

**AN ANALYSIS OF TEACHERS' PERCEPTION ON THE USE OF
AUTHENTIC ENGLISH READING MATERIALS OF
VIA ENGLISH COURSE**

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ABSTRACT

This study aims to determine the teacher's perception of the Via English Course about authentic materials that can be taken from the internet, magazines, and newspapers and so on. This type of research is descriptive quantitative. The population of this study are teachers at the Via English Course for the 2021/2022 academic year. The number of population and samples from this study were 11 people taken using total sampling technique. To find out the teacher's perception of using authentic materials in reading skills. Researchers collected data that is quantitative data. For data analysis, the researcher used observational analysis and a questionnaire to determined the final result of the teacher's perception in using authentic material in reading skills. The results of the test show that the teacher's perception of using authentic material in Via English Course Tembilahan is categorized with an average of 88.9% (Very Good). The researcher concluded that the teacher's perception of using authentic material in the Tembilahan English Course was very good because by using authentic material students were more active and more enthusiastic in reading English.

Keywords: *Teacher's Perception, Authentic reading material*

INTRODUCTION

English is a language that occupies the first position in the world to communication. It is the important language in the all fields including in educational world. In this country, the government has been actively expanding the teaching English, students could obtain various of information and develop their knowledge.

However, it cannot be separated from the role of a teachers. The teachers have something to do with the success of the students in learning English (Anugrah, 2019:1). In general, all of English teachers have certain such as their

previous educational experiences, cultural background, and social interaction, may further shape their perception about English learning.

Teacher as a leader at class has important role to made the students successful in learning. Teacher should be aware in all aspects to made teaching learning process running well. Teacher not only should focus on applying strategy, technique, or method in teaching reading, but also concern about material that are used. Talking about materials, related to researcher's experience when she was in Senior High School, in teaching reading, her teacher only used created material from textbook and Students Work Sheets and didn't pay attention to those around so that students didn't have broad enough insight at that time. In contrast, when she taught practice, she found a phenomenon that the variety of materials influence students' achievement. Nowadays, materials were not only from printed word on text book but also from created material. The teacher who taught reading there tried to combine created material with authentic materials. The teacher could easily combine it from material around that the content is appropriate to students' needed, and the researcher assumes that the use of authentic material could be alternative material in teaching reading.

In this era, authentic materials were inexpensive because the teachers did not need much money to get the material. Besides, the access to the materials was quite easy because they could be obtained from many sources such as internet. In addition, material of reading is important point in learning. Therefore, before teachers used the material, they should searched many kinds of sources. Then, they choosed the material of reading that appropriate for students related to phenomena above, they tried to use authentic material. According to (Richard. 2001:252) there are two kinds of materials; created and authentic materials. The created material is the material was already available from the government like text book for English subject like textbooks and other specially developed for instructional. Then, the authentic material was an alternative material that could be used by the teacher in teaching process which is taken from other source like internet, newspaper, magazine, video selections etc. It means that the materials can be used in teaching learning as long as the materials related to students' need.

Furthermore, many expert supports that using authentic material in teaching English is new alternative material that can be used in classroom. Not all supporting materials was kind of authentic material. The indicators when choosing text to be used in classroom, the text should be; Suitable of content, Presentation, Readability and Exploibility (Desitarahmi, 2013:28).

LITERATURE REVIEW

Definition of Perception

Everyone certainly ever did the perception in their life, and so did teachers. In teaching learning process, all teachers expected that the students could be successful in learning. In this case, the correlation between perception and teacher was there is an argumentation from teacher which is needed to be perceived as opinion where something or someone could be objected to be perceived. Moreover, according to Desiderate in (Mahmud, 2004:27), perception is the experience of objects, events or relationships obtained by extracting information from and interpreting sensations. Thus, experience what someone have gotten, happened or had felt from object, events, or relationships influence to create a perception. Besides, he also adds definition of perception as an individual's awareness aspect of behavior, it was the way each person processes the raw data he or she received from the environment, into meaningful patterns. Thus, teachers knew what had been happened with her/his object in surrounding, so experience that is gotten in teaching learning process could created teachers' perception where the raw data which did not process could be processed and understood the meaning of pattern. Then, (West, 2009:47) explained that perception is an active and challenging process that involves all five senses: seeing, hearing, smelling, tasting and touching. The process of using the sense to respond up the stimuli. The sense are involved as a requirement. The main requirement is to do perception in five senses. Thus, the active and challenging process could be done by teachers who have these senses (seeing. Hearing, smelling, tasting and touching) as a requirement. In addition, according to (Wood, 2008:31), perception was active process of selecting, organizing, and interpreting

people, object, event, situations, and activities. The first thought to notice about this definition was that perception was an active process and not to passively receive stimuli. Thus, teacher worked actively to choose what she/he wanted to select, organize through experience that it insert background memory in whole processes, interpreting, situations and event that was happening could be an object to be perceived actively.

To sum up, the researcher concluded that perception especially from teacher was someone awareness to gave opinion, judgment, agreements, rejection, evaluation, acceptance, observe and thinking about someone or something or place by using the five senses where the object was received by stimuli and when someone concern with that object, and then it was transmitted to the brain. Therefore unprocessed data could be processed and the perception has meaning. Teachers' perception could be different with other teachers, it was caused people had different experience that they had done, event and surroundings.

Indicator of Perception

Doing process that was named perception, it needs indicators to be the criteria to created it. The indicator of perception meant a requirement that it should be had by someone who would create a perception. Besides, (Desitarahmi, 2013:28) explains the indicator of perception and mentions the process of perception occurs in four stages; Suitable of content, Exploitability, Readability, and Presentation.

a. **Suitable of Content**

The text should be interest, motivated and also relevant to the students needs.

b. **Exploitability**

Exploitability refers to how the text could be used and exploited in order to develop the competence of the learners in the teaching and learning process.

c. **Readability**

Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

d. Presentation

The text should be a new product, idea, or piece of worked was shown and explained to an audience.

Teaching Reading Material

Material for teaching English had an fundamental role in teaching reading where the design, content, distribution and context will greatly influence the learning process off students. (Brown, 2019) clarifies that material would be defined here as many systematic description of the techniques and exercises to be used in the classroom setting. In addition, similar from state above, the used of reading material was not only from real text that was printed on paper, but also from anything which was available. These materials were used to helped teacher to taught language learners. (Nikoopour, 2011:1) states that material can be from a text book, a workbook, a cassette, a CD-room, a video, a photocopied handout, a newspaper and also paragraph written on a white board. It means anything which presents or informs about the language that is being learned and many thing that can be the source of materials in teaching reading.

In summarizing, from explanations by some experts above, the researcher concluded that yesterday day's teachers were easily to found sources in real world to be taught to their students. The material can be taken from printed material, non printed material and can be mixed as a comprise both print and non print source. It reduce students' boredom, because they found something new and more interesting to made learning process can be faced with interesting material that relevant to students' need.

Definitions of Authentic Material

In teaching learning process in classroom, the teacher should have preparation and material to be taught and used to teach English. Specially in teaching reading, teaching materials are a key component in most language program. One of supporting material that can be used was authentic material. According to (Leonardi, 2009), authentic material is any kind of material taken

from the real world and it is not specifically created for purpose of language teaching. It can be text, visually, or audio material: it can be reality such as tickets, menus, maps, and timetables; or it can be object such as products, equipment, components or models. Besides, (David, 2000:92) mentions that the selection of text is just as important. In some ways, some teachers used instructional materials as their primary teaching resource. It was relatively easy to substitute or supply the reading material in course book with authentic material from magazines, newspaper, holiday brochures, and books. Moreover, to made the teacher easier to understood about the material that can be used in teaching reading comprehension, (Richard, 2001:252) made the differentiate about authentic material and created material, he stated authentic material refers to the use in teaching of texts, photograph, video selections, other teaching resources that were not specially prepared for pedagogical purpose. In addition, from other expert, (Jacobson, 2003:1) stated print materials used in ways that they would be used in the lives of learners outside of their adult education class. For example, if students are very concern about a city decision to build a waste treatment facility in their neighborhood, their teacher might decided to bring in various newspaper article and editorial about this decision, so the students could learn the facts and discuss and debate the issues. It proves that whatever authentic material that was used by teacher, it must suitable and match based on topic that is being learned.

Furthermore, the using authentic material that is supported by Widdowson in (Berardo, 2006:60), he defined that it has been traditionally supposed that the language presented to learners should be simplified in some way for easy to access and acquisition. Nowadays, there are recommendations that the language presented should be authentic. Thus, authentic from material is recommended to language teaching. Authentic material is used to make teaching reading comprehension more understandable.

Criteria of Authentic Material

In order to made deep differentiation between authentic material and created material, teachers should knew what the criteria that were included of the text and also they should have full consideration and responsibility to choose appropriate content of that reading material. (Jacobson, 2003:3) stated making format of authentic text is simple but the important is how the material to be used. The example that he gives to use an article of newspaper that come from previous years ago, the newspaper is not appropriate at that time. It is not currency. Moreover, (Hwang, 2005:8), the source comes from essays, stories, magazines, news, talk shows and etc. it must use carefully although these content are interesting, sometimes peculiar remarks/antics could cause frustration in less experienced learners.

Source of Authentic Material

Obviously, using something specially using authentic material, teacher should know where it is from, where does teacher get it. Many experts state that source of material can be found easily in real world. According to (Leonardi, 2009), authentic material can be text, visuals or audio material: it can be reality such as tickets, menus, maps, and timetables; or it can be object such as products, equipment, components or models. Thus , the source of authentic material can be found easily by the teacher, lots of choices around which can be used by teacher.

In addition, (Berardo, 2006:62) stated that the sources of authentic materials can be used in the classroom are infinite but the most common are newspaper, magazines, TV programs, movies, songs and literature and internet which is one of important and useful one.

The sum up, from several example of sources above, many sources can be used and bring to classroom. The important thing is the source should be necessary and understandable related the topic, for example while the teacher teaches reading news item text, the teacher can use newspaper to be main material beside textbook. It is very authentic and up dated issue. It makes students not only

to comprehend but also to interest and students became curios about English subject.

RESEARCH METHOD

In this research, the researcher used descriptive research. The researchers' reason chased descriptive research to describe the teachers' perception on authentic material that used at Via English Course Tembilahan Tanjung Harapan Street as the participant. There are 11 teachers. Typical of descriptive research are concerned with the assessment of attitudes, opinions, preferences, demographics, practices, and procedures, (Gay, Mills and Airasian, 2012:275). Based on researcher pre observation, there was eleven English teachers who taught English there. Researcher did sampling technique by using purposive sampling. According to (Gay, Mills and Airasian, 2012:281), in selecting research participant, the participant should be (1) able to provide the desire information and (2) willing to provide it to the researcher. Thus, in this research all of English teachers above could be selected as participant because they have criterion to be researcher as stated before. in this research, the researcher used observation and questionnaire. To analyze the answer of each items in the instruments. From 4 indicators of authentic material above, it was constructed into 16 items that could be seen on table as follow :

Table 1. The Indicator Perception of Authentic Material

No	Indicator	Number of statements
1	Suitable of content	1,2,3,4
2	Presentatition	5,6,7,8
3	Readability	9,10,11,12
4	Exploitability .	13,14,15,16

(by Desitarahmi2013)

The researcher gave score based on following criteria. The criteria of the score can be seen on table below :

Table 2 The criteria score of item questionnaire

No	The Respond	Positive (+)	Negative (-)
1	Strongly Agree	4	1
2	Agree	3	2
3	Less Agree	2	3
4	Disagree	1	4

After score the data, the researcher analyzed by using the percentage on formula in technique of the data analysis. In this case, questionnaire consist of some statements that related to teachers' perception about authentic material. It was construct by using Indonesian to minimize misunderstanding and misinterpreting that would be face by teacher probably.

The researcher count the frequency of the teachers' respond in questionnaire by tabulated the following formula from (Riduwan, 2006:89)

$$P \frac{f}{N} \times 100\%$$

Where:

P = Percentage N = Total Sample f = Frequency

Teachers' perception from the answer in questionnaire would be analyzed by scoring from each item. Researcher explained the result based on percentage that had score and analyze. (SuharmiArikunto, 2010:224) stated the scale to be score:

Table 3 The criteria score of interpretation

Percentage (%)	Criteria
76% - 100%	Very Good
51% - 75%	Good
26% - 50%	Good Enough
0% - 25%	Less

FINDINGS AND DISCUSSION**Table 4 Recapitulation of Observaton**

No	Object of observation	Observation checklist	
		Yes	No
1.	Can the teacher use authentic materials to increase students' reading interest because the topic is interesting?	11	0
2.	Does the teacher provide material content according to student needs?	10	1
3.	Is the example given by the teacher from the authentic text useful for outside the classroom (learning)?	9	2
4.	Does the teacher give more the motivation for understand the content of the text in English?	8	3
5.	Does the teacher provide material that students like because the topic is not boring?	9	2
6.	Does the teacher provide authentic materials such as eye catching to students?	8	3
7.	Does the teacher use authentic material more interesting than created material in reading learning?	9	2
8.	Are teacher more enthusiastic about teaching students using authentic materials?	10	1
9.	Can the teacher make students able to read and understand authentic texts well?	9	2
10.	Can the teacher make the students understand and have no difficulty in understanding the reading of the English text?	11	0
11.	Can the teacher make the structure of the text in the authentic text easily understand by students in almost all types of English text?	10	1
12.	Can the teacher make students get a lot of new vocabulary that is suitable for the topic?	11	0
13.	Does the teacher make students develop their reading skills more?	11	0
14.	Does the teacher make students more active and enthusiastic about learning English by using authentic texts?	10	1
15.	Does the teacher provide benefits in the learning objectives?	9	2
16.	Does the teacher provide the text given to students can be more useful and creative?	11	0

Based on the table above, the researcher concluded that all the teachers brought the paper, textbook or other media in the classroom. Although not all of the students could read well but they so enthusiastic about teaching students using authentic materials and not all the teachers could made reading skill provided to the students and gave more motivation to the students in order made reading English as a hobby for them. the student in addition, the teachers used some media such as projector, laptop or television if needed. But when the researcher observed the teachers, they did not use that media. They tend to use their paper or guide book. In learning process of reading material the teachers taught the students in their own teaching style.

Table 5
Recapitulation of Questionnaire

No	Statements	Answer				Score	Percentage	Criteria
		SS	S	KS	TD			
1	Dengan menggunakan teks otentik, siswa yang saya dapat meningkatkan minat membaca karena topiknya menarik	24	15	0	0	39	89%	Very Good
2	Isi materi otentik sesuai dengan materi kebutuhan siswa	20	18	0	0	38	86%	Very Good
3	Contoh yang didapat dari teks otentik dapat juga berguna diluar kelas (pembelajaran)	28	12	0	0	40	90%	Very Good
4	Dengan menggunakan teks otentik, siswa saya lebih termotiasi memahami isi teks berbahasa Inggris	24	15	0	0	39	89%	Very Good
5	Materi otentik yang saya ajarkan disenangi siswa karena toipknya tidak membosankan	20	18	0	0	38	86%	Very Good
6	Materi otentik yang saya gunakan <i>eye catching</i> (menarik) bagi siswa saya	32	9	0	0	41	93%	Very Good

7	Presentasi dengan menggunakan materi otentik lebih menarik daripada materi <i>created material</i> dalam pembelajaran	20	18	0	0	38	86%	Very Good
8	Saya lebih bersemangat mengajar siswa saya dengan menggunakan materi otentik karena respon siswa saya positif.	24	15	0	0	39	89%	Very Good
9	Siswa saya mampu membaca dan memahami teks otentik dengan baik	12	21	0	0	36	82%	Very Good
10	Dengan menggunakan materi otentik, saya mengerti dan tidak mengalami kesulitan dalam memahami bacaan teks bahasa Inggris	20	15	0	0	38	86%	Very Good
11	Struktur teks yang ada pada teks otentik mudah dipahami oleh siswa pada hampir semua jenis teks bahasa Inggris.	28	12	0	0	40	90%	Very Good
12	Dengan menggunakan materi otentik dalam reading, siswa saya mendapat banyak kosa kata baru yang sesuai dengan topic yang dipelajari	24	15	0	0	39	89%	Very Good
13	Dengan menggunakan teks otentik, siswa saya lebih mengembangkan kemampuan membacanya	24	15	0	0	39	89%	Very Good
14	Siswa saya lebih aktif dan bersemangat belajar bahasa Inggris dengan menggunakan teks otentik	36	6	0	0	42	95%	Very Good
15	Materi otentik bermanfaat dalam mencapai tujuan pembelajaran	28	12	0	0	40	90%	Very Good

16	Melalui teks otentik yang saya gunakan, siswa dapat lebih banyak manfaat dan kreatifitas	28	12	0	0	40	90%	Very Good
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Based on the result above, it could be concluded that teachers' at Via English Course were 88,9 % (Very Good). It was means that teachers' perception on the used authentic reading material, teachers were passionate about teaching and provide benefits for their students. The reason why some of their learning process score very good. So, the teachers should be more found the useful materials for the students so that students easily understand what is the text so that students have a hobby to read in any form of text.

CONCLUSION

In conclusion there were some significant conclusion that the researcher could explain. All participant showed positive perception toward the use of authentic reading material in teaching English that teachers' at Via English Course were 39 % (Good Enough). Its means that teachers' perception on the use authentic reading material, teachers were passionate about teaching and provide benefits for their students. The reason why some of their learning process score very good. So, the teachers should be more found the useful materials for the students so that students easily understand what was the text so that students had a hobby to read in any form of text. They were aware to use the materials even though they did not always use them in their classroom. They had positive beliefs that by using authentic material, it could give some good affects for teachers and students to increase their various teaching and learning techniques, activities, and tasks. This research revealed that all the English teachers considered using authentic reading material because authentic material in teaching English. The used of the materials could encourage students to learn real context of English used and enhance students' interest and motivation in learning English. It could help the students' to improve their reading skill because they could get new

vocabularies and how to read English correctly. Teachers also believe that authentic material was suitable for all levels of students from beginner to advanced.

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