

ONLINE AUTHENTIC MATERIALS IN TEACHING ENGLISH FOR EFL STUDENTS

Pujainda Mandarsari*¹

¹Akademi Kepewerawatan YPPP Wonomulyo

*pujalinda@akperyppp.ac.id

Abstract

This qualitative case study investigates the use of online authentic materials in teaching English at SMPN 2 Tinambung . The study aims to identify the types of online authentic materials used, teachers' perceptions of their use, and the challenges faced by teachers in using them. Two English teachers were selected using purposive sampling. The results show that teachers used various types of online authentic materials such as YouTube videos, Google pictures, online articles, online news, podcasts, and web short stories. The teachers perceived online authentic materials to be similar to face-to-face authentic materials, but with different media. They were able to adapt the materials based on their needs and purposes. However, they preferred face-to-face meetings due to fewer problems. Challenges in the implementation of online authentic materials included internet connection, classroom management, and language difficulty.

Keywords: online authentic materials, EFL, perception

INTRODUCTION

With the increasing popularity of online learning, students have easy access to a lot of information, including materials that are not intended for learning purposes. Nunan (1988) defines authentic materials as materials that are not created for teaching language purposes, but rather for real-life purposes. These materials are used for communication rather than for teaching language. Authentic materials are potential learning tools due to their authenticity, and they provide learners with many significant advantages, promoting high motivation and interest in language learning. However, using authentic materials in the foreign language classroom is not an easy task and can be time-consuming. English language teachers should support language learning and use authentic materials as mediators to develop EFL students' intercultural competence.

Authentic materials provide real communication as they are presented in the native language. There are various types of authentic materials, such as authentic audio or listening materials, authentic visual or viewing materials, authentic printed materials, and realia or real-life objects. Authentic materials can be accessed online, including podcasts, online news, YouTube videos, and blogs. Using authentic resources is a great way to boost motivation and interest in learning a new language. Using real-world examples in a language class, however, can be arduous and time-consuming. The contents must be modified to meet the objectives and interests of the pupils. Using authentic resources helps students become better communicators, thinkers, and culturally aware. There are several benefits to using authentic resources for language learning, including increased motivation and engagement. Therefore, it is crucial for teachers of foreign languages and cultures to use technology to provide students with authentic resources (Erbaaggio, 2012). Erbaaggio (2012) claims that students who are exposed to authentic materials in the foreign language classroom have a more positive attitude toward learning about the foreign culture and a better grasp of the target language. By allowing students to interact with the materials in accordance with their preferred learning style, rather than having a learning style imposed by the instructor, online materials can cater to individual learning styles, as stated by Hanson-Smith (2000).

Some teachers, researchers and practitioners have tried to integrate online learning with authentic materials (Alfa, 2020; Ghali, 2020; Morat, et al, 2017; Coppens, et al. 2013). Based on preliminary observation in SMPN 2 Tinambung , it was found that English teachers are required to insert online authentic materials in their online classroom. They have to put a lot of effort on their method of teaching since their capability of operating technology was limited until they got trained. Though authentic materials have already known for a long time ago and online classes have existed since the beginning of 2000s, it is still considered new for teachers in SMPN 2 Tinambung . Thus, it is important to explore how they perceive the issues of online authentic materials in teaching English including challenges of implementing it in online classroom.

By the implementation of online learning nowadays, teachers in SMPN 2 Tinambung are encouraged to adapt with the improvement of technology. It would be difficult since there are some challenges appeared because facilitation provided is far from the expectation. So some teachers are ready for online teaching, but there are still half of them who are not quite ready, but are forced to be ready by the situation. The result of this study would give contribution by provided the information for English teachers in junior high school, especially at SMPN 2 Tinambung , about using authentic materials even in online classroom situation. The information will be benefit for teachers in their process of adaptation to technology.

This study was limited to English teachers' perception on the use of at SMPN 2 Tinambung. The researcher investigated the implementation of online authentic materials in teaching English covering types of platform of online class, types and sources of online authentic materials, their perception towards the use of authentic materials, and challenges they found in using authentic materials in teaching English.

The criteria of authentic materials mentioned by Nuttall (1996) covering suitability of content, exploitability and readability were used to construct interview questions due to its relevance of fundamental principle of authentic materials. Moreover, indicators of perception mentioned by Robbin (2003) were used as a basis for constructing questions related to teachers' perception on online authentic materials.

There are three questions that this study tries to answer; (1) How was the implementation of online authentic materials in teaching English at SMPN 2 Tinambung ?; (2) How did English teachers' perceive the use of online authentic materials in online classroom at SMPN 2 Tinambung ?; and (3) What were the challenges of using online authentic materials in teaching English at SMPN 2 Tinambung ?

LITERATURE REVIEW

The Use of Authentic Materials in English Classroom

Since the 1970s, numerous academics have discussed the pros and cons of use authentic materials in language instruction settings. The effectiveness of the items in language acquisition has been validated by a large number of educators as well as researchers. Authentic materials have garnered support from a significant number of scholars as an important component of language instruction and classroom practice. The authenticity of the materials can have a positive impact on the students' language skills, as well as their motivation and excitement about learning a new language.

In addition to this, Kilickaya (2004) reports that the majority of language educators in the globe are of the opinion that the utilization of authentic texts or resources is beneficial to the process of language acquisition. Educators may find it easier to give lessons in an acceptable manner within the authentic context of the language when they use authentic resources as learning materials since these materials are based on how the language is used in real life. In addition, given the authentic nature of the resources, the teaching and learning process need not be confined to the four walls of a traditional classroom; it can take place

anywhere the participants choose. However, in order to make the teaching and learning process more successful and effective, teachers need to take into consideration the level of ability that each of their pupils possesses. Authentic resources can be utilized by learners of every level, including beginners, intermediates, and advanced students. The only thing that teachers have to do is make sure that the materials are at the appropriate level for the kids.

Because all of the materials are authentic, instructors and students merely need to search for and select the appropriate learning activities. Materials such as advertisements, brochures, menus, timetables, recipes, songs, movies, newspapers, magazines, and so on are available in everyday life and can be found on the internet or online. Other examples of these types of materials are music, movies, newspapers, and magazines. Students will be encouraged to learn as a result of the variety of sources and types of resources available, which will also make learning activities more fascinating and inventive. According to Apsari (2014), authentic materials are frequently more engaging than fake ones since the former describe events that actually occur in real life. In addition, Kozhevnikova (2013) pointed out that all different kinds of authentic resources are beneficial for students to use in order to help them establish an English atmosphere. This is due to the fact that the materials bring authenticity into a classroom and encourage students to learn more about the culture and language that they are studying. In addition, when employing real materials, teachers should take into consideration the kids' ages as well as their current levels of ability.

In addition, instructors of English should not feel obligated to make constant use of physical textbooks or resources in the classroom. They can be interchanged with one another or used simultaneously in certain situations. In addition to the textbooks, Foppoli (2006, which is cited in Al-Azri and Al-Rashdi, 2014) asserts that instructors can use real resources to encourage and enhance their students' learning. Furthermore, Nunan (1988) stated that it is unrealistic for teachers to use only authentic materials in the classroom. Nunan also stated that students should rely less on the use of authentic materials because coming across an excessive amount of fabricated dialogs and listening text in the classroom will make their learning task more difficult. In addition to this, he mentioned that it is essential for pupils to hear and read authentic information of as many different varieties as is humanly possible. This will help students become more motivated because it will make the knowledge and subject matter come to life for them, and it will also provide them the opportunity to draw vital connections between what they learn in the classroom and the real world.

Types of Authentic Materials

Teachers can utilize a variety of materials to make the teaching and learning process more motivating and exciting by employing authentic materials as teaching and learning materials. They can assist and benefit teachers in presenting lessons more effectively by utilizing diverse materials. Authentic materials are categorized into three types, according to Genhard (1996, as referenced in Al- Azri & Al-Rashdi, 2014);

- 1) Authentic listening items, such as radio, news, cartoons, and music.
- 2) Authentic visual resources, such as street signs, magazine and newspaper images, and postcards.
- 3) Authentic printed documents, such as sports scores, newspapers, restaurant menus, and train tickets.

According to Laniro (2007), there are two basic groups of authentic materials in other divisions. There are two types of materials: print materials and audio materials. Both sorts can enhance the English teaching and learning process in English Second Language (ESL) classrooms, and the resources are very valuable for teachers and students to use in their classroom.

- 1) Print products such as utility bills, packing slips, order forms, ATM screens, ATM receipts, websites, street signs, coupons, traffic tickets, greeting cards, calendars,

report cards, TV guides, food labels, magazines, and newspapers.

2) Auditory resources, such as phone messages, radio broadcasts, podcasts, e-books, movies, videos, and DVDs, and television shows

Meanwhile, Benavent and Penamaria (2011) state that with the advancement of technology nowadays, teachers opt to use real materials from the internet. As a result, it is possible to conclude that there are two major kinds of authentic materials, namely printed materials and web-based resources. Printed magazines, newspapers, itinerary, invitations, letters, printed literary works such as collections of short stories, novels, poems, and plays, and other printed texts or documents are examples of printed materials. The second sort of authentic materials is digital or web-based materials, which include images, You Tube video clips, movie clips, electronic books, novels, short tales, poetry, and web-based applications such as booksie.com, storybird.com, and many others.

Online Authentic Materials

When English teachers and learners use authentic resources, they can readily find the materials from any source they can discover in their daily lives, making the contents more accessible to use. The sources of authentic resources are boundless and unending, according to Hussein (2014), Omid and Azam (2016). Furthermore, the advancement of sophisticated and modern technology and media influences the availability of real resources. Furthermore, Ciornei and Dina (2014:276) claimed that "multimedia technology allows the learner to learn a language from real-life material in a variety of ways." It's a potent combination of computers, video, photography, and sound. The internet-based materials can suit all expectations, regardless of degree or interest in language training." Accordingly, Benavent and Penamaria (2011) defined web-based materials as those that are accessible online. Among the sources, the internet is the most useful since it is constantly updated, more aesthetically appealing, and more interactive. Because most kids utilize the Internet, it has become a modern reality. The internet provides teachers with the most convenient way to access an infinite variety of content. All of these internet-found materials are referred to as online authentic materials. YouTube videos, online news, and podcasts are examples of legitimate online materials.

Criteria of Authentic Materials

It is critical for teachers to examine authentic resources when teaching English in the classroom. It is best to first determine the requirements for authentic resources before using online sources as authentic materials. This is done so that teachers and students can meet the demands and goals that should be accomplished and understood as a result of the teaching and learning process. To select appropriate authentic resources for teaching materials, instructors can use several criteria developed by numerous scholars on how to choose authentic materials for English classrooms.

Tomlinson (2010) outlines five criteria for materials in language learning. Firstly, materials should expose learners to authentic language use. Secondly, they should capture students' attention with authentic input. Thirdly, they should provide opportunities for learners to use the target language for communicative purposes. Fourthly, they should offer outcome feedback. Lastly, they should effectively prompt and maintain learners' curiosity and attention. These criteria emphasize that authentic materials offer valuable language exposure by drawing from real-life situations. They are designed to solve problems and should lead to clear authentic outcomes in the learning process. It's important to note the distinction between using authentic materials and using them authentically in the classroom context.

According to Nuttall (1996), when selecting authentic resources for language classrooms, three key characteristics should be considered. The most significant characteristic

is the suitability of content, which entails ensuring that the materials are interesting, meet the students' needs, and motivate them. Another important criterion is exploitability, which refers to how the materials can be utilized to enhance students' learning capabilities. Simply being in English does not guarantee their value if they cannot be effectively used for instruction. Lastly, readability is crucial, as materials should not contain overly complex terms or structures that may be demotivating or overwhelming for learners. It is essential that the materials align with the students' proficiency level to have a positive impact.

RESEARCH DESIGN

This study attempted to provide in-depth description of the implementation of online authentic materials in teaching English and teachers' perception on the use of online authentic materials. Furthermore, this study found out information on any challenges of using online authentic materials in teaching English at SMPN 2 Tinambung .

The subjects of this research were English teachers of SMPN 2 Tinambung . English teachers are the ones who design, implement, and carry out online authentic materials in school, especially online classroom in SMPN 2 Tinambung . In choosing the subject, the researcher used purposive sampling with criteria; (1) the teacher implemented online classroom; (2) the teachers have used online authentic materials in teaching English subject since last semester (July 2020). After gathering the data, two out of the four English teachers were chosen because only two teachers used online authentic materials in their classroom. The other two used WhatsApp Group as media for delivering their materials. The materials were taken directly from textbook. Hence, they were not included. In gathering the data, the researcher used observation checklist and interview guideline as research instruments. The researcher used technique of data analysis based on Miles, Huberman and Saldana (2014) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

The implementation of online authentic materials

In the teaching of English at SMPN 2 Tinambung , teachers are required to provide materials taken from other sources outside textbook. Both teachers believe that providing students authentic materials is a must because authentic materials gives more benefit rather than just giving students materials and exercises from textbook. According to the interview conducted at SMPN 2 Tinambung , it has been revealed that the teachers have been utilizing authentic materials from various online resources for several years. The interview primarily highlights the fact that both teachers rely on a wide range of online authentic materials, such as songs for listening activities, online news portals for reading tasks, teaching aids in the form of photos sourced from Google images, and videos sourced from YouTube.

Online technologies have the power to make authentic materials instantly accessible to learners in the language and culture classroom (Erbaugh, 2012). As the school implemented distance learning these days, the integration of technology into teaching practice cannot be avoided. Hence, some teachers chose to maintain their authentic materials in their online classroom which they have taught previously.

The study surveyed the teachers' perspectives regarding the integration of authentic materials sourced from online platforms. The findings indicated that both teachers showed a positive attitude towards utilizing such materials. The internet facilitates their access to such materials. Furthermore, teachers hold the belief that incorporating supplementary resources beyond the prescribed textbook sustains student engagement and minimizes boredom. The results of this study are consistent with Haines' (1997) theoretical proposition that integrating authentic materials into instructional practices can yield advantages for both educators and

learners. Through the utilization of the internet, educators can gain access to a vast array of authentic materials without temporal or spatial constraints.

The implementation of online authentic materials for both teachers is different. Teacher 1 preferred to teach via Zoom as it facilitates her to control her students directly, as she explained;

“Untuk komunikasi chat lewat WhatsApp. Kalau pas jam pelajaran saya pakai Zoom, supaya bisa melihat siswa secara langsung. Siswa harus mengaktifkan video selama Zoom karena dengan begitu partisipasinya bisa dipantau”

“For direct communication, I use WhatsApp application. When it comes to learning schedule, I use Zoom, so I can directly watch over the students” (Q1-T1)

Meanwhile Teacher 2 preferred Google Classroom because for her, it is easier to manage and arrange the materials in Google Classroom. From the result of interview, Teacher 2 suited the learning platform to students' condition, as she said;

“Saya lebih sering sediakan itu materi autentik lewat Google Classroom, lebih mudah diatur. Lewat Zoom jarang, lebih sering video call via WhatsApp, jadi siswa dibagi per sesi untuk oralnya. Soalnya lewat Zoom itu kadang HP siswa tidak memadai.”

“I mostly provide authentic material via Google Classroom, it's easier to organize. I rarely do teaching via Zoom, I often do video calls via WhatsApp, so students are divided per session for their orals. That's because Zoom application is not suitable for most students' phone types” (Q1-T2)

For teacher 2, the communication in the process of teaching happens mostly in WhatsApp. Google Classroom which can be accessed in that time only as a mean of source where students and teachers can see the learning materials.

The response accepted was not much, since students seemed more passive because there was no direct interaction. However, students accessed the online authentic materials and did all the tasks completely.

Different types of authentic materials were used by both teachers in teaching English. The main source of materials that provided by Teacher 1 in her online classroom was YouTube. She took YouTube videos based on the topic that she would teach to students. She said;

“Saya paling banyak gunakan Video, karena video itu bisa macam-macam, variatif isinya, kita bisa cari sesuai yang diinginkan. Video juga lebih mudah ditampilkan di Zoom, linknya gampang dibagikan”

“I mostly used videos, because videos are varied, we can choose them based on our needs. Videos are also easier to be shown on Zoom, the link is accessible...” (Q2-T1)

Using YouTube videos, Teacher 1 accessed an abundance of videos of various types and categories that were suitable for achieving learning objectives. This resource allowed for the demonstration of a variety of authentic English, as videos on YouTube are uploaded by users from around the world. Mayora (2009) explored the potential of YouTube's comment feature in providing learners with opportunities for authentic writing. By utilizing this feature, learners could respond to specific videos and establish social connections with other users who were also commenting. Watkin and Wilkins (2011) further highlighted the benefits of incorporating YouTube both inside and outside the classroom, as it contributes to the development of speaking, listening, and pronunciation skills in students.

Teacher 2 utilize internet as the sources for her to provide students authentic materials in online classroom.

“Saya fleksibel, biasanya online articles, online news, podcasts, web short stories, kadang-kadang video dari YouTube juga. Saya sering ambil dari web seperti podcasts.google.com, www.newsinlevels.com, americanliterature.com, www.biography.com. Macam-macam”

“I am flexible, sometimes online articles, online news, podcasts, web short stories. Sometimes I took videos from YouTube too. I usually take the materials from web such as podcasts.google.com, www.newsinlevels.com, americanliterature.com, www.biography.com. And so on” (Q3-T2)

a. Suitability of authentic materials used by English teachers

Suitability is regarded as the most important one. Nuttal (1996) mentioned that authentic materials should interest the students, suit their needs, and motivate them.

Based on the interview with Teacher 1 and 2, it was found that before teaching, the teachers prepared online authentic materials carefully. They suited the materials to syllabus, learning objectives, and even students' need. This indicates the teachers were aware that maintaining attention to students who are dealing on online authentic materials is necessary because in teaching practices, teachers put effort to make the materials relevant to the students.

A teacher can develop learning materials on the basis of the students' needs (Pinter, 2006). An English teacher has to find out what English competence the students want to achieve. After knowing the English competence that the students want to achieve, the teacher develops the learning materials to help the learners achieve the English competence they want. Creating own materials based on Topic-based planning means that the materials developed for the learning materials should be based on the topic already chosen and, therefore, all the activities in all areas of the curriculum should be related to that one broad topic (Harsono, 2007).

b. Exploitability of authentic materials used by English teachers

Exploitability stands for the way in which the text is used to develop competence of learners. Kozhevnikova (2013) stated that all kinds of authentic materials are beneficial for students to help them creating English atmosphere since the materials bring the authenticity in a classroom and motivate students to learn more about the target language and culture. Both teachers agree that online authentic materials have many benefits. As teacher 1 stated,

“Siswa lebih tertarik dengan hal-hal seperti ini dibandingkan dengan materi yang langsung diambil dari textbook. Lebih antusias. mereka lebih suka dengan materi yang tidak itu-itu terus, apalagi dari textbook. Dengan online authentic materials siswa juga bisa menambah kosa kata baru, karena langsung dihadapkan dengan real situation, bukan sekedar soal-soal yang ada di buku.”

“Students are more interested to these stuffs rather than materials directly taken from textbook. They are more enthusiastic. With online authentic materials, students get more vocabularies, because they are directly facing the real language situation, not merely exercises from textbook” (Q5-T1)

Teacher 1 admitted that by using online authentic materials, students were interested and enthusiastic in learning. It also increased their vocabulary. It agrees with the statement that the use of authentic materials positively for real English and its benefits are not only to increase vocabulary knowledge but also to improve the knowledge of global communication in real contexts (Tanasavate, 2013). Tomlinson

(2010) also mentioned that materials should be impactful through prompting and maintaining learner's curiosity and attention. Moreover, Teacher 2 stated that by using online authentic materials in her classroom, students became more independent learners.

“Kalau saya upload via Google Classroom, siswa bisa mengakses lebih mudah, jadi tidak harus terus menerus diberitahu, mereka bisa lebih mandiri mengakses materi-materi yang disediakan.”

“If I uploaded the materials on Google Classroom, students can access it easily so I don't have to tell them repeatedly, they can be more independent in learning by accessing provided materials” (Q5-T2)

The use of this type of materials as a useful means to motivate learners, arouse their interest and expose them to real language they will face in the real world. In addition, authentic materials encourage learners to learn a particular language successfully, because they notice they are dealing with the language in real life. According to Guariento & Morely (2001), Al-azri & Al-rashdi, 2014) authentic materials help to motivate learners learn the language by making them feel they are learning the 'real' language.

c. Readability of authentic materials used by English teachers

Readability refers to the difficulty and complexity of a text. The reading text must not contain too difficult or demanding words and structures. It must also suit the students' level of English. Otherwise, it might decrease students' motivation and have a negative effect. If the materials are beyond the learners' ability or level, it might lead to demotivate and discourage learners from learning the target language (Al-Azri & Al-Rashdi, 2014).

The result of interview showed that Teacher 1 found students were able to understand the language of materials provided as she managed to suit the materials to the students' language level before giving them to the students. For teacher 2, the vocabularies from short stories are understandable while words from podcasts are sometimes difficult. However, she knew how to adapt the materials by finding the materials with the same topic but easier language. Adapting a text can be based on different criteria. One possible adaptation is associated with the linguistic demands. A difficult text can be adapted by teachers to suit the competence level of the class (Harsono, 2007)

Teachers' perception on the use of online authentic materials in teaching English

a. Acceptance

Acceptance is nature or physical process, which the process of capture a stimulus (object) by the five senses. The stimulus is absorbed by five senses and gone into the brain, getting place (Robbin, 2003). In this study, the researcher asked the following question;

“In your opinion, are online authentic materials similar to common authentic materials in terms of their use in teaching?”

Both teachers accept that online authentic materials are similar to authentic materials they provide during face-to-face meeting. They accept the idea that online authentic materials can be adapted in their teaching practice. What makes them different is the way authentic materials presented in classroom, whether through online platform or in non-virtual classroom.

b. Understanding

Understanding is a stage known as physiological processes, which the process of forwarding the stimulus or objects that have been accepted the senses through sensory nerves to the brain (Robbin, 2003). To find out teachers' perception about online authentic materials, the subject of the research who would answer the researcher question should understand what and how online authentic materials work in their classroom practice. In this study, the researcher asked the following question;

“Do you recognize well how to perform each online authentic material in your class?”

Teacher 1 answered,

“Ya, dengan akses full ke internet, lebih mudah menggunakan online authentic materials sekarang. Biasanya langsung attach link di google classroom atau share langsung di WA group”

“Yes, with full access to internet, it is easier to use online authentic materials now. I directly show the video from YouTube during Zoom meeting, so students can see it together. When the materials source were from website, I share the link through WhatsApp group” (Q8-T1)

Teacher 2 answered

“Saya biasanya langsung tautkan di Google Classroom, atau bagi link di WhatssApp Group.”

“I usually attach the link on Google Classroom or share it in WhatsApp Group” (Q8-T2)

c. Evaluation

Evaluation is known as psychological process, which is the process in the brain, so the individual understand, realize, interpret and judge the object. As for evaluation, the researcher offered a question to research subjects;

“Which one do you prefer authentic materials delivered in online classroom or face-to-face meeting? Why?”

Both teachers agree that teaching in face-to-face classroom is more preferable. Teacher 1 thought that online or offline classroom are same regarding the delivery of authentic materials. However, she stated that it was easier to control the students in face-to-face classroom.

“Kalau saya pribadi lebih senang mengajar di kelas face-to-face daripada online. Kita sebagai guru punya control penuh terhadap siswa ketika di kelas dibandingkan dengan yang tidak tatap muka Kalau masalah penyampaian materi yang authentic, tidak ada bedanya di daring maupun luring”

“I personally prefer teaching in face-to-face classroom rather than online, because we as teachers have full control on students in classroom. Regarding materials delivery, there's no difference between online and offline.” (Q9-T1)

Meanwhile For Teacher 2, despite of flexibility of online learning, she thought that face-to-face learning is suitable for students at SMPN 2 Tinambung . She can manage to deliver her authentic materials because face-to-face meeting will minimize the technical problems. As she said:

“Tentunya yang system PJJ ini meskipun fleksibel, tapi lebih cocok diterapkan di sekolah perkotaan. Kalau menurut saya, di sekolah ini lebih mudah untuk menyampaikan authentic materials secara luring, meskipun sumber materinya daring. Bisa meminimalisir masalah-masalah teknis”

“Of course distance learning, even though it is flexible, it is suitable for schools in the city. For me, it is easier to teach using authentic materials in face-to-face classroom although the materials are from online sources. Besides, offline classroom can minimize technical problems” (Q9-T2)

Challenges of using online authentic materials

Online authentic materials and authentic materials provided in face-to-face classroom are considered the same by both teachers after the researcher asked their perception on it. Although the materials are similar, the media and procedure to present them are different. The challenges arise in the use of media of online teaching and learning process.

Using online authentic materials in teaching English provides challenges for Teacher at SMPN 2 Tinambung regarding internet access, classroom management and language difficulty.

a) Access of the Internet

In order for the process of online teaching and learning to be successful, good internet access is necessary for communication between the teacher and the students. However, several students in SMPN 2 Tinambung face challenges with poor internet access. These issues include weak signals, problems with internet data packages, and some students not having smartphones. It is important for both teachers and students in the 21st century to be prepared to adapt to rapidly changing technology, as e-learning enables remote learning through computers. Therefore, it is crucial that the government takes immediate action to address the internet access problem, especially since online classes may be used for an extended period or become more effective in the future.

b) Management of Classroom

The distinction between online and offline classes has an impact on the process of teaching and learning, where the management of the classroom plays a pivotal role. The efficacy of the teaching-learning process is contingent upon the favorable circumstances of both the educators and learners. Both educators, Teacher 1 and Teacher 2, have conveyed a predilection for facilitating in-person instructional sessions. Teacher 1 articulated the challenge of effectively monitoring all students in a virtual setting utilizing Zoom, while Teacher 2 encountered difficulty in directly ascertaining the level of comprehension of the material among students via Google Classroom and WhatsApp Group. Furthermore, the pupils' reaction to the educator's directives exhibited a sluggish pace..

c) Language Problem

Language might not be a problem if the teachers manage to adapt the language to students' level. Teacher 2 mentioned;

“Terkadang juga kalau kita sudah anggap bahasanya ringan, tapi bagi siswa justru susah. Ini bisa jadi masalah. Biasanya saya memantau dengan berikan assessment ke siswa atau menanyakan langsung. Kalau kebanyakan mereka tidak paham, artinya bahasa dalam materi yang kita sediakan itu susah. Artinya kita harus cari yang lebih mudah.”

“Sometimes we think the language is easy, but for students it's hard. This could be a problem. Usually I monitor it by giving assessments to students or asking them directly. If most of them don't understand, it means that the language in the material we provide is difficult. This means we have to find something easier.” (Q6-T2)

Authentic materials, whether spoken or written, give real-world examples of language use and context, despite the fact that selecting and utilizing authentic materials can be difficult for educators (Khaniya, 2010). According to Richard (in Khaniya, 2010), one of the distinguishing features of authentic materials is challenging language, both in terms of the vocabulary used and the grammatical structures utilized. Comprehensibility and appropriateness are the two key issues that are highlighted by another authority, Day (2004), when discussing the use of real resources for language instruction. According to Day (2004), the most major difficulty lies in guaranteeing the suitability of real materials in terms of the linguistic variety of tasks, activities, and exercises. He states that this is the most critical obstacle. Therefore, if actual materials are used in the classroom, Day strongly urges that appropriateness be the major priority. This is something that should be kept in mind at all times. In addition, Crossley and colleagues (2007) carried out a study in which they compared the linguistic characteristics of authentic materials against those of simplified materials. They discovered that real materials, despite their naturalness, are not appropriate for students who are just starting out in the language because of the syntactical complexity and low-frequency terms that are contained in them. On the other hand, materials that have been simplified and are typically found in textbooks are more helpful for novices due to the fact that they make use of high-frequency vocabulary and repetitious content, both of which make it easier to comprehend the subject.

CONCLUSION AND SUGGESTION

The implementation of online authentic resources in the teaching of English at SMPN 2 Tinambung shown that the English teachers developed online authentic materials and adapted the materials to meet the syllabus, learning objectives, and even the needs of the students. This demonstrates that they were successful in meeting the requirements for suitable content because they made an effort to ensure that the resources were pertinent to the students.

The teachers at SMPN 2 Tinambung believe that the usage of real texts, which have been adopted in the classroom, are useful for their students' learning development, such as strengthening their vocabulary items, motivation, and interest in studying English. In terms of exploitability, this is something that the teachers believe may be taken advantage of. The instructors, on the whole, gave off the impression that they had favorable views toward actual resources that can be accessible online. This is likely due to the fact that these materials are very simple to obtain from the internet and that they are also beneficial to the pupils. Students had a greater sense of autonomy as learners as a direct result of their use of authentic materials found online. Learners can be motivated, their interest can be piqued, and they can be introduced to authentic language that they will encounter in the real world when they access authentic content online.

When it comes to the readability of authentic materials found online, students were able to comprehend the language used in the materials that were given to them because their teachers were able to adapt the materials to the students' current level of language comprehension before handing them over to the students. Therefore, it is plausible to assert that it is possible to comprehend the language used in online authentic materials provided that the instructors modify the materials so that they are appropriate for the class's current level of expertise.

The educators have the impression that the authentic materials that can be found online are comparable to the authentic materials that can be obtained through face-to-face meetings. The manner in which they are presented is what sets them apart from one another. They were

also successful in putting the materials to use and adapting them to suit their requirements and objectives. On the other hand, they believe that face-to-face meetings are superior to online classrooms since there are fewer issues that come up during face-to-face classrooms.

Internet connection issues, difficulties in managing a classroom setting, and language barriers are some of the hurdles that might arise when actual materials from the internet are included into the teaching and learning process. It is impossible to deny the fact that technical issues are the primary source of difficulty for both instructors and pupils. A connection to the network that was occasionally unreliable constituted a barrier for them. The remedy that was implemented by the teachers was to allot additional time for the students to access the curricular resources.

The scope of this study is confined to investigating elements connected to the adoption of online authentic resources, such as types and source, analyzing instructors' perceptions, and finding out the obstacles faced by teachers who implemented online authentic materials in their online EFL classrooms. This research does not prove how effective the online authentic materials used in the classroom because teachers' perceptions are believed to be a powerful force that can have an impact on classroom environments. However, based on the data presented in this study, online authentic materials are applicable for teaching EFL context reflected through teachers' perception.

REFERENCES

- Albantani, A. M., & Madkur, A. (2017). " Musyahadat Al Fidyu": YouTube-Based Teaching and Learning of Arabic as Foreign Language (AFL). *Dinamika Ilmu*, 17(2), 291-308.
- Alfa, R. R. (2020). Using Podcast as Authentic Materials to Develop Students' Speaking Skill. *JELLT Vol.4, No.1 - 2020*
- Almurashi, W. A. (2016). The effective use of YouTube videos for teaching the English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32-47.
- Alwehaibi, H. O. (2015). The Impact of Using YouTube in EFL Classroom on Enhancing EFL Students' Content Learning. *Journal of College Teaching & Learning*, 12(2), 121-126.
- Ahmed, S. (2017). Authentic ELT Materials in the Language Classroom: An Overview. *Journal of Applied Linguistics and Language Research*, 4(2), 181—202.
- Akbari & Razavi, Iran, 2016 Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes, *International Journal of Research Studies in Education*, Volume 5 Number 2, 105-116, 2016 April
- Al Azri, R.H. & Al-Rashdi, M.H. (2014). The Effect of Using Authentic Materials in Teaching. *International Journal of Scientific & Technology Research*, 3(10), 249—254.
- Al Darwish, S.H. (2014). Teachers' Perceptions on Authentic Materials in Language Teaching in Kuwait. *Journal of Education and Practice*, 5(18), 119—124.
- Belaid, A. M. (2015). Using authentic materials in the foreign language classroom: Teachers' attitudes and perceptions in Libyan Universities. *International Journal of Learning and Development*, 5(3), 25-37. doi :10.5296/ijld.v5i3.8218
- Berardo, A. S. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*, 6(2), 60-69. Retrieved from www.readingmatrix.com/articles/berardo/article.pdf

- Ciornei, S. I, & Dina, T. A. (2015). Authentic text in teaching English. *Social and Behavioral Sciences*, 180, 274-279. Retrieved from www.sciencedirect.com
- Coppens, X., Rico, M. Agudo, J. E. (2013). Using Blogs: authentic material and ranking quality for SLA. *The EUROCALL Review*, Volume 21, No. 1, March 2013.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Lincoln: Sage Publications.
- Erbaggio, P. (2012). Enhancing Student Engagement through Online Authentic Materials. *IALLT Journal of Language Learning Technologies*. Vol. 42 (2) 2012
- Ghali, M. I. (2020). English Teachers' Belief on the Use of Online News as Authentic Materials. Faculty of Psychology and Social Sciences Islamic University of Indonesia.
- Guo, S. (2012). Using Authentic Materials for Extensive Reading to Promote English Proficiency. *English Language Teaching*; Vol. 5, No. 8; 2012
- Guariento, W. & J. Morely. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55 (4), 347-353.
- Hanson-Smith. E. (2000). *Technology-enhanced learning environment: Case studies in TESOL practices series*. Alexandria, VA: Teachers of English to Speakers of Other Languages Inc
- Haris, M., Bambang, S. & Tuntun, S. (2019). Integrating Authentic Materials And Blended Learning In Teaching Procedural Text. *U-JET Vol 8, No 3 (2019): U-JET. FKIP UNILA*
- Heitler, D. (2005). *Teaching with authentic materials*. London: Pearson Education.
- Heriyanto, D. (2018). The Effectiveness of Using YouTube for Vocabulary Mastery. *ETERNAL (English Teaching Journal)*, 6(1).
- Hussein, F.R. (2014). Investigating EFL College Teachers' and Learners' Attitudes toward Using Authentic Reading Materials in Misan. *Procedia - Social and Behavioral Sciences* 136 (2014) 330 – 343.
- Laniro, S. (2007). Authentic Materials. California Adult Literacy Professional Development Project (CALPRO). Retrieved from <https://www.calpro-online.org/documents/AuthenticMaterialsFinal.pdf>
- Lewis, A. (2001). The issue of perception: Some educational implications. *Educare*, 272-288. Retrieved from www.andrewlewis.co.za/Lewis.Perception.Educare1_v30_n1_a15.pdf
- Man SZE, P.M. (2007). Developing Students' Listening and Speaking Skills Through ELT Podcasts. *Education Journal*, Vol. 34, No. 2, The Chinese University of Hong Kong 2007
- Mayora, C. (2009). Using YouTube to encourage authentic writing in EFL classrooms. *TESL Reporter*, 42, 1-12.
- Marzban, A & Davaji, S. (2015). The Effect of Authentic Texts on Motivation and Reading Comprehension of EFL Students at Intermediate Level of Proficiency. *Theory and Practice in Language Studies*, Vol. 5, No. 1, pp. 85-91

- Miles, M.B, Huberman, A.M, & Saldana, J. (2014). *Qualitative Data Analysis, A. Methods Sourcebook*, Edition 3. USA: Sage Publications. Terjemahan.
- Morat, B.N., Shaari, A., Abidin, M., & Abdullah, A. (2017). Youtube Within Esl Classroom: Exploring An Instructor's And Her Learners' Experiences Concerning The Authenticity Of Language And Technology Use. *Malaysian Journal of Learning and Instruction: Special Issues 2017*: 173-196
- Nunan, D. (1988). *The learner-centered curriculum*. Retrieved from <https://books.google.com/books?isbn=0521358434>
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Bath: Heinemann.
- Omid, A., & Azam, R. (2016). Using authentic materials in the foreign language classroom : Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 5(2), 105-116. doi: 0.5861/ijrse.2015.1189
- Richard, J. C. (2001). *Curriculum development in language teaching*. Retrieved from <https://victoranglo.files.wordpress.com/2012/10/curriculum-development-inlanguage-teaching.pdf>
- Robbins, S. P. (2003). *Organizational behaviour* (10th ed.). New Jersey: Prentice Hall.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Suteja, H. (2020), "Online News As Learning Resource in EFL Classrooms" in International Seminar on Language, Education, and Culture, KnE Social Sciences, pages 96–102. DOI 10.18502/kss.v4i4.6472
- Tanasavate, K. (2013). A Study of Thai EFL learners' and teachers' use of authentic material. *OJED* vol. 8 No.2 Pp. 178-190
- Tatsuki, D. (2006). What is Authenticity. *Authentic Communication: Proceedings of the 5th Annual JALT Pan-SIG Conference*. May 13-14, 2006. Shizuoka, Japan: Tokai University College of Marine Science. (p. i - ii).
- Tomlinson, B. (2010). Principles and Procedures of Materials Development for Language Learning 3 Proposals for Principled Approaches to the Development of ELT Materials. *Materials in ELT: Theory and Practice*.
- Tseng, C.H. (2018). Teaching Online News in an Efl Context: Exploring Student Perspectives on a Project-based News English Course in a Taiwan University. *NYS TESOL JOURNAL* Vol. 5, No. 2, July 2018
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, 2(1), 113-119.
- Wekke, I. S., Yandra, A., & Hamuddin, B. (2017, December). Learning Strategy in Class Management: A Reflection from Manado Case. In *IOP Conference Series: Earth and Environmental Science* (Vol. 97, No. 1, p. 012053). IOP Publishing