



## AUTHENTIC MATERIALS IN EFL CLASSES: FROM PAST TO PRESENT

Karina Eka Patricia<sup>1</sup>, Siti Asmiyah<sup>2</sup>

<sup>1 2</sup> State Islamic University of Sunan Ampel Surabaya

<sup>1</sup>[d95219067@student.uinsby.ac.id](mailto:d95219067@student.uinsby.ac.id) ; <sup>2</sup>[siti.asmiyah@uinsby.ac.id](mailto:siti.asmiyah@uinsby.ac.id)

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**Abstract:** This study attempts to explore the types of authentic materials used in EFL classes from past to present. The researcher collected 120 previous studies from 2012 to 2021 to analyze the types of authentic materials used in EFL classes from time to time. The finding of this study shows if the types of authentic materials used in 2012 to 2015 are public announcements, radio news, movies, magazines, newspaper, and songs. While for 2016 to 2021, there are new types of authentic materials used, namely podcasts and YouTube videos. The most popular authentic materials are songs and movies. Previous studies that have been collected from year to year have concluded that of the many types of authentic materials, there are some authentic materials that are more popular than others. This is due to several factors, namely the changing times which have made changing a trend in the world of education, the easier access to certain materials, and students' interest for certain materials.

**Keywords:** *English learning Authentic Materials, EFL Classes*

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### 1. INTRODUCTION

The instructional materials applied to students who study English as a foreign language vary greatly from time to time. The use of authentic materials is one of the options that is considered effective for the students' English learning process. By using authentic materials in the classroom, it is expected that the students will get a direct contact to how language is used in reality so that it will increase students' motivation in learning (Primadona. & Prastiyowati, 2018). With the help of authentic materials to support English language learning in the classroom, students can acquire real experience of how the target language is used in reality (Berardo, 2006). Students are tend to lack of learning motivation and enthusiasm and this problems are caused by the learning materials which are not really interesting. Authentic materials offer interesting materials for English language learning activities and students are more motivated to learn by using authentic materials (Primadona. & Prastiyowati, 2018). Another important thing about the use of authentic materials is to allow English learners become familiar with different accents, native speakers' speaking pace, and

the meaning of what people say in different circumstances, it is essential to understand how the English language is used naturally in daily life (Richards & Renadya, 2002). Richards and Renadya also recommended that teachers expose students to authentic materials at a young age since it will help them gain experience and familiarity with language use in a natural way. Students will not use the language from the textbook often when they communicate in their daily life by using the target language (Airlangga, 2011). Therefore, exposing them to real life language through, for example, authentic materials should be implemented.

There have been many studies on the use of authentic materials for students learning English as a foreign language in the classroom. The previous studies which are found about the use of authentic materials in EFL classes have different types of research, such as Classroom Action Research, experimental study, and descriptive qualitative. From the data taken through previous studies that discuss the use of authentic materials in the classroom, the researcher tries to obtain information and make a conclusion about pattern of implementing authentic materials in EFL classes through the year. There are slight differences in terms of the tendency to use certain types of authentic materials from past to present time. This is influenced by the changing times and trends. In 2012 to 2014, the authentic materials which are used are public announcement (Giyarta et al., 2012) (Kendal, 2014) (Desitarahmi, 2013), movies (Aeni & Arini, 2015) (Kusumaningrum, 2015) (Sabouri et al., 2015), songs (Aini, 2013) (Setyaningrum et al., 2014) (Zahra, 2013a) (Mellasari, 2015) (Rezaei & Ahour, 2016), radio news (Giyarta et al., 2012), magazines (Kozhevnikova, 2014) (Kusumaningrum, 2015), and newspaper (Ghanbari et al., 2015) (Kusumaningrum, 2015). However, in 2016 to 2021, the researcher found previous studies which discussed new authentic materials for EFL classroom, such as podcast (Abdulrahman et al., 2018) (Islami, 2021) (Nugrahini & Rahmadhani, 2021) (Basri, 2021) (Gumilang & Pd, 2020) (Atmowardoyo & Salija, 2018) (Abdulrahman et al., 2018) (Yoestara & Putri, 2019), brochure (Artha et al., 2020) and YouTube videos (Fadhil Abbas & Ali Qassim, 2020) (Almurashi Wael, 2016) (Anggraini, 2021) (Cahyana, 2020) (Shlowiy & Lidawan, 2019).

This study focuses on exploring the types of authentic materials which are used in EFL classroom from past to present. The researcher collected the existing previous studies as resources to obtain information about what kind of authentic materials used by teachers in EFL classes in the certain year. Adopting authentic materials is not easy for teachers because it needs creativity to choose the appropriate authentic materials to be used for classroom activities. This study is conducted as a contribution to give information about types of authentic materials so that teachers can use it as a reference and motivation in designing activities in the classroom. The purpose of this study is to explore the types of authentic materials in ELT used from year to year.

## **2. RESEARCH METHODOLOGY**

This study used a content analysis method. This method is used because this study observed about documents in a form of previous studies about authentic materials used in EFL classes from year to year to get the data. The researchers collected 120 previous studies from 2012 to 2021 to analyze the types of authentic materials used in EFL classes from time to time. The data of this study were interpreted descriptively the types of authentic materials that have been used every year and the trends of the types of authentic materials used from year to year.

### 3. RESULT AND DISCUSSION

#### 3.1. Result

The researcher grouped several previous studies that had been analyzed based on the year, the type of authentic materials, and how many articles used these types of the authentic materials. As seen in the table below, there are many different types of authentic materials used in ELT every year.

Types of Authentic Materials	Year and Frequency									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Public Announcement	1	1	1		1					
Radio news	1						1			1
Movies	2	2	1	6	4	7	8	6	3	2
Magazine			1			1				
Podcast						1	3	1	7	4
Youtube videos					1	1		1	2	1
Newspaper				1		1		1		
Songs	2	3	1	2	5	6	6	11	5	9
Brochure									2	

Table 1. Types of Authentic Materials Used Every Year

#### 3.1.1 Authentic Materials in the Past (2012-2015)

From the table above, we can observe that there are slight differences from the authentic materials used year by year. In the past, which is between 2012 and 2015, the instructional materials used based on the research articles found were movies, songs, public announcements, radio news, magazine, and newspaper.

The most used authentic materials to be implemented in the classroom are movies. The researcher found 11 studies about utilizing movies for EFL classes in 2012 to 2015. The use of movie was increased in 2015 and there are many studies that discussed movies for learning English. Movies are often used because students can be more motivated in learning English through movies. In this context, not all kinds of movies can be used for English learning materials. The movies which were used for learning English are movies which used English as the language to communicate. The movies were also chosen based on the topic materials which are being learnt so they can be appropriate. The example of the existing study is a study in 2015 about improving Chinese college students' English oral skill. The result shows if Chinese college students can expand their vocabulary, develop better pronunciation and intonation, improve their speaking and listening abilities by employing movies in their English classes (Li & Wang, 2015). Another study about movies to improve students' speaking skill was also conducted in 2015. The subjects of the research were 11<sup>th</sup> grade Indonesian students at SMAN 1 Seyegan. The results of the study indicated that with the use of movies, students are more engaged in the learning process. It was

known by the students who became more active and confident in the English learning activities. The students' score of speaking skill was increased by the help of movies. It could be said that using English movies as an alternate teaching and learning medium to hone students' English-speaking abilities is successful. Therefore, it is advised that English teachers employ English movies to enhance students' acquisition of the language in terms of both speaking and other skills (Aeni & Arini, 2015).

The same result on the media that facilitate language acquisition goes to songs which become the most used authentic materials to use in English as Foreign Language classes. If we observe from the data in the table, songs were used as a topic for research studies from time to time. Many different types of research were applied. The example of a study about the implementation of songs in EFL classes is a case study about the use of song lyrics for English listening was conducted. This study tried to explain the process of a listening activity with the use of songs. Students listened to the songs and they were asked to fill the blank space of a song lyrics. The results of this study demonstrated the effectiveness of song lyrics as a learning aid for listening. It is noteworthy to mention that the students claimed to like their listening exercise. As a result, students accepted the lesson with positivity and enthusiasm and participated readily in the entire learning process (Mellasari, 2015). Another study about songs was conducted in 2013. This study attempted to know the effectiveness of using English songs to improve students' motivation and pronunciation skill in English. The finding of the study indicated that the students' score who were taught with songs were higher and improved which means that using songs is effective to improve students' pronunciation skill (Zahra, 2013).

Research studies on the use of public announcements in class for EFL students were found 3 times in the period 2012 to 2015. For example, there is a research which studied about the attempt to improve students' writing skill in announcement text with gallery walk technique. In this study, announcement text was used. In teaching how to write announcement text, it is a crucial thing to show students the example of the real public announcement. By using a gallery walk strategy and with the use of real public announcement, the students' score was increased (Kendal, 2014). As in 2017 to 2021, there is no research that discusses and examines the use of public announcements

For radio news, it is rarely used in the classroom. Radio news was utilized to support listening activities. There are only few studies that discussed radio news for authentic materials. The example of a study that discussed the implementation of radio news in the classroom is a study in 2012 about using several authentic materials for improving students' listening skill. Radio news was one of the authentic materials used in this study. The result shows if authentic materials can successfully improve students' listening skill as the students' listening score increased (Giyarta et al., 2012). Other instructional materials which are also rarely used were magazines and newspaper. Not many researchers discuss these authentic materials for classroom activities.

### **3.1.2. Authentic Materials in the Present (2016-2021)**

And for the present time which is around 2016 until 2021, the existing authentic materials that are found from previous studies are songs, movies, podcasts, YouTube videos, brochure, newspaper, magazine, radio news, and public announcement.

There are several new authentic materials which are used and being discussed in the research articles for present time. Those new materials are podcasts, YouTube videos, and brochures. Podcast itself is an application which provides audios spoken by people with various topic and it is very accessible now. Teachers can find audio spoken by native speakers from podcast to be used in the classroom for learning English. The content in the podcasts is made not for educational purpose so it is about real world problems that can interest students. The example of the study which discussed podcast use in English learning is a study about the implementation of podcasts to improve students' speaking skill. The result shows that podcasts is proved to be able to improve the students' speaking skill in terms of their pronunciation, grammar, accuracy, and fluency (Islami, 2021). Another study was done whether podcasts can have influence on students' listening skill. And the result of the study reveals that students' listening skill is increased after getting a treatment with podcasts in listening activities (Abdulrahman et al., 2018). A brochure is a piece of writing that provides detailed information about a product to the general audience. The use of brochure to teach English in the classroom was found from previous studies in 2020.

In addition to podcasts and brochure, several studies that discuss the use of YouTube videos for learning English in class are also starting to be found nowadays. YouTube is a platform where we can find various videos uploaded by people from around the world. In terms of authentic materials, there are some YouTube videos which contain of people who speak English in the video and not for pedagogical purposes. The examples of that kind of video are daily *vlog*, documenter, sharing tips videos. Teacher can find the appropriate videos for students based on the topic materials being taught. The example of research that discussed about the use of YouTube videos in the classroom was conducted in 2021. This research is about the use of YouTube videos as a way to improve the speaking skills of students who are still lacking. From the result, it is shown that there is an improvement of the students' speaking skill by using YouTube videos (Anggraini, 2021). Another study about the implementation of YouTube videos for EFL classes was done in 2020. This study observed about the implementation, students' perception, and the challenges when using YouTube videos for English learning. The result shows if students were pleased with the progress they had made in their English learning after using YouTube videos for materials. The use of this strategy, according to the students, was able to lessen tedious instruction and boost interest in learning English (Cahyana, 2020).

Although the previous studies which discussed about the use of magazines and newspapers are few, but the researcher still found some studies that discussed about those materials. A study was conducted in 2019 to observe the roles of newspaper and magazines to be used for English language learning materials in the classroom. In the research articles, the researcher stated that local, national, and worldwide news are published daily in newspapers. Consequently, the vocabulary used in newspapers is quite different from that used in textbooks. The language used in textbooks is standardized, and it cannot be changed until the end of the course. In contrast, the language used in newspapers is not constant; it varies from day to day because newspapers are published every day. And for magazines, they appeal to young learners because they are learner-friendly and are packed with images and color. They spark interest among the students and are a powerful tool for encouraging reading proficiency (Parupalli Srinivas Rao, 2019). Additionally, the language used in publications varies from day to day. It allows English teachers the chance to choose the pertinent materials that are helpful for their lessons.

Radio news is considered not modern anymore but there are still studies in the present time that discussed about the use of radio news for English learning in the classroom. The researcher found an experimental study that discussed the effectiveness of radio news for listening comprehension. The results demonstrated that listening to the news on the radio as auditory media improved the students' listening comprehension abilities (Budyana et al., 2018).

Public announcement was rarely used as a topic in research articles. For present time, the researcher only found one article that studied about the use of announcement text. This study was conducted in 2016 about the analysis of students' ability in speaking announcement text orally (Budyana et al., 2018).

In the present time, the most used authentic materials are also movies and songs. There are many previous studies which were published in 2016 to 2021 that studied about the use of movies and songs in EFL classes. The example is a study about movies in the aspect of improving pronunciation. The result reveals if the use of western movies which use English language in the class can make students' pronunciation skill better (Hidayatullah, 2018).

### **3.2. Discussion**

This study resulted that the majority of authentic materials which are found in previous studies from past to present are movies and songs. Both songs and movies were used for various English learning activities, such as listening, speaking, vocabulary, and pronunciation practices. This finding is similar to what was stated by Murphey in his journal if in recent decades, songs used in the classroom for EFL learners have gained popularity. Songs are widely used by English teachers for a variety of reasons. Many language teachers and academics from across the world study the use of songs in the teaching and learning of languages, especially English. Numerous studies have shown that listening to music are able to help with language learning's affective components and language development (Murphey, 2010). The previous study which stated similar thing about the popularly used of movies in English learning for EFL classes was also found. The use of authentic resources, such as movies that depict real-life practices that students may not have encountered, is one of the most popular and well-liked strategies for teaching English (Thi & Huyen, 2015). One of the reasons of why songs and movies are popularly used since then and now is because they are interesting for the students and can motivate them in learning English. Movies provide fun stories and visual that can be functioned as English learning materials. This argument is supported by a study about whether watching movies with subtitles can make students' motivation increased in doing listening. The finding shows if the students' motivation in practicing listening activity had increased after given subtitled movies (Azizah et al., 2018). The teacher's confidence in using English movies as an engaging method to teach English is bolstered by the notion that everyone enjoys watching movies (Kusumaningrum, 2015). Not only movies, other previous studies which used different types of authentic materials also showed good results about EFL students' English improvement. This is can be a proof that authentic materials are effective to be implemented in the classroom for English learning.

Despite the good advantages that authentic materials have, there are also studies which discussed about the disadvantages of authentic materials. The findings in previous studies collected have shown that by utilizing authentic materials in the classroom, students can have more fun in learning because the content and language used in authentic materials are reflecting real world situation. However, authentic inputs might be too complex for students of foreign languages, especially for students

who have a lower level of English proficiency (Shabunts, 2011). The finding of one of the previous study about podcast as authentic materials to teach listening shows the students' listening score was higher after getting treatment which indicated that podcast is effective to be used for listening activity (Atmowardoyo & Salija, 2018). However, there is an argument if real authentic materials are frequently excessively long and divided into too many unrelated parts, which can make it difficult for students to understand the core idea of the spoken language they are exposed to. He also stated that the teacher might need to spend more time considering how to use authentic materials (Haines, 1995).

Previous studies that have been collected from year to year have concluded that of the many types of authentic materials, there are some authentic materials that are more popular than others. This is due to several factors, namely the changing times which have made changing a trend in the world of education. Or it is because of the access to materials that are easier to reach. Research results from previous studies show that authentic materials are very helpful in the learning process in English class. However, there are several opinions of experts or researchers who state that authentic materials have several weaknesses. As a teacher we must be able to sort out and adapt the material to make it more acceptable to students.

#### 4. CONCLUSION

From year to year, the development of the use of authentic materials is growing. In the past, namely around 2012 to 2015, there were several types of authentic materials used for public announcements, radio news, movies, magazines, newspaper, and songs. In the 2016 to 2021, new types of authentic materials namely YouTube videos and podcasts appeared and often discussed in research articles. The emergence of new types of authentic materials in the world of English language education is caused by the trend of increasingly sophisticated times. There is already a lot of content that can be adapted as learning material for English through YouTube and podcasts. However, of the many types of authentic materials, the most frequently used in English classes are songs and movies. No matter how the time has passed, songs and movies are still often used by teachers in EFL classes.

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