the language spoken by a

⁵³ Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning."

certain group. These are called "communicatively competent" learners. As we all know, English is used worldwide for international communication. To reach this goal, the teachers can use any tools, no matter where the materials or tasks came from or how real or fake they seem.

In language teaching, professionally produced materials (such as reading passages, listening texts, or model dialogues) are distinguished from real-world sources. Texts from newspapers, magazines, and cassettes of genuine speech from radio or TV are authentic resources. Because they show actual language use, these are recommended instructional materials.⁵⁴ From the definition above, the researcher defines that authenticity is the degree of original language produced in the classroom to achieve the target language purposes.

In addition, Hariyadi's research shows that texts might be considered authentic if they relate to the kinds of texts utilized outside of the classroom. According to Larimer and Schleicher, "authentic texts" are those that occur spontaneously in the target language environment and are neither prepared nor managed for language learners.⁵⁵ The authentic text for teaching Narrative might be magazine or book stories. Students can modify their sentence structures through these texts to achieve natural language in real-world situations.

Nevertheless, in reality, many textbook designers or teachers need to pay attention to this. They underestimate and do not introduce authentic text to their students when teaching languages. Therefore, students will need more deepening knowledge and find it challenging to practice.

⁵⁴ Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*.

⁵⁵ Van Lier, *Interaction in the Language Curriculum*.

4. English in Indonesia ELT Curriculum

English as a foreign language instruction in Indonesian schools was restricted to the grammar-translation approach until the 1970s. In this era, English replaced Latin as the language of instruction in universities and colleges. The audio-lingual method was valuable for helping students become more proficient in English. Reading comprehension and grammar-based evaluation were neglected in the English Language Teaching (ELT) curriculum implemented in Indonesia in 1984, leading many to label it a failure. The government's education department implemented a meaning-based communicative curriculum overhaul in 1994. According to Jazadi, this methodology has emerged as the global standard for language instruction. However, teachers needed more time to construct the curriculum after the 2004 implementation of the Competency Based Curriculum (ELT) in Indonesia. It was in 2006 that the government established a strategy to enhance the educational system by incorporating the suggestions of educators and educational institutions.⁵⁶

The main problem with the 2006 ELT curriculum in Indonesia was that teachers focused too heavily on developing students' linguistic and discourse competencies without paying enough attention to other competencies, leading to a significant disparity in students' proficiency levels.⁵⁷ Moreover, teachers spent much time on grammar and linguistic forms before students started writing text. According to Putra, the misunderstanding of Indonesia's 2006 ELT curriculum became more prominent due to assessments created by teachers and the ministry of education, which tended to focus on reading comprehension and

⁵⁶ . Darmawan et al., "English Language Teaching Curriculum in Indonesia: Senior High School Teachers' Perspectives and Practices," no. 229 (2020): 248–254.

⁵⁷ R. Intansari, "Teachers' Strategy in Implementing English Curriculum in a Junior High School in Indonesia," *Indonesian Journal of Applied Linguistics* 2, no. 2 (2013): 226–235.

grammar while disregarding speaking and listening abilities.⁵⁸ Since the previous English curriculum in Indonesia declined to the government's communicative goals, the 2013 ELT curriculum was implemented as a solution. It is also a response to the fact that international assessments like PISA and TIMSS have shown that students in Indonesia have a skills gap in analysis, critique, and practice.⁵⁹ It is indicating that the country will face future global challenges in terms of educational quality. With the adoption of the 2013 curriculum in Indonesia, modifications will be made to all educational institutions' subjects. In this instance, English classes are also included.

This current issue, the Indonesian Ministry has upgraded the education curriculum in Indonesia to become an independent curriculum. There are many reasons why the curriculum in Indonesia needs to change. In this era of digital progress, technology is an essential part of creating a curriculum. The fourth industrial revolution (IR 4.0) changed how students and teachers learn to teach English.⁶⁰ English is a common language and is often used by the public. Students in the digital era are getting more mature as technology develops. Then, the 2018 Program for International Student Assessment (PISA) study found that Indonesian students scored below average in reading and math. Therefore, the Indonesian government wants to improve students' reading and math skills by "upgrading" the curriculum.⁶¹ On the other hand, the Covid-19 pandemic of around two years has made all educational activities must be done at home. So, there has been a loss of learning in the Indonesian education system. Thus, putting the

⁵⁸ Kristian Adi Putra, "The Implication of Curriculum Renewal on ELT in Indonesia," *Parole* 4, no. 1 (2014): 1–13.

⁵⁹ Maulidia Rachmawati Nur and Ahmad Madkur, "Teachers' Voices on the 2013 Curriculum for English Instructional Activities," *IJEE (Indonesian Journal of English Education)* 1, no. 2 (2014): 119–134.

⁶⁰ Rohimajaya et al., "Kurikulum 2013 Dan Kurikulum Merdeka Dalam Perkembangan Bahasa Inggris Untuk SMA Di Era Digital: Sebuah Analisis Konten."

⁶¹ *Ibid.*

independent curriculum into place is expected to improve education in Indonesia, especially in this digital age.

5. Narrative Text

a. Definition of Narrative text

Narrative text is a storyline intended to educate, amuse, or instruct the reader.⁶² In current curriculum students are taught monologue text such as descriptive, narrative, procedure text.⁶³ Students in Senior High School should be familiar with narrative texts. A narrative text is a sort of writing that tells stories from the past to amuse the reader. It involves problems or undesirable events that lead to a crisis and are ultimately resolved. Additionally, the narrative text provides more than entertainment. Mansur noted that narrative texts also provide moral teachings or life lessons.⁶⁴ Narratives can be based on real or imagined events or on a series of events that led up to a crisis that is then resolved. In this case, the narrative text not only delivers entertaining stories for the readers but also offers life lessons. Widayati as cited in Anrasiyana also stated that in narrative, the story being told is a retelling of an actual event.⁶⁵ A narrative text often has actors, a primary character, a place, a time period, a problem, a solution, and a storyline. The event of a narrative text may have occurred within the last minute or several years ago (structure).

b. Social Function of Narrative Text

The main purpose of narrative text is to amuse the reader. Therefore, it is expected that the reader will enjoy the content.

⁶² Rony Tua Parasian Sinaga, "The Students' Difficulties in Writing a Narrative Text at Grade Ten of SMA Negeri 4 Pematangsiantar" 1, no. 1 (2020): 28.

⁶³ Dinda Nur Hanifah Septiyani; Rizka Safriyani; Siti Asmiyah. "Toonytools in Teaching Narrative Text: Pre-Service Teachers' Experience," *IJET*, Vol.9, December (2020). <https://jurnalftk.uinsby.ac.id/index.php/IJET/article/view/737>.

⁶⁴ Mansur, "Improving Students' Understanding of Narrative Text Through Story Mapping."

⁶⁵ Anrasiyana, "Teaching Narrative Text by Using Story Telling Method at Ninth Grade Students," *JournEEL (Journal of English Education and Literature)* 3, no. 1 (2021): 1–10.

Andersons asserts that the objective of a story is to engage the reader or audience related to the primary purpose.⁶⁶ In addition to providing pleasure, the narrative may make the audience consider a problem or educate them on a lesson through the story they read or hear. Other than that, narrative text may help students to build communication with each other in their real life.

c. Generic Structure of Narrative Text

Gerot and Wignell stated that narrative has a series of generic structures.⁶⁷ They are:

- 1) Orientation: sets the scene and introduces the participants. Usually begins with “once upon a time”, “in the past time”, or “in ancient times”.
- 2) Evaluation: a stepping back to evaluate the plight.
- 3) Complication: a crisis arises. In this part, the problem of the story was developed.
- 4) Resolution: the crisis is resolved, for better or for worse.
- 5) Re-orientation: optional. This part will explain the end of the story. It can have a happy ending or a sad ending.

As mentioned above, the narrative text has a main part in the chronological story, such as orientation, evaluation, complication, resolution, and re-orientation. But sometimes the narrative text only has three parts, such as orientation, complication, and resolution. Thus, evaluation and re-orientation is optional. With these parts in a narrative text, the story will be arranged coherently and have an exciting storyline.

d. Language Features of Narrative Text

Anderson as cited in Mansur stated that a narrative text contains the following linguistic features:

⁶⁶ Mansur, “Improving Students’ Understanding of Narrative Text Through Story Mapping.”

⁶⁷ L. Gerot & Wignell. *Making Sense of Text*. (Sydney: Antipodean Educational Enterprises, 1995)

- 1) Nouns that might assist the reader in identifying the individual people and locations in the novel.
- 2) Adjectives that provide descriptions of the story's characters and location.
- 3) Verbs that describe the acts that take place in the narrative.
- 4) Event-related time terms indicate when or at what time an event happened.
- 5) The use of past time.⁶⁸

From the above discussion, grammatical elements might aid the readers in comprehending the story. Through grammatical patterns, the reader is assisted in identifying certain persons and locations, acts or events, and the time at which they happened.

e. Types of Narrative Text

Additionally, there are several types of narrative texts. According to Joyce and Feez, there are two main types of narrative texts.⁶⁹ First, nonfiction is a form of narrative writing that is based on fact rather than fiction. It is frequently employed in the telling of personal histories, significant historical events, and original stories. This is a hybrid of narrative and informative forms. Second is fiction. Fiction is a kind of storytelling in which the events being narrated are imaginary. Fiction composed entirely of the author's imagination, such as a novel, comic book, short tale, etc. They consist of myths, fables, folktale, legend, aboriginal science, fiction, bedtime stories and romantic books. These works of fiction are written primarily for the aim of entertainment, while they may also serve to impart lessons. Furthermore, Indonesian curriculum

⁶⁸ Mansur, "Improving Students' Understanding of Narrative Text Through Story Mapping."

⁶⁹ Sinaga, "The Students' Difficulties in Writing a Narrative Text at Grade Ten of SMA Negeri 4 Pematangsiantar."

standard sets for high school students to learn about narrative text in English lessons.

f. Characteristics of Good Narrative Text

A good narrative must have engaged content. It should describe an occurrence that the audience would find interesting. A writer may even imagine the story as a film in which the audience sees and hears characters in action and dialogue. As advocated by Anderson, it should be comprehensive and coherent, with events ordered in chronological sequence or in other efficient ways⁷⁰:

- 1) Unified, with all the action a developing central idea,
- 2) Interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events,
- 3) Introduces the four of a setting- who, what, where, and when- within the context of the action,
- 4) Coherent; transition indicates changes in time, location, and characters,
- 5) Beginning at the beginning and end of the end. That is, the narrative follows a chronological order- with events happening in a time sequence,
- 6) Building towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear.

Therefore, the characteristics given by Anderson attempt to create narrative text as a tool to encourage learners to enjoy reading and comprehend the story's contents.

⁷⁰ Ardiya, "An Overview of Reading a Narrative Text and the Application of Reciprocal Teaching Strategy," *Journal of Education Informatic Technology and Science* 1, no. 1 (2019): 102–113.

B. Review of Previous Studies

The review of related studies presents earlier studies that are relevant to this research's issue. Here are a number of earlier studies that have similarities in content in authenticity of text in the students' textbook.

First, a study by Al Khazaleh entitled "A Content Analysis of the Authenticity of the Reading Texts in The Seventh Grade EFL Book in Jordan". The data for this study were collected using a mix of methods. The theory used in this study classified the content into text types and communicative purposes of the text, such as story, article, text, dialogue, and brochure. The subject of this study is reading texts in Action Pack 7 textbook. This study found that reading materials, including stories from the Action Pack 7 textbook, had a high level of authenticity. This publication informs the researcher that textbooks should give and address topics relevant to the student's real life and natural context.

Second, one of Primadani's study's goals is to determine how actual the English reading try-out test tasks and test texts are. The test for the text's authenticity is based on where it came from (provenance) and how it feels (inherent qualities). The result showed that the test task and test texts are relatively real. Representing real-world tasks and provenance had become a problem. From this study, the researcher concludes that it is essential to make the text more authentic and understandable by identifying its source. Then, the creators of the examination should place the authentic where the test tasks and test texts came from.

The third is Hariyadi's study related to the authenticity of Narrative texts used in junior high school textbooks. His research revealed that the theory of Vladimir Propp, including the function and character of the story, generally applied to narrative text models, which are not authentic. The results showed that three of the texts are simplified versions of real texts and one was made up. This problem was caused by the setting (the classroom), the culture, and the level of knowledge of the students. From this research, the writer implies that introducing authentic text in English language

teaching is highly recommended to improve students' knowledge with different contexts.

Fourth, study by Kusuma Pitukwong compiled a small Textbook Corpus and a small Authentic Corpus to examine the authenticity levels of the in-house textbook used in an English Import and Export course compared to the documents used in actual import and export procedures, which serve as the source of authenticity in this context. In terms of technical terminology, his findings revealed that the in-house textbook has little resemblance to real-world speech. To achieve a better level of authenticity and to assist students in focusing on more important and common words encountered in real-world contexts, material authors should include these technical vocabulary items from the top ranks of the Authentic Corpus in textbooks.

The last is study by Chania M. Widyasari, Mirjam Anugerahwati, and Rahmati Putri Yaniafari showed that two textbooks didn't fulfill the text's authenticity, namely *When English Rings a Bell for 8th Grades* and *Passport to the World Book 2*. One of the books didn't fulfill the criteria of the available texts because of a 'real-life' communication process, and one didn't fulfill the criteria of the available texts having cultural appropriateness, which follows the religious, social, or political mores of the targeted culture. According to this journal, the researcher summarizes that applying authenticity in textbooks will help students practice their English language both in and outside the class.

Based on several studies that have been carried out above, applying criteria of authenticity in students' material will increase the student's understanding of language purposes. Then, providing authentic texts to the learners may enhance their language skills while enhancing their intercultural and literacy abilities.

Differences and similarities between prior studies and current study are that all prior studies focus on the authenticity of students' materials, whether textbooks or other instructional materials taught in classrooms. The following differences are how the researcher analyzed the data. They used

different theories, concepts, and perspectives related to authenticity. The similarities are applying authentic text in students' materials (textbooks) in ELT classrooms to promote students' language purposes. Therefore, this study aims to examine the narrative text in Senior High School English Textbooks with the criteria of authenticity.



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CHAPTER III

RESEARCH METHOD

This chapter elaborates on how the researcher performed the study in examining the authenticity of narrative text in Senior High School English Textbooks. This chapter consists of eight sections: research design, research subject, data and data source, data collecting method, research instrument, and data analysis method, checking validity of findings, and research stages.

A. Approach and Research Design

This study employed qualitative research methods, namely content analysis in order to examine the narrative text in Senior High School English Textbooks with the criteria of authenticity. Ary stated in his remark that content analysis is a research approach used to identify certain aspects of textual or visual materials. The studied content may be textbooks, newspapers, speeches, television shows, ads, musical creations, or other documents. In addition, he stated that the goal of content analysis is to discover bias, prejudice, and propaganda in textbooks.⁷¹ Since this study focused on textbook analysis, it was classified as a descriptive qualitative study. According to Bodgan and Biklen, descriptive data in qualitative research are generated from documents, audio-visual recordings, transcripts, and words.⁷² In this study, the English narrative text presented in English textbooks was analyzed using a qualitative research approach. In summary, the study design used to evaluate English Senior High School textbooks is classified as qualitative content analysis. Further, the study's findings will be presented in a descriptive format and examined the authenticity of the narrative text in senior high school textbooks.

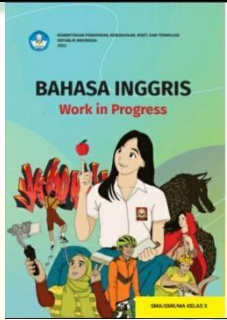
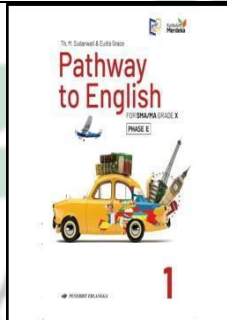
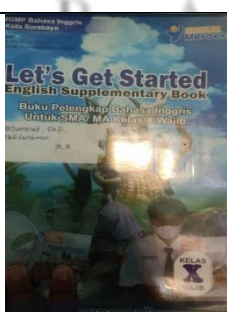
⁷¹ Donald Ary, Lucy Cheser Jacobs, and Chris Shorensen, *Introduction to Research in Education*, Eighth Edi. (USA: Wadsworth, Cengage Learning., 2010).

⁷² Ayu and Indrawati, "EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook."

B. Research Subject

Based on the introduction that has been explained previously, three different English textbooks were analyzed. The English textbooks are the supplementary instructional material used by 10th graders of Senior High School. The detailed information of the textbook is written on the table below.

Table 3.1 Detailed Information of the Textbooks

Title and Year	Curriculum	Cover	Authors	Publisher
Bahasa Inggris Work in Progress for 10 th grade of Senior High School (2022)	Kurikulum Merdeka		Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih	Kementerian dan Pendidikan Kebudayaan Indonesia (Kemendikbud)
Pathway to English for SMA/MA grade 10 (Phase E) (2022)	Kurikulum Merdeka		Th. M. Sudarwati and Eudia Grace	Erlangga
Let's Get Started – English Supplementary Book for SMA/MA grade 10 (2022)	Kurikulum Merdeka		Prapti Wardani and Dyah Nur Kartikasari	MGMP of Surabaya

The textbooks criteria set by the researcher are that the book has material content upgraded based on the latest curriculum, namely the

independent curriculum. Second, several schools have used the book as an English Supplementary Book. Third, the book has a unit that discusses narrative text. Then, in selecting the narrative text itself, it is determined based on the source of the text taken. The researcher chose several passages of narrative text presented in the English textbooks which are taken or adapted from authentic resources such as magazines, newspapers, storybooks, YouTube, BlogSpot, and Internet where the origin of the content is not for pedagogical purposes. Based on the researcher's observation in some schools, these three books were used by most of Senior High Schools. However, considering the changing curriculum from 2013 Curriculum to Independent curriculum, there was a need to see whether the material especially narrative text meets the criteria of good authenticity according to the criteria determined by the Pinner and whether they were applicable and relevant according to Independent Curriculum. Thus, the researcher decided to conduct an evaluation on them. Then the researcher only chose three narrative texts that fit the predetermined criteria. To put simply, there are three narrative texts used as the subjects in this research. The researcher took one narrative text in every English textbook that fits the criteria.

Then, in the previous chapter explained that another method to consider authenticity is from a broader viewpoint, which includes not just the materials being used and the activities assigned to engage with them, but also the classroom participants and the social environment of the target language. Therefore, the researcher stressed that maybe the reading activities of narrative text itself were involved to evaluate the authenticity continuum. Therefore, the authenticity focused on the use of real materials which is to help the students communicate better using English in their real-life.

C. Data and Data Source

The data for this research is the authenticity of narrative text presented in 10th grade of Senior High School English textbooks that was

analyzed by using Pinner theory related to the authenticity continuum. Then, the source data for this research is the narrative texts presented in the Senior High School English textbooks. The textbooks are Bahasa Inggris Work in Progress grade 10, Pathway to English for SMA/MA grade 10, and Let's Get Started – English Supplementary Book for SMA/MA grade 10.

D. Data Collecting Technique

The data collection technique used to find out how the researcher got data from specific data sources. The researcher got the information by reading and analyzing the narrative text presented in three kinds of Senior High School English Textbooks with different publishers. In this part, the researcher focused only on one chapter in every English textbook. That selected chapter is based on the Learning Outcomes (CP) issued by the Ministry of Education and Culture as one of the elements of the Independent Curriculum. However, not all learning outcomes (CP) were used in this study; only material that explains narrative text.

Furthermore, the English narrative text presented in the textbooks was analyzed using Pinner theory related to the concept of authenticity. The authenticity continuum applied to examine the narrative text in Senior High School English Textbooks with the criteria of authenticity. It means that narrative texts presented in English textbooks can have authentic criteria seen from the dimensions and context of their use. In the last step of the research process, the researcher used the predetermined criteria to create a narration for all of the narrative texts. In brief, there are several procedures in collecting data, including reading all the English textbooks carefully, identifying the narrative texts in every English textbook, and categorizing the data that relate authenticity continuum with proper criteria.

E. Research Instrument

Since this was a qualitative content analysis study. One way to do research is to look at books, papers, or other documents that have to do with

the topic of the study.⁷³ The instrument that is used in this research is evaluation or analysis sheet in the components of authenticity continuum as a guide to validate the narrative text from various and equally important dimensions of authenticity on English textbooks that are obtained in rubric analysis based on criteria of every area in authenticity continuum. In this case, the researcher focused on the narrative texts that exist in each English textbook. Then, from the narrative texts, the researcher analyzed what is in the component of the authenticity continuum and listed what are parts that show until classified in some criterions. The researcher would like to stress again that although these result of analysis of authenticity according to their relevance to extremes on a continuum, the purpose of the continuum is not to measure authenticity but to validate the various and equally important dimensions of authenticity. These measurements are indications only and of course as a result they are rather general.

Then, the researcher is the main instrument. This indicates that the capacity of the author to gather and evaluate the data played a significant role in determining the outcome of the research. Therefore, the result of the study becomes subjective as it was interpreted by the author. The researcher used this instrument to answer the research question related to the authenticity of narrative text presented in senior high school English textbooks.

Here the researcher divided various tables into sections to make it easier to evaluate the components of the authenticity continuum.

Table 3.2 Classified narrative text into 4 components of authenticity continuum

No .	English Textbook	Chapter on Students' English Textbooks	The Authenticity Continuum	Title of the Narrative Text	Findings

⁷³ Ary, Jacobs, and Shoresen, *Introduction to Research in Education*.

1	Bahasa Inggris Work in Progress for 10 th grade of Senior High School (Kemendikbud)	Chapter 6 (Fractured Stories)	<ul style="list-style-type: none"> - Individual Criteria.... - Community Criteria.... - Classroom Criteria..... - Real world Criteria..... 	Little Red Riding Hood (traditional version)
2	Pathway to English for SMA/MA grade 10 (Erlangga)	Chapter 1 (Language, Lens of Understanding)	<ul style="list-style-type: none"> - Individual - Community - Classroom - Real world 	The Rough-Face Girl	
3	Let's Get Started – English Supplementary Book for SMA/MA grade 10 (MGMP Surabaya)	Chapter 2 (Let's Enjoy Stories)	<ul style="list-style-type: none"> - Individual - Community - Classroom - Real world 	The Legend of Watermelon (kid's stories by Ethen Smith)	

The table above showed the instrument that was used by the researcher to analyze the data and to facilitate in classifying each area in the analysis; the researcher chooses the grouping by using the table. The detail information about the criteria or indicators of each authenticity continuum component, we can look at the table 1.3;

Table 3.3 The criteria of component authenticity continuum

No.	Four Areas of Authenticity Continuum
1	Individual: their needs and personal reasons when selecting materials (textbook designers/teachers) <ol style="list-style-type: none"> a. The purpose of the writers (textbooks designers or material developers). b. The writers or teachers' ability on delivering/providing the

	materials (texts) presented in the textbooks to the students.
2	<p>Community: Pinner stated that the aspect of community represents any group or individual with whom the user will engage in communication using the target language (text).</p> <p>a. The text (English Language) used as the tool of communication in the process teaching and learning (personal process of engagement between teacher and students or student and student)</p>
3	<p>Classroom: Expanding Pinner's continuum by including Berardo's criteria of authentic text for classroom:</p> <p>a. Suitability of Content (<i>relate to the students' need, also interesting and motivate students to study</i>) which covers questions such as:</p> <ol style="list-style-type: none"> 1) Does the text attract and interest the student? 2) Does the text improve students' motivation? 3) Is it relevant to the student's needs and learning goals? <p>b. Readability (<i>the authentic text should be considered about the level of difficulty of the text</i>) which focuses on the following questions:</p> <ol style="list-style-type: none"> 1) Is the text too easy or difficult for the student? 2) Is it relevant with students' level? 3) Is it structurally too demanding or complex? (Text structure refers to the way authors organize information in text. Recognizing the underlying structure of texts can help students focus attention on key concepts and relationships, anticipate what is to come, and monitor their comprehension as they read).
4	<p>Real world: in which the materials or the language used in any environment.</p> <p>a. Where did the text adapt? Is it from authentic resources?</p> <p>b. Does the moral value of the text give an impact to the students in their real life?</p> <p>c. Does it represent the type of material that the student will use outside of the classroom (product)?</p>

F. Data Analysis Method

Data analysis is collecting and organizing interview transcripts, field notes, and other data to expand your comprehension and communicate your findings. The researcher employed qualitative descriptive methods to assess the data.⁷⁴ This current study, the researcher assessed the data acquired

⁷⁴ Ahmad Rijali, "Analisis Data Kualitatif," *Al Hadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2019): 81.

utilizing the research instrument and procedure by reflecting on the researcher's criteria.

After gathering the data according to the procedures outlined in the data collection method, the researcher did the following sequences to analyze the collected information systematically:

- a. Step 1 is data collection. The researcher collected all Independent Curriculum of English textbooks at this stage. Then, the researcher read and grasped a range of narrative texts from three senior high school English textbooks.
 - b. Step 2 involves organizing and preparing data for analysis. Before moving to the next phase, the researcher prepared and organized the collected data. After gathering data, such as reading and comprehending all narrative texts, the researcher selected and extracted essential elements to emphasize the component, facet, or criterion of the authenticity continuum by examining their various contexts and dimensions.
 - c. Step 3 is reading and noting the data. After data preparation, the researcher read all the narrative texts in every English textbook to become familiar with the data and to extract as much information as possible. The researcher made notes or memos while reading the data. Upon reviewing the data, the researcher examined the information using a table evaluation sheet including a number of detail indicators.
 - d. Step 4 is describing, classifying and coding the data. In this research, the researcher started to describe what the researcher read in the narrative texts, developing themes, and providing an interpretation from their views or the literature's perspective. After that, classifying the data into each type. Then, it needs to give code in each data. There are three kinds of code. They were the codes for the
-

number of each data, the number of pages in the English textbook – the code for kinds of English textbook, and the code for kinds of authenticity continuum. The researcher used four different colors to identify the authenticity continuum on the content of narrative text, such as yellow for individual area, green for community area, blue for classroom, and pink for real-world.

- e. Step 5 is interpreting the findings. The analyzed data is explained in chapter 4 of this study finding and discussion. The finding relates to the theory which is mentioned in chapter 2 related to the authenticity continuum. The finding presented in the form of descriptive and the visualization of table analysis of each English textbook.
- f. Step 6 is concluding the data. The last step of analyzing data is to conclude the whole research after analyzing data is done and presented in the form of description.

G. Checking Validity Findings

The findings and interpretations of this research needs to be checked to make sure it is accurate. In the qualitative method, there are three ways to determine the accuracy or credibility of the findings: member checking, triangulation, and auditing.⁷⁵ As part of the validation process for this study, the triangulation procedure is used to check the accuracy of the research. Creswell says that triangulation is making sure that the research is true by looking at evidence from different data sources.⁷⁶ There are four types of triangulations: by source, by method, by observers, and by theories. In this study, triangulation by observers is used by the researcher. So, the information is checked and the expert lecturer is asked about it.

H. Research Stages

There were a few steps taken in order to conduct this qualitative

⁷⁵ John W. Creswell, *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edi. (United State of America: Sage Publication, n.d.).

⁷⁶ Ibid.

study, and they are as follows:

1. The researcher selected an area of interest, identified issues, developed research questions, and defined essential concepts in the underlying theory of the topic being studied.
2. The researcher completed some preliminary research to understand the issue of the textbooks' authenticity before developing the methods employed in this study.
3. The researcher created the research methodology employed in selecting the subject, data source, data collection technique, instrument, and data analysis technique.
4. The researcher began by examining the data with relevant theory related to the authenticity continuum and classifying the data into some criteria on the table analysis as the instrument to gather further information.
5. The researcher drafted the report according to departmental guidelines, which include an introduction, literature review, methodology, results and discussion, and conclusion and suggestion sections.

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CHAPTER IV

RESEARCH FINDING

This section presents the results and discussion of the major research findings. It is to report the findings of the data collection. As research findings, we provide the results of a table analysis about the veracity of narrative text in senior high school English textbooks. Moreover, as part of the study, the examined data is compared to the expert's theories, which is presented as a research discussion. The findings and discussion parts are described in detail below.

A. Research Findings

This study had been conducted from March – June, 2023 by using the technique which is mentioned in chapter III. The research findings provided the answer for research questions which examined the narrative text in Senior High School English Textbooks with the criteria of authenticity. To answer the research question, the researcher used table analysis sheets. The data collected were analyzed from narrative text in each English textbook related to the criteria of authenticity continuum developed by the researcher based on experts' theory. The researcher divided the finding into three parts compatible with three different English textbooks analyzed in this section. These following descriptions will present the result of the table analysis. It covers four areas of authenticity continuum and several criteria. It will be presented in the following table in order to make the reader easier in interpreting and understanding the data.

Authenticity is frequently defined in terms of the target language's native speakers or L1 community, particularly in EFL contexts, but this definition is extremely problematic for foreign language learners. Therefore, Pinner devised one of the theories, namely the authenticity continuum, which can be used to identify various facets of authenticity and invite teachers and material developers to consider authenticity from multiple perspectives. The researcher agreed that this is the one approach to

address the problem of how to authenticate the material and make it more applicable.

Table 4.1 The Result of the Data

No.	English Textbook	Chapter on Students' English Textbooks	Title of the Narrative Text	The Authenticity Continuum			
				AC Indiv	AC Com	AC Class	AC Real
1	Bahasa Inggris Work in Progress for 10 th grade of Senior High School (Kemendikbud)	Chapter 6 (Fractured Stories)	Little Red Riding Hood (traditional version)	√	√	√	√
2	Pathway to English for SMA/MA grade 10 (Erlangga)	Chapter 1 (Language, Lens of Understanding)	The Rough-Face Girl	√	√	√	√
3	Let's Get Started – English Supplementary Book for SMA/MA grade 10 (MGMP Surabaya)	Chapter 2 Let's Enjoy Stories	The Legend of Watermelon (kid's stories by Ethen Smith)	√	√	√	√

Based on the table above, the researcher found that each narrative text in three different English textbooks is authentic in some ways. Based

on the results of the analysis, it can be said that all story texts have fulfilled all the criteria of authenticity from the four aspects of authenticity, namely individuals, communities, classes, and real-world areas. This is because they all have many things to do with the real world and were also graded as part of the class. It also has a strong link to the community of the target language, but it was also chosen by the students themselves based on their own passions and interests.

The first analysis is the narrative text presented in the “Bahasa Inggris Work in Progress” English textbook. The narrative text entitled “Little Red Riding Hood” with a traditional version. This narrative text is about a young girl who meets a smart wolf on her way to visit her grandma. The wolf tricks her and eats her grandmother, which is a sad end for the story's main character (*see appendix 1 to read a detailed story*). In each authenticity continuum, there are parts of this story that can be evaluated and put into groups. They might make people use English in different ways. Like one of them, several characters use utterances that can be deeply analyzed to figure out what they really mean and what moral lessons can be learned from the story. There are also many other things that can be taken into account, as we'll see below.

Table 4.2 The result of analyzed narrative texts in “Bahasa Inggris Work in Progress” textbook published by Kemendikbud

Data	Authenticity continuum	Criteria in each area of authenticity continuum	Title of narrative text (Little Red Riding Hood - traditional version)
Data1/13 5- 136/WiP /yellow	Individual	The purpose of the writers or textbooks designers or material developers.	<ul style="list-style-type: none"> - To assist students in learning English as a foreign language or serve as a teaching guide for a teacher. - To entertain the readers. - To assess the author's ability to make authentic text. - To engage in students from the

			narrative text itself.
		The writers or teachers' ability to provide the texts as material presented in the textbooks to the students.	<ul style="list-style-type: none"> - The ease of accessing narrative texts through text books makes the teacher's ability to present it to students more efficient. - To maintain professionalism and a sense of trust from their readers, designers always add links to sources of narrative text that they previously obtained. - Before designing a narrative text, the designer must ensure that it matches the curriculum to avoid confusion for students. - Provide illustrations of good narrative text.
Data1/13 5- 136/WiP /green	Community	The English narrative text is used as the tool for communication in the process of teaching and learning.	<ul style="list-style-type: none"> - There are several utterances from characters that appeared in the text. It means that there is communication between each other within the text. For example, in the sentences: <i>"Where are you going little girl?"</i> he asked with his biggest smile. <i>"To my grandmother's house on the other side of the forest,"</i> said Little Red Riding Hood who had forgotten what her mother told her" (page 135). - The teacher and students applied English language that is gotten from the narrative text can be used as a tool of communication during the English lesson.
Data1/13 5- 136/WiP	Classroom	The text will attract and engage the students.	The topic of this text is interesting because of a familiar folktale. But this text is not up

/blue			to date. This text is a traditional version. Students probably often read the same story in different versions. However, the text was attractive because students could easily understand the story. In addition, the textbook provided pre-reading by putting upcoming lesson materials into familiar contexts.
		The text may improve students' motivation.	This topic is probably less interesting because the story is old. But the way to motivate students is to create the same title but different story. Students are asked to create their own story based on their creativity. Therefore, it may improve students' motivation.
		The text should be relevant to the student's needs and learning goals.	This text belongs to narrative text. One of the learning outcomes of Independent Curriculum is that students at 10th grades are taught about narrative text. Then, from this text, the students will be able to identify the context, main ideas and detailed information related narrative text. It also helps students to understand about structures and language features of narrative text, so they can develop their own story more creatively and complexly.
		The text is too easy or difficult for the student.	<ul style="list-style-type: none"> - The content of the text consists of simple past tense which has been familiar to students. - This text has a level of good

			readability. This text is very easy to read.
		The text should be relevant with students' level.	This text is usually given or taught for basic level. It means that this text wasn't relevant for senior high school level. But this text can still be consumed by the public because it is easy to read and understand.
		The text is structurally too demanding or complex.	The text has a clear and complex structure. It consists of 5 characters, setting, conflict, point of view, and plot.
Data1/13 5- 136/WiP /pink	Real world	The text adapted or adopted from authentic resources?	The text is taken from authentic resources, namely the internet. The type of the internet is the official mobile app for the National Council of English Teachers from the United States (NCTE).
		The moral value of the text may give an impact to the students in their real life.	The message of "Little Red Riding Hood" is to never trust strangers. A kind stranger may be evil. Little Red Riding Hood's innocence puts her in danger when she tells the wolf where her grandma lives. From the lumberjack we learn that helping each other to other people who need help.
		The type of material studied in the classroom will be used outside of the classroom (product)?	This type of material will be beneficial for students outside the classroom. After students are given the example of narrative text and understand well about the material of narrative text, they are asked to make their own fractured story

			and publish it on social media.
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The table above details the narrative text analysis based on the authenticity continuum element presented in the English textbook named "Work in Progress" released by the Ministry of Education and Culture. Individual, community, classroom, and the real world are the four domains were found by the researcher in that narrative text to identify the continuum of authenticity. Here is the evidence that narrative text entitled "Little Red Riding Hood (traditional version)" can be authenticated using the authenticity continuum and it has degree of authenticity in some ways. Below are the explanations of the above analysis table.

1. Individual

In the individual area, the researcher sets criteria based on two factors: the writer's aim and their capacity to supply the narrative text in the textbook. First, the purpose of authors, textbook designers, or material developers in presenting the narrative text as the material is to assist students in comprehending English as a foreign language or to serve as a teaching guide for a teacher, both as the primary guide and as a supplement, which is authorized by a teacher or group of teachers who have responsibilities and are competent of the book's contents. More precisely, it is to provide students with examples or models of narrative texts for them to meet the government's learning objectives. Apart from that, another purpose is to assess the author's capacity to create good authentic text. Another crucial objective is to engage students with the narrative text itself. It means that students can directly read and understand the contents of the text. Second, the writers' capacity or ability to offer narrative texts in the textbooks to students to make the learning process more efficient. Students will find it simpler to access narrative text from their textbooks. Not only that, textbook

designers also provide connections to previously acquired sources of narrative text to retain professionalism and reader confidence. It is one of the ethics of good academic writing. So that both instructors and students may determine where the text came from and contribute more accurate information. Moreover, textbook designers must verify that the text matches the curriculum that has been established to suit students' needs.

2. Community

The second indication is a community-based evaluation. The narrative texts "Red Riding Hood old version" in the "Work in Progress" English textbook have a degree of authenticity. It's because of the fact that both narrative texts serve as communication tools in the learning process. As we know, these texts also include a variety of character-to-character communications. From the utterances it is possible to analyze deeply to achieve the implied meaning, so it will be useful for students to provide practical examples on how to speak English. It can be seen from the dialog presented in first paragraph of the story (*see appendix 1*);

"Where are you going, little girl?" he said with his broadest grin.

Little Red Riding Hood, who had forgotten what her mother told her, said, *"To my grandmother's home on the other side of the forest."* (Little Red Riding Hood, Work in Progress, 2022, p.135)

From the examples above, the bad wolf asked the little girl about where she was going. The little girl forgot about her mother's message and she said where he was going. The sentence "Where are you going?" is a question used to ask someone's direction. This is included in the category of questions in everyday communication that are used to obtain information about the circumstances and activities of other people. Then, the little girl provided a clear and appropriate answer. The sentence indicated that someone will go to

his grandmother's house which is across the forest. Thus, students may imitate and develop context-specific language use models based on these questions. Thus, these texts may facilitate communication in the classroom and inspire discussion among students. So, the English narrative text offered in the Ministry of Education and Culture's "Work in Progress" publication may enhance students' communicative skills.

3. Classroom

Based on the collected data, this narrative text also could be authenticated in the classroom. First, the text might engage students. The conclusion that can be drawn from the narrative text is that it is likely to attract and engage students because they tell fascinating, familiar, and intelligible stories. Second, the text might increase students' motivation. The evidence is from the presentation of fragmented narrative examples in textbooks by textbook designers. Students will be exposed to two distinct story structures. It might encourage pupils to construct their own stories based on their ingenuity. Thirdly, the text should be pertinent to the requirements and learning objectives of the lesson. This text is narrative in nature. Students in 10th grade (Phase E) are taught about narrative text as one of the learning outcomes of the Independent Curriculum. It is stated in the government-mandated learning outcomes: *"At the end of Phase E, students employ spoken, written, and visual English texts to communicate following the occasion, purpose, and audience/reader. At this phase of English language learning, narrative, descriptive, procedural, expository, recount, and report texts serve as the authentic texts."* Thus, students will be able to recognize the context, primary ideas, and specific details of narrative texts. It also assisted students in comprehending the structure and linguistic characteristics of narrative texts, allowing them to compose their own more creative and intricate stories. Fourth, the

text's substance consists of simple past tense that is recognizable to students. Most of the story used verb 3 such as the words; gave, told, met, forgot, climbed. It has been demonstrated that learners studied narrative texts and the past tense in junior high school. In addition to that, this text has a high level of readability. The researcher utilized an online text evaluation tool to strengthen, namely Text Readability Consensus Calculator (TRCC), which calculates the grade level, text readability level, age of the reader, and text appropriation. This material has been assessed as being extremely readable. Although this text was irrelevant for the senior high school level, yet, this text could be consumed by the public because it is simple to read and comprehend. Lastly, the writing has a distinct and intricate structure. The text contains five characters: the little girls' mother, little red riding hood, bad wolf, grandmother, and woodman. It also had a unique environment, conflict, point of view, and plot.

4. Real word

As seen in table 4.2, authenticity may also be evaluated in terms of the real world. The initial indication is the text's source. The research revealed that the English narrative texts were from reliable sources, namely the Internet. It was demonstrated by the linked resources below the text, specifically the official mobile application and the KidPub website (a collection of children's stories) (see *appendix3*). As we know that authentic material is not for pedagogical purposes only; it can be beneficial in other aspects, such as entertaining, giving information, or educating. The second indicator is the moral value of the text. Based on these texts, readers might apply moral values in the real world. The moral lesson indicates that the narrative is not only amusing but also educative for its audience. The message that may be drawn from the text is to be wary of putting your confidence in strangers. It may be inferred from Little Red Riding Hood's innocent act of revealing her

grandmother's home to the wolf that endangers her grandmother's life. The message may affect the students' real-world behavior. It will give direction as a reference for activities and assist readers in sustaining social harmony and fairness. The third indicator was the impact of materials outside the classroom. When students have read and comprehend the narrative text, they are required to create and share their stories on social media. As a result of these activities, it has become apparent that students practice and advance their English skills in the real world. In addition, they will engage with a community on the site where they published the story. They will interact and provide mutual entertainment.

The second text to be analyzed is a narrative from the "English to Pathway" English textbook. The narrative text entitled '*The Rough-Face Girl*'. This narrative text is about how a disfigured girl wins the heart of a mysterious man who lives by the lake near her village. The strong Invisible Being wants to find a wife, and every girl in the village wants to win his heart (*see appendix2 to read a detailed story*). In this narrative text there are several contents that can be evaluated and categorized into each authenticity area, such as the purpose and also the material developers' identity (ability) in terms of presenting the narrative text which can be categorized in individual aspects in the authenticity continuum, and many other things that can be categorized.

Table 4.3 The result of analyzed narrative texts in "Pathway to English" textbook published by Erlangga

Data	Authenticity continuum	Criteria in each area of authenticity continuum	Title of narrative text 1
Data2/11/PtE/yellow	Individual	The purpose of the writers or textbooks	- To assist students in learning English as a foreign language or

		<p>designers or material developers.</p>	<p>serve as a teaching guide for a teacher.</p> <ul style="list-style-type: none"> - To assess the author's ability to make authentic text. - To engage in students from the narrative text itself. - To entertain and educate readers.
		<p>The writers or teachers' ability to provide texts as material presented in the textbooks to the students.</p>	<ul style="list-style-type: none"> - The ease of accessing narrative texts through text books makes the teacher's ability to present them to students more efficient. - To maintain professionalism and a sense of trust from their readers, designers always add links to sources of narrative text that they previously obtained. - Before designing a narrative text, the designer must ensure that it matches the curriculum to avoid confusion for students. - To provide good narrative text.
Data2/11/PtE/green	Community	<p>The English narrative text is used as the tool for communication in the process of</p>	<p>This text also provides several utterances as communication around characters. The example is "<i>What? Do you mean that I have a</i></p>

		teaching and learning.	<i>chance to see him? What should I do?"</i> asked one of the women (page 11). From those utterances it is illustrated how we ask other people related to the context.
Data2/11/PtE/blue	Classroom	The text will be attractive and interest the students.	This text is interesting and attractive because the topic is worldwide. It is familiar for many students. This story is also adapted from a classic children's story, namely Cinderella. It means that this story has novelty for students. The text also shows a picture and textbook designer giving activated schemata before bringing schemata to the text.
		The text may improve students' motivation.	The content suits the learners' current knowledge. They are probably familiar with fantasy stories, such as Cinderella. Because this story is another version of Cinderella. They are made for global purposes. It can be concluded from the story written by native speaker.

		<p>The text should be relevant to the student's needs and learning goals.</p>	<p>This text belongs to narrative text. One of the learning outcomes of Independent Curriculum is that students at 10th grades are taught about narrative text. Then, from this text, the students will be able to identify the context, main ideas and detailed information related narrative text. It also helps students to understand about structures and language features of narrative text, so they can develop their own story more creatively and complexly.</p>
		<p>The text is too easy or difficult for the student.</p>	<p>-The content of the text consists of simple past tense which has been familiar to students. - This text has a level of good readability because it has standard/average of Flesch Easy Reading. This text is fairly easy to read.</p>
		<p>The text should be relevant with students' level.</p>	<p>This text is usually given or taught for junior high school level. It means that this text wasn't relevant for</p>

			senior high school level. But this text can still be consumed by the public because it is easy to read and understand.
		The text is structurally too demanding or complex.	The text has a clear and complex structure. It consists of 7 characters, setting, conflict, point of view, and plot.
Data2/11/PtE/pink	Real world	The text adapted or adopted from authentic resources?	The text adapted from the original story from fare Martin's face girl. It means that this text belongs to authentic text from an authentic resource. Although the text is simplified, the story didn't create or change from the original story. The reason for this problem is that the textbook designer provides any material based on the student's capacity and level.
		The moral value of the text may give an impact to the students in their real life.	The lesson of the story is that both good and wicked people receive their rewards in the end. The two elder sisters are unable to see The Invisible Man, although The Rough face-girl is blissfully

		married to The Invisible Man.
	The type of material studied in the classroom will be used outside of the classroom (product)?	This type of material will be beneficial for students outside the classroom. After students are given the narrative text and understand the material of the narrative text, they are asked to make their own imaginary story and publish it on social media. Thus, it will be beneficial for the students themselves and other people in real life. In addition, improve students' English ability; it would entertain the readers with the story.

The table displayed the continuum and the criteria used to assess the authenticity of the narrative texts offered in 'English Pathway'. Based on Pinner's theory, researchers have devised criteria for each domain/continuum similar to the prior analysis. Pinner also provides examples of how the authenticity continuum might be used to assess materials, assignments, and even other lessons. This continuum has four spectra. The first spectrum is associated with the "individual," which consists of two criteria. The second was that the "community" spectrum has a single criterion. The third spectrum is "classroom," which consists of two categories, namely the suitability of the content and the readability of the text, with three criteria for each. The last spectrum is "real world" which

consists of three criteria. All in all, the narrative text entitled "*The Rough Face Girl*" presented in the "*English to Pathway*" English textbook can be authenticated using the authenticity continuum. Below is the detail evaluated in each aspect of The Rough Face Girl story.

1. Individual

The individual dimension is the primary factor to consider. Individual context is shown in table 4.3 to refer to the material designers in terms of their purpose and personal qualities in creating the material. In addition, based on their purposes, the researchers have determined three general purposes: to assist students in comprehending English as a foreign language or to serve as a teaching guide for a teacher, to evaluate the author's ability to create authentic text, and to engage students from the narrative text itself.

Similarly, based on their abilities in providing the narrative texts presented in the English Pathway textbook, the authors drew several conclusions, such as the fact that the ease of access to narrative texts through textbooks improves the teacher's ability to present them to students, and that to maintain professionalism and a sense of trust with their readers, they always include links to sources of narrative text that they have previously obtained. Then, before constructing a narrative text, the designer must ensure that it corresponds with the curriculum, syllabus, and students' competencies to avoid student confusion.

2. Community

According to the results of the community table analysis, the narrative text entitled "*Rough-Face Girl*" offered in the English to Pathway textbook showed a certain level of authenticity. Several character-to-character conversations provided evidence. They engage in dialogue with one another and probably provide

deep meaning to understand. For example, it found in the second paragraph (*see appendix2*);

"What? Do you mean I have the opportunity to see him? "What should I do?" one of the women questioned. "

Likewise, with other examples, such as in the fourth paragraph;

"Father, we need the most beautiful attire to marry a man who can be seen," Her father regarded them with surprise and said, *"Beautiful clothes? They are quite expensive. I am unable to afford them."* (The Rough-Face Girl, English to Pathway, 2022, p.11)

From the example above, the first utterance, the words *"What should I do?"* is a question that is commonly used when someone needs advice or directions on what course of action to take in a situation. Expressions associated with this question may include confusion, uncertainty or concern about the situation at hand. It defined that the woman was excited, surprised, and confused about what to do when she was about to meet the invisible man. In contrast, the second conversation showed that one of her children asked for a beautiful dress and jewelry to meet the invisible man, but her father couldn't help her. The father answered, *"They are quite expensive. I am unable to afford them"* belong to the expression of refusal in terms of not being able to provide assistance. Thus, students could learn the language or idioms used and practice them in relevant contexts by referring to these utterances.

Generally, the English story texts included in English to Pathway may improve students' communication skills. It also supported with the learning outcome proposed by the government that 'at phase E, students use spoken, written and visual texts in English to communicate according to the situation, purpose and audience/reader.'

3. Classroom

Similarly, when examined from the "classroom" viewpoint, authenticity can be assessed using the following context. This text is appealing to students because it is based on a well-known children's story and is a retelling of it. It also starts with a picture and activates students' ideas before they read the text. The second story is well-known because it's about something that happens all over the world and has been made into a movie. So, it might be interesting and draw the students' attention. Then, giving students' information about what's going on in the world will make them more motivated. They may have heard the story and other fantasy stories. Aside from them, the text should focus on the requirements and learning goals that the government has set for every class and level. The rest of the text is written in the simple past tense, is easy for students to understand and has good readability. The researcher used the Text Readability Consensus Calculator (TRCC) to evaluate the texts. This tool figures out the grade level, text readability level, age of the reader, and text appropriation to make the result stronger. The results showed that the text was not too hard to understand. The writing is interesting because it has a complicated structure. There are seven characters in the text: an invisible man, his sister, the rough-faced girl, her father, and her two sisters. The text also has a unique environment, conflict, perspective, and plot.

4. Real world

The table above is quite revealing the authenticity of real-world dimensions in several ways. The initial way is the text's source. The research indicated that the English narrative texts were from reliable sources, namely the original story (book story). It was demonstrated by the linked resources below the text, specifically from *fare Martin's face girl* (see appendix2). Although the text is simplified, the story did not create or change

from the original story. This problem is because the textbook designer provides material based on the student's capacity and level.

The second way is the moral value of the text. Based on the text, readers might apply moral values in the real world. The moral lesson indicates that the narrative is not only amusing but also educative for its audience. The message that may be drawn from the text is that both good and wicked people receive their rewards in the end. It is proven when the two elder sisters are unable to see the Invisible Man; in contrast, the rough face-girl is blissfully married to The Invisible Man. The messages may affect the students' real-world behavior. It will give direction as a reference for activities and assist readers in sustaining social harmony and warning.

The third way was the impact of materials outside the classroom. When students have read and comprehend its narrative text, they are required to create and celebrate their imaginary stories on social media. As a result of these activities, it has become apparent that students practice and advance their English skills in the real world. What is interesting in this data is that they will engage with a community on the site where they published the piece. They will interact and provide mutual information.

The last analysis is the narrative text presented in the "Let's Get Started" English textbook. The narrative text entitled '*The Legend of Watermelon*' talked about Mai An Tiem, who was smart and hardworking, and was sent to a remote island by his father. He found a flock of birds eating black seeds, which he put in the ground and fertilized. The king ate one of these fruits and realized he was wrong to judge Mai An Tiem. An Tiem and his wife were happy. They gathered all the ripe melons and seeds

to bring home, then gave them to their neighbors and showed them how to plant them. Since then, watermelon has been the symbol of luck in Vietnam. The story emphasizes the value of freedom, which is still valued in today's society (*see appendix 3 to read a detailed story*). There are cases of English language in this narrative text which fall under the category of authenticity. For instance, the text illustrates classroom-relevant English usage while simulating a situation from the real world. Finally, this narrative text demonstrated authenticity in each aspect of the authenticity continuum. Here are the justifications:

Table 4.4 The result of analyzed narrative texts in “Let’s Get Started” textbook published by MGMP Surabaya

Data	Authenticity continuum	Criteria in each area of authenticity continuum	Title of narrative text 1
Data3/17/LGS/yellow	Individual	The purpose of the writers or textbooks designers or material developers.	<ul style="list-style-type: none"> - To assist students in learning English as a foreign language or serve as a teaching guide for a teacher. - To assess the author's ability to make authentic text. - To engage in students from the narrative text itself. - To entertain and educate readers. - Provide illustrations of good narrative text.
		The writers or teachers' ability to provide the texts as material presented in the	<ul style="list-style-type: none"> - To maintain professionalism and a sense of trust from their readers, designers always add

		textbooks to the students.	<p>links to sources of narrative text that they previously obtained.</p> <p>-Before designing a narrative text, the designer must ensure that it matches the curriculum to avoid confusion for students.</p> <p>-To increase teacher creativity and student motivation, textbook designers present authentic text in the form of a YouTube video from a QR Code.</p> <p>- To provide good narrative text as a model.</p>
Data3/17/LGS/green	Community	The English narrative text is used as the tool for communication in the process of teaching and learning.	<p>-This text provides some utterances or dialog between characters. The language can be adapted for students to communicate in the related context. The example is <i>"Don't worry, we can live on our someday,"</i> Main Ai Tiem stated. His wife said, <i>"What will we do to survive?"</i> <i>"Everything will be OK, my love"</i>, the prince assured her (page 17).</p> <p>- This text is presented on YouTube; therefore, the readers</p>

			can like and comment on each other. It means there is communication in a certain group.
Data3/17/LGS/blue	Classroom	The text will be attractive and interest the students.	- The text was made for a global topic rather than a local topic.
		The text may improve students' motivation.	This story is probably familiar to students. Therefore, the students can easily understand the text. In addition, this text presented in the form of a video which consists of audio, text, characters/animation, and maybe colorful background may improve students' motivation.
		The text should be relevant to the student's needs and learning goals.	This text belongs to narrative text. One of the learning outcomes of Independent Curriculum is that students at 10th grades are taught about narrative text. Then, from this text, the students will be able to identify the context, main ideas and detailed information related narrative text. It also helps students to understand about

			structures and language features of narrative text, so they can develop their own story more creatively and complexly.
		The text is too easy or difficult for the student.	-The content of the text consists of simple past tense which has been familiar to students. - This text has a level of good readability. This text determined into very easy to read
		The text should be relevant with students' level.	This text is usually given or taught for basic level. It means that this text wasn't relevant for senior high school level. But this text can still be consumed by the public because it is easy to read and understand.
		The text is structurally too demanding or complex.	The text has a clear and complex structure. It consists of 5 characters, setting, conflict, point of view, and plot.
Data3/17/LGS/pink	Real world	The text adapted or adopted from authentic resources?	The text taken from authentic resources, namely YouTube video. One type of authentic material is

			video.
		The moral value of the text may give an impact to the students in their real life.	The moral value of this text is thinking before you act; no matter what happens, you must always be honest. And you will continue to lie to cover up your lies every time you lie.
		The type of material studied in the classroom will be used outside of the classroom (product)?	This type of material will be beneficial for students outside the classroom. After students given the narrative text and understood well about the material of narrative text, they are asked to make their folklore story and published into social media, such as YouTube video, TikTok, or Storyboard on Instagram. Thus, it will be beneficial for the students themselves and other people in real life. In addition, improve students' English ability; it would entertain the readers with the story.

According to the results of the investigation in the table above, the concept of the authenticity continuum is empowering and has even

enhanced students' motivation and the authenticity of their classrooms. The narrative texts offered in the "Let's Get Started" textbook produced by MGMP Surabaya are thus authentic. To establish a more encompassing concept of authenticity, it may be helpful to conceptualize it as a continuum with the following aspects.

1. Individual

Another approach to think about authenticity is to consider not just the contents, but also the individuals in the classroom and the social environment of the target language. The sentence above indicates that an individual can be utilized to determine the validity of the object. The researcher found, there are two criteria in generating the content, such as their aim and personal features. It can be concluded that the textbook designers provided this narrative text to assist students in comprehending English as a foreign language or to serve as a teaching guide for a teacher. It will help students to reflect real-world language use. Next is to evaluate the author's ability to create authentic text, and to engage students from the narrative text itself.

Similarly, the authors drew several conclusions based on their abilities in providing the narrative texts presented in the Let's Get Started textbook, such as the fact that having easy access to narrative texts through textbooks improves the teacher's ability to present them to students, and that in order to maintain professionalism and a sense of trust with their readers, they always included links to sources of narrative text that they have previously obtained. The designer must next confirm that the narrative text conforms with the curriculum, syllabus, and students' competencies before designing it to minimize student misunderstanding. Finally, textbook designers deliver actual material in the form of a YouTube video from a QR Code to improve instructor creativity and student motivation. So, the

students can scan the QR Code and directly go to the video.

2. Community

A community-based evaluation is the second criterion. The narratives entitled "*Legend of Watermelon*" in the English textbook "*Let's Get Started*" found that it can be authenticated in this area. It is because the narrative text operates as communication tools in the learning process. It can be found from some utterances provided in the story which can be identified into deep meaning in certain contexts. It may be observed in the example of second paragraph (*see appendix3*):

"Don't worry, we can live on our own someday," Main Ai Tiem stated. His wife said, *"What will we do to survive?"* *'Everything will be OK, my love'*, the prince assured her. (The Legend of Watermelon, Let's Get Started, 2022, p.17)

The conversation above revealed that his wife did not fret about their future. The sentence "What will we do to survive?" is a question asked in a situation that requires action to survive. This is a question that signals concern and a need for action to resolve a difficult situation. Then her wife tried to persuade him. From Mai Ai Tiem 's response, *"everything will be fine"* is an expression of optimism that everything will be fine. This phrase is frequently used to offer someone moral support when they are experiencing difficulties or tribulations in life. Although it cannot always assure the desired outcome, this expression can help a person remain optimistic and attempt to overcome obstacles. Based on the dialogues above, students can alter and construct context-specific language usage models. As a result, these sentences can facilitate communication in the classroom and inspire discussion among students. So, the English narrative text offered in the MGMP publication may enhance students'

communicative skills.

3. Classroom

Classroom dimension can be reviewed from several aspects; the suitability of content and readability of the text. Based on the results of the analysis of narrative texts presented in the "Let's Get Started" English textbook showed that narrative texts might be attractive and engaging for students. It can be concluded from the topic of the text. The text is made from global/foreign content. The story of "Watermelon" comes from Vietnam. Not only that, those texts may improve students' motivation. Those stories are probably familiar to students. Therefore, the students can easily understand the text. In addition, the stories presented in the form of video that consists of audio, text, characters/animation, and maybe a colorful background can improve students' motivation.

Furthermore, the text should be relevant to the student's needs and learning goals. The other most important thing is that the texts are easy to understand and have good readability. Although, the texts are usually given or taught at the basic level. It means that this text was not relevant for the senior high school level. However, this text can still be used by the public because it is easy to read and understand.

4. Real world

Based on the table 4.4 shows that the authenticity of real-world dimensions can be seen in several aspects. The first is the text's source. The research indicated that the English narrative texts were from authentic material, such as videos from YouTube (*see appendix3*). It was demonstrated by the QR code that refers to the narrative texts. The researcher argued that video is a preferable authentic material that the teacher uses in the

classroom. However, they used this kind of material in a different topic, skill, or different variations of video.

The second aspect is the moral value of the text. Then, the interactive narrative text will make learning English more enjoyable and faster than ever. It assists children in pronouncing native words, developing reading abilities, and using flexible vocabulary in everyday situations. Based on these texts, readers might apply moral values in the real world. The moral lesson indicated that the narrative is not only amusing but also educative for its audience. The message that may be drawn from the legend of Watermelon explains the origin of watermelons and illustrates the virtue of independence, which is not depending on others. It is an essential and invaluable quality for every human being. This virtue is still admired in contemporary society. The message may affect the students' real-world behavior. It will give experiences and a good attitude for readers.

The third way was the impact of materials outside the classroom. When students have read and comprehend the narrative text, they are required to create and celebrate their imaginary stories on social media, such as TikTok, Instagram, or YouTube. As a result of these activities, it has become apparent that students practice and advance their English skills in the real world. What is interesting in this data is that they will engage with a community on the site where they published the piece. They will interact and provide mutual information.

In the end, from all the results above, the writer agreed that Pinner's idea of an "authenticity continuum" can be used to judge the authenticity of three different narrative texts presented in the three Indonesian English textbooks. The researcher employed many authenticity criteria, as indicated in Chapter 3, to examined of each dimension. The researcher also agreed with

Widdowson's assertion that authenticity is not absolute. Using this theory will help you come up with good and useful results or choices without judging each other. We can look for points of authenticity in everything, even though amounts of authenticity vary from person to person and from place to place in the real world. Although, the individual had low authenticity sometimes because they are not typically encountered in the real world, while real-world had the highest level of authenticity because they are encountered in real-world situations outside of the classroom. But that doesn't mean that narrative texts can't help students improve their skills and information based on what they will need or do in the future. It will provide with the chances of interacting with a text or with others in the classroom "about matters of importance to them" and it may give impact for real life. Because in each dimension it will still have a positive effect depending on the particular situation.

B. Discussion

The current study found that the narrative text presented in the three distinct textbooks demonstrated in some way that they were authentic. The researcher concurred that the used authenticity continuum proposed by Pinner was advantageous for authenticating narrative texts. Every narrative text presented in the Work in Progress, English to Pathway, and Let's Get Started English textbooks can be evaluated both in social and contextual dimensions. These results correspond to those found in Pinner's study. He conducted an experiment by assigning students video projects and requiring them to publish it on social media. Using the authenticity continuum, the outcome indicated that their actions were exceedingly authentic⁷⁷. So that the three publishers can reflect that the narrative text presented has the potential for authenticity if it is evaluated using the authenticity continuum. However, of the three publishers, the researcher argued that the most similar

⁷⁷ Pinner, "The Authenticity Continuum: Towards a Definition Incorporating International Voices."

to Pinner's study is "Let's Get Started" English textbook publisher by MGMP Surabaya. The reason is that besides students being asked to create a project at the end of the material, the publisher also presents an example of the text in the form of a video from YouTube. The narrative text is presented via a QR code that can be scanned by students. Apart from that, the most current studies were conducted about the types of authentic materials and their implementation without paying attention to their authenticity. Not only that, based on previous studies, the theory they used also leads to the concept of "native speaker" which will later lead to justification of "authentic or inauthentic" seen from the origin of the author. Porter & Roberts, as referenced in Gilmore's paper, defined authenticity as the language created by native speakers for native speakers in a given language group⁷⁸. Primadani also utilized the word "provenance" to evaluate the text's authenticity. Text provenance refers to the writer's native or non-native identity⁷⁹. Therefore, the theory of authenticity continuum from Pinner will bridge the gap to analyze the authenticity of material by considering various dimensions such as social and context. The researcher abandons "native speakers" concept, since English is a foreign language in Indonesia, most English speakers are non-native⁸⁰. On the other hand, there are differences between English textbooks from local and international publishers. According to a study conducted by Mustafa et al., locally published English textbooks tend to be more in line with the national curriculum and more accessible to students⁸¹. Meanwhile, English coursebooks published internationally may require adaptation to suit students' needs. Therefore, it is crucial to choose materials that fit into the curriculum and meet the needs of students, regardless of the origin of the

⁷⁸ Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning."

⁷⁹ Primadani, "Investigating the Authenticity of English Try-Out Reading Test Items."

⁸⁰ Baral, "An Investigation of Authenticity in a Nepalese Secondary ESL Textbook and Its Supplementation."

⁸¹ Mario López-Barrios and Elba Villanueva de Debat, "Global vs. Local: Does It Matter?" *International Perspectives on Materials in ELT* (2014): 37–52.

publisher. Applied authentic materials may increase class authenticity and help students develop their English skills, whether from local or international sources, and can be used to provide real-life communication situations in language teaching, increasing classroom authenticity.

Another important finding was that the narrative text in the three English textbooks met several criteria for selecting material, including variety, attractive presentation, interesting content, and relevance to students' needs and learning goals⁸². For example, the third narrative text was linked into a video on YouTube and it used attractive colors, background, animation, audio, and text. They also met the criteria of good narrative text⁸³: appropriate structure, applied language features like past tense, interesting (it draws the reader into the action and makes them feel as if they are observing and listening to the events), introduces the four of a setting—who, what, where, and when—within the context of the action, and builds to a climax. This analysis model is predicated on a number of criteria established by researchers and theoretical specialists and, as a result, does not analyze other issues in depth, such as whether or not the narrative text is simplified, because the authenticity of materials can be compromised when they are adapted or simplified for language learners so they can balance the authenticity of materials with the needs and abilities of learners. Although the application of the authenticity continuum can have a positive impact as a means of guiding decisions regarding the selection of materials and assessing the authenticity of text, future researchers can also analyze authenticity using more relevant and simpler criteria. The following steps concentrate on authenticity materials in general, which include information about the text as well as the ongoing task.

⁸² Tomlinson, *Materials Development in Language Teaching*.

⁸³ Mansur, "Improving Students' Understanding of Narrative Text Through Story Mapping."

Finally, this study presents a necessary review of authenticity and utilizes a continuum to recognize distinct dimensions of authenticity and invite teachers and materials writers to explore authenticity from a variety of perspectives. The researcher believes with Pinner that a visual representation of authenticity as a continuum is an easy method to communicate these concepts and restart the issue for EFL situations⁸⁴. The implications of this are the possibility of empowering teachers and students by making the materials they use more pertinent to how they will actually use English as a tool for international communication. Then, it is crucial for teachers when selecting materials for language classes, they have to be careful and selective about authentic materials, ensure that the content or topic conveys relevant messages that enrich and broaden students' use of language in the "real world," and pay close attention to the background, needs, and expectations of different target groups.



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⁸⁴ Pinner, "The Authenticity Continuum: Towards a Definition Incorporating International Voices."

CHAPTER V

CONCLUSION AND SUGGESTION

This section provides some explanations regarding the chapter IV analysis' conclusion and recommendations. In addition, suggestions are provided for the textbook designer or material developers, as well as for future researchers interested in conducting a similar study.

A. Conclusion

Authenticity is a key concept in language teaching that refers to the use of materials and contexts that are relevant and meaningful to learners. Authentic materials may increase classroom authenticity and help students develop their language skills more naturally. The current study conducted a content analysis, examining the narrative text in Senior High School English Textbooks with the criteria of authenticity, and describing the relevant context of narrative texts on the authenticity continuum. More importantly, the authenticity continuum may be beneficial in language teaching because it helps teachers to choose appropriate materials for their students' language development. By incorporating aspects of the authenticity continuum that consists of social and contextual dimensions in the learning process, it can help students develop a deeper understanding of the real-world applications of the knowledge and skills they are learning in the classroom. The results revealed that the narrative texts in the selected textbooks met the criteria of authenticity. The three narrative texts have all the components of the authenticity continuum, including individual, community, classroom, and real-world aspects, so that the text or the material can be said to be authentic from the various perspectives. Although the third text from MGMP Surabaya is more prominent, it does not rule out the possibility that the other two texts have met the criteria for authenticity. Bearing in mind that the authenticity of materials can be compromised when they are adapted or simplified for language learners to match with students' needs and abilities.

Materials that are relevant and meaningful to students can help them develop language skills naturally and engagingly. It is also crucial to align materials with the curriculum and cater to students' needs.

B. Suggestions

The researcher then made the following recommendations based on the conclusion and limitations of the current study:

1. For textbook designers or material developers, Pinner's authenticity continuum proposes a framework for evaluating the authenticity of text. As a textbook designer or material developer, it is crucial to ensure that the content presented in your materials is authentic and accurate. Here are some suggestions to ensure authenticity:
 - a. Conduct thorough research: Before writing or designing any text (material), conduct thorough research from reputable sources to ensure that all information is accurate.
 - b. Use primary sources: Whenever possible, use primary sources such as original documents, interviews, and first-hand accounts to ensure accuracy.
 - c. Check the validity: it can be used in any theory, such as the authenticity continuum to evaluate the authenticity of the text and highlight that the text belongs to authentic in some ways.
 - d. Seek feedback: Have experts in the field review your material to ensure authenticity and fit with the students' needs.

By following these suggestions, you can ensure that your textbook or learning materials are authentic, provide accurate information to learners, and help learners to develop a deeper understanding of the topic.

2. For future research, the findings of this current study are intended to serve as a reflection for the next researcher who desires to conduct text-related authenticity research. Consequently, it would be beneficial for future researchers to investigate other areas of authenticity, such as task authenticity, material authenticity, and classroom authenticity. Due to the fact that this study only investigates the authenticity of the narrative text using the authenticity continuum proposed by Pinner and transitioning away from the concept of native speakers, there are still issues to be addressed. Consequently, future research can investigate the concept of authenticity with additional theory or perspective in greater depth.



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