
THE USE OF AUTHENTIC MATERIALS IN ONLINE ENGLISH TEACHING: FROM THE LEARNERS' PERSPECTIVE

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ABSTRACT

The main objective of this study is to explore students' views on English teaching using authentic materials. This research was conducted in an English class where the students are staffs who are lecturers in a private university in Jakarta. An inductive qualitative research method was employed by interviewing five randomly selected respondents after teaching for 15 weeks. The data from the interview were analyzed in three steps; quotation, coding, and thematic analysis using Atlas.ti. The data analysis results showed that using authentic materials was more interesting and impressive than the ones that were not authentic and not related to the students' subject matter. Using authentic material also increases students' interest in speaking more because the topics discussed are related to students' real world. Besides, this method can increase interest in reading because students are familiar with vocabularies that are related to their majors. However, this method is not suitable for applying in a classroom where students are from different majors.

Key Words: Authentic Materials; real world; perception; text books; interesting

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplorasi pandangan siswa tentang pengajaran bahasa Inggris menggunakan bahan ajar yang otentik. Penelitian ini dilakukan di kelas Bahasa Inggris dimana mahasiswanya adalah staf pengajar di salah satu perguruan tinggi swasta di Jakarta. Metode penelitian kualitatif digunakan dengan mewawancarai lima responden yang dipilih secara acak setelah mengikuti pembelajaran selama 15 minggu. Data dari wawancara dianalisis menggunakan Atlas.ti. Hasil analisis data menunjukkan bahwa penggunaan materi autentik lebih menarik dan mengesankan dibandingkan dengan menggunakan materi ajar yang umum yang tidak berkaitan dengan real-life siswa. Menggunakan materi autentik juga meningkatkan minat siswa untuk berbicara lebih aktif di ruang kelas karena topik yang dibahas berkaitan dengan jurusannya. Selain itu, metode ini dapat meningkatkan minat baca karena siswa terbiasa dengan kosa kata yang berhubungan dengan disiplin ilmunya.

Kata Kunci: Materi yang otentik; persepsi; buku teks; menarik

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INTRODUCTION

English is a compulsory subject at the university level applied in Indonesia, aiming to improve human resources that can compete globally. Learning English from secondary level to tertiary level is one way to increase human resources who can compete in this global era because English is a global language that is used as international communication, both spoken and written (Margana and Sugesti, 2013) cited in Husna and Amri (2019). Students generally learn English using General English textbooks regardless of what department they are from. Students from IT and Business management, for instance, will receive and learn the same textbooks as general English provided by the university. This makes the graduates unable to communicate effectively in the workplace because the material studied in class does not link and match with what is demanded by the industry.

Regarding the availability of authentic texts for teaching materials, language instructors can get the materials needed anywhere and anytime through online news, videos from YouTube, printed newspapers and magazines, etc. Teaching English using authentic materials makes it easier for instructors to get teaching materials whose benefits can be applied not only

by teachers but also by students (Yusuf and Tanti, 2010). Furthermore, Gilmore (2007) stated that students could be exposed to real language sources used by speakers and writers by using authentic material. Authentic materials enable teachers to improve their skills in developing teaching materials and learning activities to increase student engagement in learning English. Berardo (2006), in his personal experience, when teaching English using authentic material, said that students were exposed to the real language used in the real context. Furthermore, he revealed that using authentic material is more interesting and more up to date than textbooks.

Defining Authentic Material

According to Nunan (1989), authentic materials are all forms of teaching materials that are not specifically designed to teach English. Authentic materials, by their nature, are generated not for foreign language learners but communication between native users of the language (McGrath, 2002; Foppoli, 2006). Badger and MacDonald (2010) describe in more detail that what is meant by authentic material is all types of text, photographs, selected short videos, and all types of teaching materials from various sources whose initial form was not devoted to teaching purposes. For

this study, the researcher combines several definitions mentioned above, which means that authentic material is any form of teaching material to teach language where the initial form of the material is produced, not at teaching language. The selected material is adjusted to the subject matter and students' real life.

Meanwhile, all types of teaching materials that are intentionally made for teaching language are called inauthentic materials. Hedge (2000) stated that an authentic material is teaching material that is intentionally produced to teach English as a second or first language (ESL/EFL) which is materialised in the form of textbooks, workbooks, modules, etc. Thus, inauthentic material is purpose-written material intentionally designed for teaching and learning purposes (Field, 2008). Authentic materials are more economical and easier to obtain anytime and anywhere. The English language instructors can get authentic material from online news, magazines, newspapers, brochures, pamphlets, and journals and then choose topics that match their majors (Rao, 2019).

Teachers and researchers acknowledged the importance of using authentic materials in teaching languages.. This can be seen from several empirical studies that show the

positive impact of using authentic materials in learning English. Parmawati and Yugafiati (2017), in their research on the use of AM showed increased reading skills results. The reading scores indicate this in the pre-test and post-test after using AM. Meanwhile, Edrenius (2018) conducted a study of the attitude of English teachers in teaching listening skills to AM. The study found that AM material is more interesting because the text taught is aligned with the students' subject matters, their social life, and the world of work. Meanwhile, Hamouda (2020), in his quasi-experimental study, revealed that the experimental group showed a significant improvement in their listening comprehension. Besides that, students also showed a positive and satisfied attitude towards teaching listening comprehension using authentic material. Several experts also acknowledge this in language teaching and pedagogy that authentic materials can improve students' communication skills (Guariento & Morely, 2001).

Authentic texts, simplified texts, and text books

Pinter (2006) considers authentic texts as a way to motivate students to learn English. This is supported by the opinion of Gilmore (2007) which says that authentic text is more interesting than textbooks because it places more

emphasis on delivering messages and not merely teaching language. Furthermore, authentic text can also create intrinsic motivation and challenges in language learning because learners learn different texts with varying difficulty levels. Students are encouraged to be able to understand English texts that native speakers usually read. Lundberg (2007) pointed out that many students lose their motivation to learn English because some teachers continue to use textbooks and teach vocabulary not in students' real lives.

Because the teacher himself provides authentic materials, students' specific needs can be inserted. More materials that are appropriate to students' subject matter are introduced to students to be more familiar with the vocabulary inserted in the teaching materials. Hence, students can improve their deductive skills by understanding vocabulary based on context, not the meaning of each word (Gilmore, 2007). Furthermore, learning English using authentic material with a group discussion model can enrich the vocabulary and improve grammar skills. In addition, students can learn new language patterns and encourage them to improve their four language skills; listening, speaking, reading, and writing (Day and Ainley, 2008).

Besides authentic texts, simplified texts are also part of teaching materials in learning English. Simplified texts have been simplified and generated by considering certain grammatical and linguistic forms aimed at teaching languages for teaching foreign language learners (Crossley, et al, 2012). Some English textbook compilers incorporate many teaching materials from various sources such as newspapers, magazines, pamphlets, and videos into the textbook. The selected material is adjusted to the learning needs of the 4 language skills. Pamphlets, magazines, and newspaper clippings are usually used to teach reading and writing skills, while short videos teach listening and speaking skills.

However, several challenges can hinder English teachers from using authentic materials. One of them is the issue of time constraints (Gilmore, 2007). An instructor must first prepare teaching materials by selecting and sorting several teaching materials from different sources: newspapers, online news, printed and online magazines, and short conversation videos from YouTube. The material chosen must be in accordance with the subject matter and the needs of students from different majors. Another problem because many language teachers still use textbooks is that they follow the curriculum that has been set by the

institution so that a teacher rigidly follows the existing course objectives. Seunarinesingh (2010), in his study of the use of authentic materials in English learning, found that it is not easy to combine authentic materials with the English syllabus that the institution has set. Furthermore, the challenges faced in the use of authentic materials come from the students themselves. According to the experience of some teachers, students are not easy to digest the materials delivered through authentic materials (Gilmore, 2007; Day & Ainley, 2008; Chan, 2013).

Advantages of Authentic Materials

Richards (2001) noted five benefits of using authentic materials in teaching English; the first, it impacts learners' positive motivation. Intrinsically, the use of AM is more interesting and motivating than the use of teaching materials provided, such as textbooks. AM provides several interesting sources for learning English that can trigger the interest of many language learners. Secondly, AM presents some information about authentic culture related to the target language. The materials available in several sources can be selected according to several aspects of the target language culture. Thirdly, In AM, learners can expose the real language instead of being exposed to artificial texts usually found in

textbooks set up to teach grammatical rules and certain discourses. The fourth advantage of AM is that the material taught is closely related to students' needs so that what students learn in class can be linked to what is needed in the real world. Lastly, by using AM, instructors can apply creative teaching approaches. A well-trained lecturer can develop his teaching skills by developing learning activities in the classroom with learning styles that match the learning styles of each student.

AM can minimize the level of hesitation among students. With the authentic material they learn, they believe that what they learn in class can be applied in the real world because each topic taught contains situational language appropriate to the students' needs. In addition, the use of AM can reduce costs because students and teachers do not need to buy textbooks. Teachers can obtain learning materials from various sources, both printed and available online. Furthermore, AM can improve students' critical thinking. Each learning topic can be developed in the form of class discussions so that students learn to improve their language proficiency and improve their knowledge in their field. In this case, teachers and learners develop their learning creativity. The last advantage of AM is that the selected material is

more flexible to be used in several different classes (Joraboyev, 2021).

Perception of Online English Learning

Many studies have been conducted on students' perceptions on online English learning. Antón (2011) and Kaler (2012) found that students generally positively perceive online learning. However, it was also revealed that some learners prefer a blended or hybrid course delivery where the materials are delivered online and F2F. Tate (2014), in his study that combines online and F2F with eTutor support, found that students have positive perceptions. In a study involving high school students who were considered successful in organizing online learning, Kaler (2012) found that students experience freedom in learning, increase challenges, and can develop autonomous learning compared to face-to-face instructions, besides students having a positive perception of online learning.

Meanwhile, Ushida (2005), in an investigation on students' attitudes and motivation in learning a language online, found that students showed positive attitudes and stable motivation levels during the learning process. Furthermore, Ushida (2005) explained that the contributing factors were students' freedom in choosing courses and self-confidence in using computers

before class started. However, there are also studies on online teaching that show negative perceptions. Research conducted by Oliver et al. (2012) shows that students perceived the negative perceptions of foreign language learning online instructions. In this study, perceptions between students learning foreign languages and students learning other subject areas online were compared. Teachers and students recommended several aspects of teaching, such as collaborative learning, providing facilities and infrastructure to develop online learning, and timely feedback.

Carril et al. (2013) identified the instructor's new role and pedagogical competency in a virtual learning environment in a quantitative study. In his research, it was found that instructors had high competencies in creating learning content instead of assessment proficiency. It was also found that instructors were aware of the importance of training. They are ready to attend training to cope with the teaching environment, from F2F to online instructions. In addition, the role of online learning automatically also impacts the function of students. Learners must be more active in the learning process by using collaborative learning to increase their understanding of learning materials carried out online. Each learner and instructor need to

understand that they have different roles in a virtual environment to succeed in the online learning and teaching model.

Previous studies on teaching English using authentic material

A study conducted by Miller (2005) and Thanajaro (2000) showed that the use of authentic materials impacts the development of students' speaking skills. In addition, Otte (2006) found that adult learners who are frequently exposed to authentic materials impact increasing their listening and learning motivation. A similar study was conducted by Wikström (2016). The study showed that all the teachers surveyed showed a positive attitude towards using authentic materials in improving students' communication skills. Furthermore, Akbari and Razavi (2015) also conducted research from the teacher's perspective. They found that English teachers have a positive attitude towards AM in teaching Reading and Listening skills.

Meanwhile, Sundana (2017) found that teaching English using authentic materials in writing descriptive text has a significant role in improving students' writing skills. Students also showed a positive perception of the use of AM in teaching writing skills. In another study conducted by Wikström (2016), it was shown that teaching English using

authentic text was very useful. However, some teachers are faced with the problem of limited time and still doubt whether their students can understand the text, which is quite difficult. Meanwhile, in their research, Husna & Amri (2019) show that AM in teaching English can create a more fun and effective learning atmosphere because the topics taught are aligned with students' real lives.

Chamba et al. (2019) in a quasi-experimental study, revealed that students showed positive results on writing skills. Furthermore, students think that authentic material taken from various resources is helpful, fun, and easy to use. This impacts increasing student motivation because they are easy to understand most of the authentic materials used. Furthermore, in his quasi-experimental study, Keshmirshekan (2019) stated that the communicative competence of the experimental group was more outperformed and showed that teaching speaking skills using authentic materials had a positive impact on students' communication skills. In line with that, the results of research conducted by Losada, et al. (2017), in their study of the impact of authentic materials on students' communicative competence found that tasks selected from authentic materials that were still within the pedagogical framework had

a positive impact on improving students' communication skills and also have an impact on comfort in teaching.

Several studies concerned with teacher perceptions have been carried out. Kaya et al. (2015) conducted a study in a reading skill class that revealed that EFL teachers had positive attitudes towards using authentic reading texts. Course designers can incorporate authentic text into the language teaching curriculum to improve the quality of learning. Meanwhile, Bedir et al. (2016) revealed that it is important to use authentic material to contextualize each topic taught so that students understand it more easily. After all, all respondents agree that teachers must master qualified general knowledge. However, the problems faced by teachers when preparing the material are time constraints, costs, equipment, and knowledge. In another study, Rehman and Perveen (2021) found that teachers showed a positive attitude towards using authentic materials. However, they are faced with problems with existing curricula, assessment systems, and administrative problems. They recommend adapting the authentic material to the curriculum and exam system.

However, several studies criticize the use of authentic material in learning

English. Guarianto & Morley (2001), as cited in Febrina (2017), revealed that teaching materials taken from authentic materials are complex, thus making learners, especially EFL learners, more complicated. In these circumstances, non-authentic materials are more suitable because they are easier to understand, especially for EFL learners. Furthermore, exposing authentic materials can cause anxiety and frustration for learners where English is a foreign language. This is due to their difficulty in understanding the text provided in the form of authentic material (Bacon & Finneman, 1990; Horwitz, et al. (1986) cited in (Erbaaggio, et al., 2012). Meanwhile, Day (2004) criticized authentic material in teaching English (ELT) by using cult terms. According to him, the use of authentic materials has reached cult status. In fact, he argues that authentic material is not needed and can even be misleading. One of the criticised points was the appropriateness of language ability, variety of English, activities, tasks, and exercises.

Research Questions

This study focuses on perceived changes in method of teaching of English as a foreign language. Therefore, the researcher explored students' perceptions of learning English online using authentic

materials. The current study seeks to answer research questions: RQ1: What are the perceptions of students towards Authentic Materials implemented in the online English for staff class?; RQ2: To what extent does authentic material improve student interest in reading and speaking?.

METHOD

Research design

In this study, the researcher used the inductive-qualitative method. This method is commonly used when researching attitudes and related phenomena (McKay, 2010). To support this method, the researcher conducted a semi-structured interview session to explore the students' views on teaching of English online using authentic materials. The researcher interviewed five students who had finished learning English online for 15 weeks. The results of the interviews were then analyzed using Atlas.ti.

Participants

The samples of this study were faculty members of one of private university in Jakarta who teach in different departments; pharmacy, law, civil engineering, international relations, communications, economics, and IT. This study was a Classroom

Action Research in the class English for staff at one of private university in Jakarta which is conducted online. Before the English for staff class starts, all staff takes an English placement test. The placement test results determine at what level each student starts learning English, consisting of five levels; beginner, elementary, upper elementary, pre-intermediate, and advanced levels. They are required to take the English language training program up to an advanced level. All staff and lectures are required to be proficient in English. The current level of these participants is the pre-intermediate level which means they can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans. In addition, they can understand the main points of things that are commonly encountered at work, at school, etc.

Instruments

In this qualitative research approach, the researcher conducted the interview session to explore the students' views on the usage of authentic materials in teaching and learning English. Five selected students were interviewed on their perceptions of the process of learning English using authentic materials. This enables the researcher to understand each

respondent's views and personal perceptions about the authentic materials used in the class of English for staff. The researcher classified the interview questions into several items to ensure that respondents could analyze their learning experiences when answering multiple questions. According to Fraenkel et al. (2012), interviews collect data by verbally asking individuals or groups of people to explore what is on people's minds about a certain issue.

The researcher conducted this interview to answer questions from the research question of this study, namely, 'What are the perception of students towards Authentic Materials implemented in the English for staff class, and to what extent does authentic material improve student interest in reading and speaking'. More specifically, the researcher segmented the interview protocol into three clusters to obtain more in-depth information about students' views and experiences in learning English using authentic materials. The three clusters are (1) students' perception, (2) students' interest to speak, (3) and students' interest to read. Thus, this interview model supports the researcher in systematically collecting more in-depth information from several respondents.

Data collection procedure

Since this study was a Classroom Action Research in the class of English for staff at one of private university in Jakarta, the researcher was directly involved in collecting data by interviewing the respondents in the class of English for staff. During the class, students are exposed to the online teaching materials related to the subject matter of each student. Each student has the opportunity to present articles from online media related to their respective subject matter. After the article's presentation, each student was allowed to ask questions to create an active and interactive class.

Interviews were conducted online using the Gmeet platform. One of the advantages of interviews using Google meet is that the interview results are automatically saved to a cloud system available on google, such as google drive, and sent automatically to the Gmail account. Data obtained from the respondent through the interview sessions were analyzed using thematic analysis by describing each answer given by the respondent. The researcher used Atlas.ti to analyse the scripts of interviews generated from the respondents.

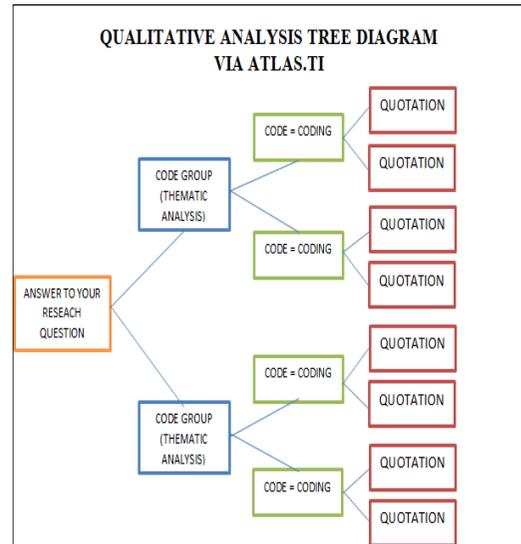
FINDINGS AND DISCUSSION

The overall student's perceptions toward learning English online using Authentic Material and learners' interest in reading and speaking

The researcher analyzed the interview results using Atlas.ti to get a more detailed and comprehensive answer. The results of interviews conducted with several randomly selected samples were transcribed and then given a thematic code following Braun and Clarke's coding system (2006). According to them, thematic analysis is a method commonly carried out in a research pattern that aims to identify, analyze, and report. Several steps taken by the researcher before giving the thematic code were quotation, coding, and thematic analysis. At the first quotation stage, the researcher transcribed all the respondents' answers, then coded for each answer. The coding process was the second step in analyzing the interview results. The next step is to conduct thematic analysis by grouping each code generated to answer the research question of this study 'What are the perception of students towards Authentic Materials implemented in the English for staff class, and to what extent does authentic material improve student interest in reading and speaking.' Figure 1 shows the process of

analyzing the interview results using Atlas.ti.

Figure 1. Qualitative analysis tree diagram using Atlas.ti



The researcher decided to focus on three group thematic analyses from the quotation, coding, and thematic analysis processes, namely (1) Learners' general perception, (2) improve learners' interest in speaking, and (3) improve learners' interest in reading.

Student's perceptions toward learning English online using Authentic Material

Attitude is one of the important factors in learning English. A positive attitude needs to be created so that students are always engaged and learn effectively to produce positive outcomes (Wikström, 2016; Alshaikhi and Madini, 2016; Zhafarghandi and

Barekat, 2014). The teacher's role as a facilitator is crucial to present the right teaching method to create students' intrinsic motivation. In this study, the researcher found that students' perceptions of teaching English using authentic material were very positive, as expressed by respondent 1 "Using authentic material is very interesting and very impressive. I think this method is fascinating. He further said that compared to using general texts as he experienced in his previous English classes, authentic material was more interesting "...compared to my previous experience of learning English using common texts, the experience of learning using Authentic Material was much more interesting". This situation is in line with research conducted by Bacon and Finneman (1990) that students show a positive attitude when learning English using authentic materials.

Furthermore, some students expressed that this method was effective and entertaining. Some consider that English is no longer a difficult thing to learn as stated by respondent 5, "In general, this authentic material is entertaining and effective. Because this method is fun, I don't think it makes English difficult and makes us want to learn English". Furthermore, he revealed that Authentic material is more interesting because the text

presented relates to real life. "I feel delighted with this way of learning using authentic materials. Focusing more on my real-life experience is definitely more interesting". This is in line with what was expressed by respondent 2, who expressed his comfort in using authentic text compared to using text that is not in accordance with his subject matter. "It is different from other methods where the reading material is about topics other than my subject matter".

Easy to Understand

Another factor that causes students to be interested in speaking is that the teaching material is relatively easier to understand. This is because the reading text that is read is in accordance with the discipline so that students quickly absorb and understand the text's message comprehensively. As stated by Parmawati and Yugafiati (2017) that reading a text that has to do with the reader's knowledge can increase reading motivation so that it is easier to understand the text comprehensively. In this study, the researchers found it easier for students to understand texts related to the real world. As stated by Respondent 2, "Because the material taught is about a very familiar topic to my real world, it is easier for me to understand the material". This is in line with that experienced by Respondent 1

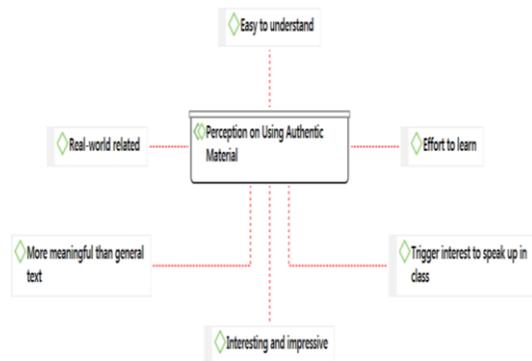
"The new vocabulary that I got was easier to understand because there was already preknowledge". By studying easy-to-understand material, students' interest in speaking increases. This was experienced by Respondent 1 "Because this method allows me always to want to talk because the material in this text is easy to understand".

More meaningful than General Text

To provide a different atmosphere in the classroom, a teacher as a facilitator needs to implement new methods that make students engaged and motivated in learning English to improve their English proficiency (Edrenius, 2018). The researcher's experience being directly involved in teaching and interviewing students' views on the use of the method of the authentic material found that students before using this method felt anxious before entering class because they did not know what topic to study. As stated by Respondent 5, "Before this, I was afraid before learning English because we didn't know the material we would learn". Using authentic material makes students more motivated than using general text, which makes the learning atmosphere boring. This was expressed by Respondent 1 "Before this, I studied English using common texts, and it was very boring, in my opinion". This is different from the situation in the

classroom where authentic material is implemented, as stated by Respondent 2, "This is different from the situation where the material being taught is not related to my subject matter".

Figure 2. Group code of Perception on using authentic materials



Improve Learners' Interest in Speaking

Improve Interest to Speak Up in Class

To improve students' speaking skills, it is necessary to find a way to trigger them to talk a lot. The more often students speak, the greater the opportunity to improve speaking skills (Losada, et al., 2017). Several respondents in this study indicated that students' interest in authentic material triggers them to speak. This was expressed by respondent 3 "Because this material is authentic and directly related to my field, I have to force myself to speak, and I am not too tense

because I have mastered the material I have to convey". Besides, students are interested in speaking because the topics discussed are related to real life. As expressed by respondent 2, "This method improves my interest to speak up because I already have intrinsic motivation where I really like my field". Furthermore, students are motivated to speak because the reading of the text has been mastered. This is responded by respondent 5 "This is an interesting way to motivate me to speak because when I read it, I inevitably have to talk."

By using authentic material, students easily understand the content of the text because it is related to the subject matter they have mastered. Students already have the preknowledge to speak more often because it is easy to convey it (Keshmirshakan, 2019). This study found that students' motivation to speak increased because the topics discussed were familiar with real life. This was expressed by respondent 2 "...it means that there is preknowledge. It's really encouraging me to speak up more in English". The same thing was expressed by respondent 3 "I feel comfortable and more relaxed in studying because I have mastered the topic that I will convey". By using authentic material, students easily understand the content of the text

because it is related to the subject matter they have mastered. Students already have the preknowledge to speak more often because it is easy to convey it (Adam et al., 2010).

This study found that students' motivation to speak increased because the topics discussed were familiar with real life. This was expressed by respondent 2 "...it means that there is preknowledge. It's really encouraging me to speak up more in English. The same thing was expressed by respondent 3 "I feel comfortable and more relaxed in studying because I have mastered the topic that I will convey. Because the texts they learn in class relate to familiar topics with their world, every vocabulary they read is straightforward to understand. This is what encourages students to speak. As experienced by respondent 1, "This method allows me always to want to talk because the material in this text is easy to understand," Furthermore, this method encourages students to speak in class even though they have limited language skills. Respondent 1 stated that even with limited English skills, he still tried to speak. "Certainly, it greatly increases interest in speaking. Even more than that, I am quite challenged to always speak in class even with my limited English skills, especially speaking skills". The same expression was also conveyed by Respondent 2 "It

makes me more comfortable when delivering, even though there are still many rooms to improve my grammar and enrich my vocabulary".

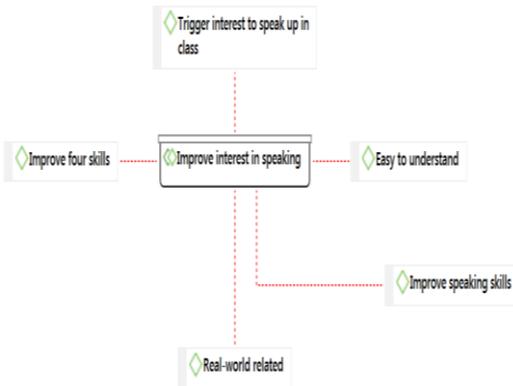
Real world related

Another reason why students are interested in speaking out in class during the teaching and learning process is that the reading text used is related to the subject matter of each student. In line with what was stated by (Chamba et al., 2019), the results of interviews with several respondents showed that real word related teaching materials could increase students' interest in speaking out as stated by Respondent 2 " I talk more in class because the topics being discussed are related to the topics in my field". He further stated, "I master issues that develop because they are very close to me and are often used in my workplace". Meanwhile, because the material taught is familiar with real-life, students do not receive pressure in learning to create a more relaxed learning atmosphere. This was expressed by Respondent 3 "I feel comfortable and more relaxed in studying because I have mastered the topic that I will convey".

In addition, learning English using authentic material can automatically increase knowledge of hard skills. Knowledge related to hard skills can be

increased by reading materials related to each student's subject matter in English classes. This was revealed by Respondent 5 "Sometimes even the theory that I didn't understand when I was studying in class could even be understood after reading this article when I was learning English". In addition, students can naturally enrich new vocabularies directly related to their disciplines because the text being studied is authentic. As narrated by R2, "I learned new vocabulary in the field of discipline that I was studying because the material was directly related to my real world". Respondent 4 also experienced the same thing where he could take advantage of this authentic material by learning new vocabulary related to his discipline "I Learn a lot of vocabulary related to the subject matter so that it can enrich the vocabulary". By enriching the vocabulary, students will be more motivated to speak because they have overcome problems that L2 learners often face, namely limited vocabulary (Sundana, 2017).

Figure 3. Group code of improve interest in speaking



Learners' interest in reading

Familiar with the vocabulary

Because every topic studied in class is always related to the student's discipline, students already have pre-knowledge and are familiar with the vocabulary being studied (Yuhong, 2012). It can also increase students' interest in reading texts related to the real world. As stated by Respondent 2, "Because the material taught is about a very familiar topic to my real world, it is easier for me to understand the material" this is seconded by Respondent 1 "However, after I learned with a new experience, by using AM, I felt close and familiar with the vocabulary that I had known all this time. The same thing was also expressed by Respondent 5 that when reading authentic texts, students encountered many technical words related to the subject matter "After

reading this authentic material, I often encounter some technical words related to my field."

Furthermore, the vocabulary read in authentic texts is mostly related to the real world, as stated by Respondent 2, "I learned much to improve my vocabulary related to my real world". In addition, students mastering vocabulary related to their respective disciplines also impact increasing students' interest in speaking more in class. This was also expressed by Respondent 2 "I master a lot of vocabulary related to the subject matter" and "I talk more in class because the topics being discussed are related to the topics in my field.". In addition, Respondent 3 emphasized that learning English using authentic material can enrich new vocabulary "Of course, and I learned new vocabulary in the field of discipline that I was studying because the material was directly related to my real world".

Learn new vocabularies

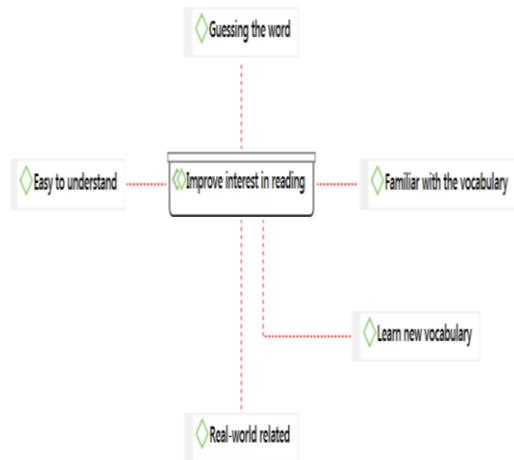
Learning English using authentic material methods is like a double-edged coin; Besides enriching new vocabulary, students can also increase knowledge in their disciplines (Hatab, 2010). Through interviews conducted with several respondents, the researcher found that students felt many benefits from using this method, including learning new

vocabulary. Respondent 2 said, "I feel that I have many opportunities to explore new vocabulary that I can take in class and have the opportunity to speak up." Furthermore, students learn new vocabulary to improve their reading skills, focusing on their discipline. Respondent 3 revealed, "I learned new vocabulary in the field of discipline that I was studying". He further revealed that mastering and learning new vocabulary also impacts increasing interest to speak up in class "...it is more interesting to learn, increase interest in speaking, and add more new vocabulary".

Besides increasing interest in speaking, students can also improve their hard skills in their field by learning new vocabulary. This was revealed by Respondent 4 "By using authentic material, we improve our speaking and enrich our vocabulary and also increase our knowledge in our respective fields". Meanwhile, Respondent 5 stated that reading articles related to scientific disciplines can enrich the vocabulary of other disciplines but still related to their field of science "I have learned a lot of new vocabulary, not just vocabulary from my field but also other disciplines such as law because the articles I read sometimes contain information about IT-related laws such as cyber law". Learning English using authentic

materials improves students' English proficiency and improves students' hard skills because each topic discussed is related to each student's scientific discipline (Wulandari and Waloyo, 2018).

Figure 4. Group code of improve interest in reading



CONCLUSIONS AND SUGGESTION

This study explores the students' perception of teaching English using authentic material, students' interest to speak and read. Initially, students viewed that using authentic materials was effective compared to general text as experienced in previous English classes. Authentic material is more effective and entertaining. Even students think that English is no longer a difficult thing to learn because by using authentic materials, the teaching materials studied are texts related to

real-life so that students are easy to absorb because they already have pre-knowledge. Before using authentic material, students feel anxious even before entering class because they will learn English, where the material to be studied is a text that they are not familiar with and not related to their scientific discipline. By using authentic material, students are more motivated.

This research also found that students find it easier to understand teaching materials and the contents of passages that are read comprehensively. This is because students are already familiar with some vocabulary from authentic texts following students' real world. By reading texts that are easily absorbed, students' motivation to learn is increasing. Furthermore, students' interest in speaking is also increasing because the topics studied are interesting, and they do not experience difficulties choosing the vocabulary to be spoken. Another thing that encourages students to speak is that the texts they learn in class are related to topics familiar with real life. Every vocabulary they read is straightforward to understand.

Furthermore, students can take advantage of this authentic material method by learning some new vocabulary according to the needs of

their discipline, which can automatically improve their hard skills. In addition, by learning new vocabulary, students' interest in reading increases. Students encounter technical words that have never been studied before to enrich their vocabulary that can be applied later when they are in the world of work or the industrial world.

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