

**THE USE OF AUTHENTIC MATERIALS IN TEACHING LEARNING  
RECEPTIVE SKILLS AT ENGLISH EDUCATION DEPARTMENT  
IAIN ANTASARI BANJARMASIN**

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**Abstract**

*Authentic materials have a role to expose the learners to the real context of the language. This research is conducted to find out the types, the use of authentic materials, and the students' response toward these materials in teaching and learning receptive skills. The subjects of this research are two lecturers who teach Advanced Listening and Intensive Reading III and 40 students who follow those classes at English Education Department IAIN Antasari Banjarmasin. To gather the data, observation, interview and questionnaire are used as the instruments. The results indicate that the lecturer uses song, radio program, news, announcement, film in listening class. While in reading class, the lecturer uses brochures, website, short story, poem, news article and journal. Both lecturers apply different kinds of authentic materials variously. They involve students actively in teaching learning process. This research also indicates that the students have positive responses on the use of authentic materials in spite of the fact that they still face problems with unfamiliar vocabulary.*

**Key words:** Authentic Materials, Use, Types, and Students' Respons

**INTRODUCTION**

Teaching materials is one of the prominent elements used to facilitate learning. In specific term of language teaching and learning, material is divided into authentic materials and artificial materials. In general, authentic materials are the materials which are not used for educational purposes. They are meant to people in real situation, exactly for native speakers of the language. Therefore, authentic materials can be told as the real language, not solely as the instructional materials which are mostly artificial and give more emphasis to the learning achievement rather than the use of language in the real situation.

Both authentic and artificial materials can be used in language teaching and learning, especially in teaching receptive skills. Receptive skills in which people extract meaning from the discourse they see or hear include listening and reading skills. These skills aim to comprehend an input of a language. Since the students need to be exposed to the real context of the language, the use of authentic sources leads to the greater interest and variety in the material that students deal with in the classroom. Authentic materials bring them to contact the real situation of the language, so they can also learn the culture and sociolinguistics aspects which are also needed for communicative purposes. In addition, there are greater number of authentic materials which can be used in teaching listening and reading than speaking and writing, so these materials facilitate the teachers

and lecturers who want to bring them into the classroom in choosing the best and most appropriate materials for students.

By considering the benefit of authentic materials for language teaching especially foreign language, the researchers suppose it is necessary to conduct a study about the use of authentic materials in teaching receptive skills. This study is conducted at English Education Department at IAIN Antasari Banjarmasin. The goal of this research is to examine the types of authentic materials used and how to apply them in teaching and learning receptive skills at English Education Department at IAIN Antasari Banjarmasin. Through this study, it is hoped that educators and also learners can maximise the use of authentic materials in the classroom as an media to aim the purpose of language as a communication tools. Many kinds of authentic materials can be brought to the class, so teachers have many options to expose learners to the real context of language. Furthermore, by improving students' receptive skills through authentic materials, it is hoped that their productive skills can be improved significantly, as well.

### **Problem Statements**

This research aims to examine the types of authentic materials used and how to apply them in teaching and learning receptive skills at English Education Department at IAIN Antasari Banjarmasin. The research questions are determined as follows:

1. What are the types of authentic materials used in teaching and learning receptive skills at English Education Department at IAIN Antasari Banjarmasin?
2. How do the lecturers apply authentic materials in teaching and learning receptive skills at English Education Department at IAIN Antasari Banjarmasin?
3. How are students' responses on using authentic materials in listening and reading class?

### **Significance of Research**

The result of this research is expected to have some advantages, such as:

1. This research can be as consideration for lecturers and teachers to determine and choose appropriate authentic materials for teaching receptive skills effectively.
2. This research can motivate teachers who have not used authentic materials yet to use these materials for teaching since authentic materials are the best option to expose students to the real context of language.
3. This research will develop awareness for English teachers about the importance of bringing authentic materials into classroom.

### **Definition of Key Terms**

1. Material is anything used by teachers or learners to facilitate the learning of the language. There are two types of materials, namely authentic materials and artificial materials. Authentic materials are the materials designed for the native speakers which are real and not initially designed for language learners. It has not been specifically produced for the purpose of language teaching. While artificial materials are the materials which are designed for educational purposes especially for ESL and EFL students.

2. Receptive skills are the skills in which learners extract meaning from the discourse they see or hear. The receptive skills include listening and reading.

## **METHOD OF RESEARCH**

### **Research Design**

This is qualitative research which aims to gather an in depth understanding of human behaviour and the reasons that govern such behaviour. By considering the object of this research is dynamic, so that it cannot be investigated merely by gaining information from students' experience. It needs direct observation to get deep comprehension about the practise of using authentic materials as well as social situation in the classroom. Therefore, the researchers tend to use observation and interview to collect the data about the application of authentic materials used by lecturers in the teaching of listening and reading. Moreover, questionnaire is also administered to get the data about students' responses toward the use of authentic materials in the teaching of receptive skills (listening and reading) and also to dig students' experience about learning or being taught with any kinds of authentic materials.

### **Research Location**

Research location in this study is at English Department of Tarbiyah and Teachers' Training Faculty Antasari State Institute for Islamic Studies located on Jl. A. Yani km. 4,5 Banjarmasin.

### **Subject**

The subjects of this study are two lecturers of listening and reading class in the fifth semester of English Education Department Faculty of Tarbiyah and Teachers Training IAIN Antasari Banjarmasin. The second subjects are the students who follow the courses who are represented by 40 students (10 students per class).

### **Object**

The objects of this study are the use of authentic materials in the teaching of receptive skills, the types of authentic materials used in the classroom (listening and reading class), and also the students' responses toward the use of authentic materials in the teaching of receptive skills

### **Data**

The data needed in this research are the use of authentic materials in the teaching of receptive skills, the types of authentic materials used in teaching and learning receptive skills, and also the students' responses toward the use of authentic materials in teaching and learning receptive skills. These data can be received from listening and reading lecturers and students who follow those subjects.

### **Technique of Data Collection**

To collect the data about this research, it is absolutely needed several instruments. The techniques of data collection used by researchers are observation, interview, and questionnaire. Observation is used to identify the types of authentic materials and observe

directly how authentic materials are applied by lecturers in receptive skills classes and how the students' responses toward them. To perform this technique, it is needed observation sheet to keep the observation on track.

Interview is used to gain the deep information about the types and the use of authentic materials in teaching and learning receptive skills. While, questionnaire is needed to obtain the data about students' responses toward the use of authentic materials in teaching and learning receptive skills as well as the types of authentic materials used in those classes.

## FINDING AND DISCUSSION

### The Types of Authentic Materials Used in Teaching Receptive Skills

There are many kinds of authentic materials that can be adapted by lecturers in the need of teaching learning process. In the country whose native language is not English, it is rather difficult to see authentic materials in their real form such as invitation, newspaper, magazine, and so on. However, they can be got easily on the internet. Although they have been printed on the plain paper, they are still authentic regarding the content

**Table 1. The Types of Authentic Materials Used in Reading Class**

No.	Kinds of Authentic Materials	Classes												Total		
		A			B			C			D					
		N	E	O	N	E	O	N	E	O	N	E	O	N	E	O
1.	Newspaper	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
2.	Postcard/Letter	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
3.	Invitation	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
4.	Advertisement	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
5.	Brochure	-	✓	-	-	✓	-	✓	-	-	✓	-	-	2	2	0
6.	Map/City Map	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
7.	Website	-	✓	-	-	✓	-	✓	-	-	✓	-	-	2	2	0
8.	Short Story	-	✓	-	-	✓	-	✓	-	-	✓	-	-	0	4	0
9.	Novel	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
10.	Poem	-	✓	-	-	✓	-	✓	-	-	✓	-	-	0	4	0
11.	Article/News	-	✓	-	-	✓	-	✓	-	-	✓	-	-	0	4	0
12.	Journal	-	✓	-	-	✓	-	✓	-	-	✓	-	-	0	4	0
13.	Biography	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
14.	Drama Script	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
15.	Magazine	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
	Total	-	6	-	-	6	-	4	-	-	4	-	-			

Note:

N = Never (never used at all).

E = Ever (used < 5 times).

O = Often (used > 4 times).

Based on the table above, the classes which used more various kinds of authentic materials are PBI A and PBI B (6 kinds), while the others have been taught with 4 kinds of authentic materials. There are six kinds of authentic materials have been used: brochure (2

classes), website (2 classes), short story (all classes), poem (all classes), article/news (all classes), and journal (all classes). There is no material which ever used more than 4 times.

**Table 2. The Types of Authentic Materials Used in Listening Class**

No.	Kinds of Authentic Materials	Classes												Total		
		A			B			C			D					
		N	E	O	N	E	O	N	E	O	N	E	O	N	E	O
1.	Song	-	✓	-	-	✓	-	-	✓	-	-	✓	-	0	4	0
2.	Advertisement	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
3.	Radio Program	-	✓	-	-	✓	-	-	✓	-	-	✓	-	0	4	0
4.	News	-	✓	-	-	✓	-	-	✓	-	-	✓	-	0	4	0
5.	Talk Show	✓	-	-	✓	-	-	✓	-	-	✓	-	-	4	0	0
6.	Interview	-	✓	-	-	✓	-	-	✓	-	-	✓	-	0	4	0
7.	Announcement	-	✓	-	-	✓	-	-	✓	-	-	✓	-	0	4	0
8.	Film/Short film	-	✓	-	-	✓	-	-	✓	-	-	✓	-	0	4	0
9.	Lecture	-	✓	-	-	✓	-	-	✓	-	-	✓	-	0	4	0
	Total	-	7	-	-	7	-	-	7	-	-	7	-			

**Note:**

N = Never (never used at all).

E = Ever (used < 5 times).

O = Often (used > 4 times).

The table indicates that all classes have ever experienced with similar kinds of authentic materials. There are 7 kinds of authentic materials have ever been brought by the lecturer in the classroom: song, radio program, news, interview, announcement, film/short film, and lecture. There is no material used more than 4 times as well.

**The Use of Authentic Materials in Teaching Receptive Skills**

From the observation in Advanced Listening class, the researchers did not find authentic materials directly used by lecturer but she involved authentic materials in the assignment which must be done by students and it would be confirmed by lecturer every week. She also told the students how the lecture material is and where they can find it. Besides that, the lecturer explained that the students must get the main idea and supporting idea of the lecture that they would listen as well. Furthermore, she informed the students how to write the main idea and supporting idea down that can be written in the form of point list, mind mapping, tables, and charts. Here the result of observation to the listening class;

**Table 3. The Use of Authentic Materials in Advanced Listening**

	Procedures
Pre Activity	Lecturer shared a paper which contained explanation about main idea and supporting idea.
While Activity	Lecturer explained about what main idea and supporting idea is, how to get them from a lecture/speech, and explained how to write them such as using point system, mind mapping, etc.
Post	Lecturer asked students to listen a lecture/speech (doing in laboratory and at

Activity	home). The lecture/speech can be found on YouTube. As a homework, the report of listening lecture will be confirmed to lecturer every weeks and by the time of final test, the whole reports would be submitted.
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The table above shows that there was an authentic materials used by lecturer in teaching Advanced Listening namely lecture talk. Lecture talk is an audio passage read as monologue to inform the listener about knowledge. Lecture is commonly found in the educational field like college. The lecturer revealed the authentic material in the post activity as an assignment.

In reading class, the researchers found that there were two authentic materials used. The first authentic material was article from academic journal. The lecturer asked students to look for one article of the academic journal and then summarize it. Every meeting, there would be 3 students who present their finding by reading the abstract and the summary. The lecturer and other students would ask them about the journal that they have analyzed. This activity is going to be done every week in the first 30 minutes before entering the main lesson of the course. The second authentic material used was psychology article talking about memory. The lecturer invited students to skim the passage and then she asked some questions related to the passage.

The result of the research in investigating the use of authentic materials based the observation of Intensive Reading III is described below.

**Table 4. The Use of Authentic Materials in Intensive Reading III**

	<b>Procedures</b>
Pre Activity	The lecturer invited three students to present their finding about article they read. The article was taken from international journal. Lecturer also confirmed the difficult vocabulary and details the content of abstract.
While Activity	She invited students to respond the pictures about the psychology article. She also asked students to skim the information.
Post Activity	The lecturer gave students homework <ul style="list-style-type: none"> <li>- Why is the title of this article like that?</li> <li>- Mention some techniques of memory improvement!</li> </ul>

From the interview, it is found that the lecturer who teaches listening believes that the use of authentic materials is very useful in her teaching because it can expose students to the ‘real life’ of native speakers. However, she does not use them in every meeting. The kind of authentic materials she teaches is just an ordinary audio and video, but sometimes she chooses news. When she teaches using authentic materials, she always tells students to not write the passage but try to interpret them for the first they listen. She also says that there are some consideration she takes into account in choosing authentic materials such as the clarity, appropriateness of the content to the topic/syllabus, and the duration. Nevertheless, she does not hesitate to involve students in looking for the materials if it is for assignment, but not for being presented in the classroom. By providing authentic materials, she hopes that students will be motivated to learn English as much as possible because by listening authentic materials, students will know that English which is used by native speakers in daily life is more complicated than if it has been adjusted to educational purposes.

The lecturer who teaches reading tends to use authentic materials in her teaching. She supposes that authentic materials are very useful for students especially if they are intermediate-advanced students in order to expose them to the real use of language. Besides that, she also thinks that there are many useful vocabulary that students can learn from authentic materials which are really used by people in the real life. For this semester, she still uses textbook *Mozaik 2* which contains some authentic materials from several sources and the materials are not simplified yet. In that book, there are many readings such as news, article, poem, short story, which all of them are authentic. Therefore, she always uses authentic materials in every meeting. In addition, she always asks students in the fifth semester to find the journal and summarize it. She considers that students will always get involved in journal, moreover in their last semester. To run this activity, she tends to involve students in looking for the article for themselves rather than provide them. She hopes that by providing the students authentic materials, they become familiar with reading authentic materials in their real life.

**Table 5. The Techniques Used by Lecturer in Applying Kinds of Authentic Materials in Listening Class**

No	Kind of Authentic Materials	Techniques
1.	Song	Fill in the blank, interpretation
2.	Radio Program	Fill in the blank
3.	News	Fill in the blank, multiple choice, comprehension question/make conclusion, matching
4.	Interview	Multiple choice, comprehension question/make conclusion
5.	Announcement	Fill in the blank, fill the table
6.	Film/short film	Watching
7	Lecture	Comprehension question/make conclusion, mind mapping

The table shows that there are various kinds of technique in applying authentic materials used by lecturer. The lecturer combines some techniques in conducting a teaching learning activity using authentic materials. It can be seen that only film and radio program which are used with one technique. The table also reveals that the most favorite technique to combine with authentic materials is fill in the blank, then followed by comprehension questions/make conclusion, multiple choice , interpretation, watching, mind mapping, fill the table, and matching.

**Table 6. The Techniques Used by Lecturer in Applying Kinds of Authentic Materials in Reading Class**

No	Kind of Authentic Materials	Techniques
1.	Brochure	Scanning
2.	Website	Reading aloud
3.	Short Story	Silent reading
4.	Poem	Project/creating
5.	Article/News	Project/creating
6.	Journal	Mind mapping, presentation, etc.

The table above shows that there are similar techniques used by the lecturer in applying authentic materials in the classroom. Unlike listening class, each kind of authentic materials is applied with only one technique, except journal which is combined by three techniques.

### **Students' Responses Toward The Use of Authentic Materials in Teaching Receptive Skills**

To know students' responses toward the use of authentic materials in teaching receptive skills, the researchers gave the students a questionnaire which consists of several questions that identifies students' personal feeling, want, and need towards the use of authentic materials.

Authentic materials can make the teaching learning situation more interesting and enjoying. It can be seen that most of respondent 38 (95%) out of 40 students state that they agree if using authentic materials can make the teaching learning sphere more interesting and pleasurable. It means that the students' response toward this category is in the highest category (very good). By knowing this result, the lecturer should always consider to use authentic materials in the classroom. However, the lecturer must be brilliant in finding the authentic materials which is possibly loved by students.

37 (92.5%) out of 40 students consider that they always pay attention to the instruction using authentic materials. It means that students have a high awareness to the teaching that uses authentic materials. This can be related to the students' response which states that the instruction which uses authentic materials is more interesting. Students feel comfortable with the teaching learning process, they are grateful to follow the class kindly.

Students' participation in teaching with authentic materials is also high with 75% students' responses. Authentic materials also enrich students' vocabulary especially unfamiliar words. The research indicates that all students agree that authentic materials can enrich students' vocabulary especially for unfamiliar words. Therefore, there is no doubt that this category is in the highest category (very good). One of authentic materials' characteristics is the use of difficult vocabulary which is quite rarely used in daily conversation, so by exposing them to the students, they will encounter many vocabularies that they have not known yet.

Students agree that authentic materials expose them with daily utterance, idiomatic expressions, and jargon. In addition, these materials give students cultural information. By knowing the culture of native speakers, we will know what vocabulary or utterance that are commonly appeared among them and increase the respects of the difference of culture. They also suggest that authentic materials should be used frequently in every meeting combined with artificial materials which are intently constructed for educational purposes. However, authentic materials can be used maximally if the students are in advanced level who demand the real materials that really exist in the real life.

This research also indicates that mostly students are willing to participate in looking for the materials. Thus, it is good for lecturer to get students involved in providing authentic materials both for instruction in the classroom as well as for themselves. All in all, the students have positive response toward the use of authentic materials in teaching receptive skills.

## CONCLUSION AND SUGGESTION

### Conclusion

There are three conclusions gained from this research as follows:

1. The lecturers use several types of authentic materials in teaching receptive skills such as song, radio program, news, interview, announcement, film/short film, and lecture talk in listening and brochure, website, short story, poem, article/news, and journal in reading
2. The lecturers tend to use authentic materials in their teaching learning process since they believe that authentic materials are very useful for students. They involve students in looking for the materials rather than provide them. They apply various techniques such as mind mapping, presentation, note-taking and summarizing
3. In spite of the fact that they still face problems with unfamiliar vocabulary, most students have positive response toward the use of authentic materials in teaching receptive skills since these materials are interesting, provide cultural information and enrich their vocabularies

### Suggestion

From this study, there are some suggestions as follows

1. Considering the benefits for students' exposure and awareness to the use of English in real life, it is suggested that teachers and lecturers use various authentic materials in teaching not only receptive skills but also productive skills
2. It is hoped that teachers and lecturers not only bring authentic materials into classroom but also motivate students to use authentic materials for self study so they are exposed to the real context of language.

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