University of Islam Malang
REPOSITORY

PORTRAYING THE USE OF AUTHENTIC MATERIALS IN EFL READING CLASSES: A STUDY ON STUDENTS' PERCEPTIONS

SKRIPSI

BY

HEVIN MAYAREGA

NPM 21901073060

UNIVERSITY OF ISLAM MALANG FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT OKTOBER, 2022

© Hak Cipta Milik UNISMA
repository.unisma.ac.id

University of Islam Malang
REPOSITORY

PORTRAYING THE USE OF AUTHENTIC MATERIALS IN EFL READING CLASSES: A STUDY ON STUDENTS' PERCEPTIONS

SKRIPSI
Presented to
Faculty of Teacher Training and Education
University of Islam Malang
in partial fulfillment of the requirements for degree of *Sarjana*
in English Education Department

BY
HEVIN MAYAREGA
NPM 21901073060

UNIVERSITY OF ISLAM MALANG FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
OKTOBER, 2022

© Hak Cipta Milik UNISMA
repository.unisma.ac.id

University of Islam Malang
REPOSITORY

ABSTRACT

Mayarega, Hevin. 2023. *Portraying the Use of Authentic Materials in EFL Reading Classes: A Study on Students' Perceptions*. *Skripsi*, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Henny Rahmawati, S.Pd., SS., M.Pd; Advisor II: Moch. Imron Azami, M.Ed.

Keywords: Authentic texts, reading motivation, reading anxiety, students' perceptions

Reading is a dynamic and interactive process in which the reader actively constructs meaning from a text. The dynamic process requires word recognition and the ability to understand language. In this era, there are so many sources that can use to read authentic text. Films, magazines, newspapers, news texts, short story texts, comics, opinion texts, etc., are authentic texts written by native speakers. Not only texts from textbooks but also texts that come from outside the classroom that are not specifically designed as learning media can certainly benefit students. Authentic text is important for students' self-development because students can increase their motivation, and apprehend ideas and information.

This study aimed to describe students' perceptions about the use of authentic materials in EFL reading classes, the students' reading motivation, and reading anxiety through the use of authentic materials. The method used in this study is a mixed method namely the sequential explanatory mixed method. This study is set in a university in Malang that focuses on undergraduate students in the Department of English Education. The participants of this study are 19 students in 3rd semester, who are taking reading courses and using authentic materials in their learning. There are two instruments used for this research, questionnaire and interview. Questionnaire data collection was distributed online using Google Forms. Data collection for interviews was also carried out online using WhatsApp calls and recorded. From the 19 students, three respondents were selected for an online

© Hak Cipta Milik UNISMA
repository.unisma.ac.id

interview. The analysis used was descriptive statistics to get the mean and standard deviation values. The questionnaire used a Likert scale, 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree. The data from the interview were analyzed by transcribing the data, reading through all the data, and representing the data through narratives.

The quantitative data results indicated that students' perceptions of the use of authentic texts in the reading class are positive. They felt the use of authentic texts can help them improve their English skills, especially in terms of reading. Students are also encouraged in terms of motivation to read using authentic texts. The reasons are, they can add vocabulary, improve reading comprehension, and know the language and sentence structure used by native speakers.

However, the results of the data showed that students tend to give positive perceptions, but it does not mean that there are no students who give negative perceptions. After conducting interviews, there are some difficulties they face when reading authentic text. They faced unfamiliar words, phrases, slangs, and the length that are not suitable for their level. So, they find it difficult to understand the contents of the text. Those reasons can reduce their motivation to read as well and increase their anxiety. The difficulties and anxieties felt by students when reading authentic texts may be caused by a lack of knowledge about how to read authentic texts. Reading authentic texts can be done with extensive reading.

This research has some weaknesses. Therefore, for future researchers, it is suggested to examine more students and conduct deeper interviews, so that the data obtained is more varied. For the authentic text used, it is recommended to use text that is appropriate to the student's level or allows students to choose the text they want to read. In addition, to help students get information from texts, it is good to provide extensive reading strategies. In conclusion, students can more easily read authentic texts and they are no longer focused on vocabulary only, but on the comprehension of the text.

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

University of Islam Malang
REPOSITORY

ABSTRAK

Mayarega, Hevin. 2023. *Portraying the Use of Authentic Materials in EFL Reading Classes: A Study on Students' Perceptions*. *Skripsi*, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Henny Rahmawati, S.Pd., SS., M.Pd; Advisor II: Moch. Imron Azami, M.Ed.

Kata kunci: Teks autentik, motivasi membaca siswa, kecemasan membaca siswa, persepsi siswa

Membaca adalah proses yang dinamis dan interaktif dimana pembaca secara aktif mengkonstruksi makna dari sebuah teks. Proses dinamis membutuhkan pengenalan kata dan kemampuan untuk memahami bahasa. Di era sekarang ini, banyak sekali sumber yang dapat digunakan untuk membaca teks otentik. Film, majalah, surat kabar, teks berita, teks cerita pendek, komik, teks opini, dll., adalah teks otentik yang ditulis oleh penutur asli. Tidak hanya teks dari buku pelajaran tetapi juga teks yang berasal dari luar kelas yang tidak dirancang khusus sebagai media pembelajaran tentu dapat bermanfaat bagi siswa. Teks otentik penting untuk pengembangan diri siswa karena siswa dapat meningkatkan motivasi mereka, dan menangkap ide dan informasi.

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa tentang penggunaan bahan autentik dalam kelas membaca EFL, motivasi membaca siswa, dan kecemasan membaca melalui penggunaan bahan autentik. Metode yang digunakan dalam penelitian ini adalah metode campuran yaitu metode campuran sequential explanatory. Studi ini dilakukan di sebuah universitas di Malang yang berfokus pada mahasiswa sarjana di Jurusan Pendidikan Bahasa Inggris. Partisipan penelitian ini adalah 19 mahasiswa semester 3 yang sedang mengikuti mata kuliah membaca dan menggunakan bahan autentik dalam pembelajarannya. Ada dua instrumen yang digunakan untuk penelitian ini, kuesioner dan wawancara. Pengumpulan data kuesioner disebar secara online menggunakan Google Forms. Pengumpulan data untuk wawancara juga dilakukan secara online menggunakan

© Hak Cipta Milik UNISMA
repository.unisma.ac.id

panggilan WhatsApp dan direkam. Dari 19 mahasiswa tersebut, dipilih tiga responden untuk wawancara online. Analisis yang digunakan adalah statistik deskriptif untuk mendapatkan nilai mean dan standar deviasi. Kuesioner menggunakan skala Likert, 5 untuk sangat setuju, 4 untuk setuju, 3 untuk netral, 2 untuk tidak setuju, dan 1 untuk sangat tidak setuju. Data hasil wawancara dianalisis dengan menyalin data, membaca seluruh data, dan merepresentasikan data melalui narasi.

Hasil data kuantitatif menunjukkan bahwa persepsi siswa terhadap penggunaan teks autentik dalam kelas membaca adalah positif. Mereka merasa penggunaan teks otentik dapat membantu mereka meningkatkan kemampuan bahasa Inggris mereka, terutama dalam hal membaca. Siswa juga didorong dalam hal motivasi untuk membaca menggunakan teks otentik. Alasannya, mereka dapat menambah kosa kata, meningkatkan pemahaman membaca, dan mengetahui bahasa dan struktur kalimat yang digunakan oleh penutur asli.

Namun hasil data menunjukkan bahwa siswa cenderung memberikan persepsi positif, namun bukan berarti tidak ada siswa yang memberikan persepsi negatif. Setelah melakukan wawancara, ada beberapa kesulitan yang mereka hadapi saat membaca teks otentik. Mereka menghadapi kata-kata asing, frase, slang, dan panjang yang tidak sesuai dengan level mereka. Sehingga, mereka kesulitan memahami isi teks tersebut. Alasan tersebut dapat menurunkan motivasi mereka untuk membaca serta meningkatkan kecemasan mereka. Kesulitan dan kecemasan yang dirasakan siswa ketika membaca teks autentik kemungkinan disebabkan oleh kurangnya pengetahuan tentang cara membaca teks autentik. Membaca teks otentik dapat dilakukan dengan membaca ekstensif.

Penelitian ini memiliki beberapa kelemahan. Oleh karena itu, bagi peneliti selanjutnya disarankan untuk lebih banyak meneliti mahasiswa dan melakukan wawancara yang lebih mendalam, agar data yang diperoleh lebih bervariasi. Untuk teks otentik yang digunakan, disarankan untuk menggunakan teks yang sesuai dengan tingkatan siswa atau memungkinkan siswa untuk memilih teks yang ingin dibaca. Selain itu, untuk membantu siswa mendapatkan informasi dari teks, ada baiknya memberikan strategi membaca yang ekstensif. Kesimpulannya, siswa

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

dapat lebih mudah membaca teks otentik dan mereka tidak lagi terfokus pada kosa kata saja, tetapi pada pemahaman teks.

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

University of Islam Malang
REPOSITORY

CHAPTER I

INTRODUCTION

This chapter details the background of the study, what will the researcher find out and what the benefits of this research are for students, teachers and the future researcher.

1.1 The Background of The Study

The existence of authentic material slowly makes its way into textbooks in the form of advertisements, brochures, menus, schedules, recipes, songs, and other items used in everyday life (Ciornei & Dina, 2015). These various texts should be taught to promote students' comprehension (Kärbla et al., 2021). Not only texts from textbooks but also texts that come from outside the classroom that are not specifically designed as learning media can certainly benefit students. The material that students will encounter outside the classroom needs to be used to develop students' listening and reading skills, especially the common language of native speakers (Abdulhussein, 2014).

There are many investigations regarding the use of authentic materials in EFL reading classes. Recently investigators have examined the use of authentic materials in reading comprehension. A study conducted qualitatively on two different groups consisting of 20 EFL students that examined students' motivation, target language culture, and vocabulary development from authentic materials

© Hak Cipta Milik UNISMA
repository.unisma.ac.id

using interviews (Kozhevnikova, 2014). This was followed by a study using a questionnaire and observation that investigated the relationship between the use of authentic texts and improving communicative abilities (Ciornei & Dina, 2015).

A quasi-experimental study has also been conducted in the Netherlands. The research conducted by Gu & Lau (2021) investigated about developing of reading comprehension and reading motivation of 6th graders. These quasi-experimental studies used tests to collect the data. There is also a study using tests and interviews to collect the data. This study examined the strategies students use to read Spanish (L1) and English (L2) expository texts in second-year students from the School of Design Engineering (Perry, 2013).

To gain the meaning of the text and make the authentic texts effectively work for students, the students should know the strategy they have to use. To read authentic text, extensive reading can be one of the strategies to use. Extensive reading can enhance students' English ability and knowledge (Guo, 2012). Moreover, it can increase reading motivation, which will benefit their eventual acquisition of the target language (Meng, 2009). Previous studies investigated EFL university students in the first year about the role of extensive reading through reading authentic online text. This research was conducted qualitatively. It proved that there are positive impacts on the development of learners' reading fluency (Bui & Macalister, 2021). This study aligns with an experimental study that uses newspaper articles and comic books that students were interested in for extensive reading. The result of this study showed better improvement in comprehension skills (Goctu, 2016) and indicated that extensive reading is an effective approach to

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

improving students' rate and general language proficiency (Iwahori, 2008).

Most of the previous studies focus on the result of reading comprehension tests after using authentic text. Only a few studies focus on discussing students' perceptions of the use of authentic materials. In addition, most of the studies used experimental research design which focuses on treating students to use authentic materials in the class and to know the result of the test after the treatment. This study will investigate students' perceptions of using authentic materials in EFL reading classes to fill in the gap. The current study uses a mixed-method survey research design to carry out the students' perceptions of using authentic materials. In addition, the researcher not only focuses on students' motivation but also the students' anxiety about using authentic materials.

1.2 Research Questions

Based on the background above, the researcher formulates two questions to be investigated regarding students' perceptions of the use of authentic materials:

1. What are the students' perspectives on the use of authentic materials in EFL reading classes?
2. In what ways do the authentic materials help students in terms of reading motivation and reading anxiety?

1.3 Research Objectives

Based on the research questions that have been mentioned by the

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

researcher, the following are the objectives of this study:

1. To describe students' perceptions about the use of authentic materials in EFL reading classes.
2. To describe the students' reading motivation and reading anxiety through the use of authentic materials.

1.4 Hypothesis

Previous research has obtained positive results regarding the use of authentic materials in the classroom. Based on the studies that have been conducted, the researcher has the hypotheses for this study, as follows:

1. The use of authentic material in EFL reading classes gets a positive perspective from students.
2. Students will be more motivated when reading authentic material and find the advantages on using authentic materials than feeling anxious when reading authentic material.

1.5 Assumption

The assumption used as a basis for thinking and acting in carrying out this research is that students have a positive perspective on the use of authentic materials in EFL reading classes and students can be helped in terms of reading motivation and reading anxiety.

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

1.6 Scope and Limitations

This study aims to find out students' perceptions about the use of authentic materials in reading class. In addition, the researcher also examined students' reading motivation and students' reading anxiety about authentic material. This research was conducted at a university in Malang. The sample studied was students from semester 3 because they had taken a reading course, and in that course, they used authentic learning materials.

The limitation of this study is the lack of the participants. Not all reading classes use authentic materials for learning and not many students use authentic materials outside of class.

1.7 Research Significance

Theoretically, this study can be able to contribute ideas for teachers and serve as a basis and reference for further research related to the use of authentic materials as a medium for learning English, especially in Reading classes as well as being material for further study.

The results of this study practically this study is expected to be a strategy for teachers that can be used to teach in terms of developing students' reading comprehension skills by providing authentic texts based on students' topic interests. So that students are motivated to read. For students, they can use authentic materials to study outside the class. Not only to practice their English skills but also to increase their knowledge. Because there is a lot of information can be obtained from authentic texts that may not be obtained from textbooks

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

because the content of authentic materials can provide information about real-life situations or events (Abdulhussein, 2014).

1.8 Definition of Key Terms

Definitions of key terms are provided to avoid misunderstanding and ambiguity. There are several terms used in this research that need to be defined, as follows.

1. *Authentic material* is original material created by native speakers, and the purpose is not to be used for learning, for example, English podcasts, English news, English novels, English short stories, etc. In this study, the authentic material used is authentic text, namely text made by native speakers, and the purpose is not to use it for learning such as English novels, English short stories, English news texts, English articles, etc.
2. *EFL reading class* is a class where students learn English, especially learning about reading in non-English speaking countries, for example, students in Indonesia who study English are considered EFL students because English is not used as the median of instruction. In this research, EFL reading class be investigated the third semester of Reading 3 in a private university in Malang.

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

University of Islam Malang REPOSITORY

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last in this research. This chapter consists of two parts, namely the conclusion, and suggestion.

5.1 Conclusion

This study aims to determine students' perceptions of the use of authentic texts in EFL reading classes and to determine students' motivations and students' anxiety about using authentic texts. This research was conducted at a university in the city of Malang. The subjects studied were third-semester students who used authentic texts as learning media in class.

The results of this study indicate that students' perceptions of using authentic texts in the reading class are positive. They feel the use of authentic texts can help them improve their English skills, especially in terms of reading. They also feel that authentic text is suitable for learning in reading class. Even so, the textbook is equally important to support them in learning in class. Although the frequency is not certain, students who have positive and neutral perceptions read authentic texts outside the classroom. They read the text they want to read. Rather than novels, they prefer short authentic texts to read outside class.

Although the data results showed that students tend to give positive perceptions, it does not mean that there are no students who give negative perceptions. After conducting interviews, there were several reasons students gave

© Hak Cipta Milik UNISMA

repository.unisma.ac.id

negative perceptions. The reason for this is that there are many difficult words that they don't know the meaning of and the sentence structure is unusual so they find it difficult to understand the contents of the text. These reasons make them not interested in reading authentic texts, both inside and outside the class. The students never read authentic texts outside of class, except for novels given by the lecturer in reading class.

Students are also helped in terms of motivation to read using authentic texts. The reasons are, they can add vocabulary, improve reading comprehension, and know the language and sentence structure used by native speakers. Besides that, students can also add to their knowledge and know the culture of native speakers' countries. Apart from these reasons, authentic texts found on social media and other online media can motivate students to read the text because these texts are interesting.

Although this study found that students' reading anxiety was quite low compared to students' reading motivation. However, this anxiety must be felt by students. The reason for this anxiety is the difficulties they found. So, they worry that they will not be able to finish reading the text and cannot understand the contents of the reading. Those reasons can reduce their motivation to read as well.

The difficulties and worries felt by students when reading authentic texts may be caused by a lack of knowledge about how to read authentic texts. Reading authentic texts can be done with extensive reading. This strategy allows students to read the text and not only focus on difficult words but on understanding the text as a whole.

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

5.2 Suggestion

After conducting this research, the researcher realized that there were some weaknesses. Therefore, for future researchers, it is suggested to examine more students and conduct deeper interviews so that the data obtained is more varied. For the authentic text used, it is recommended to use text that is appropriate to the student's level or allows students to choose the text they want to read. In addition, to help students get information from texts, it is good to provide strategies for reading texts, one of the strategies is extensive reading. In that way, students can more easily read authentic texts and they are no longer focused on vocabulary only, but on the comprehension of the text.

University of Islam Malang REPOSITORY
© Hak Cipta Milik UNISMA
repository.unisma.ac.id

University of Islam Malang
REPOSITORY

REFERENCES

Abdulhussein, F. R. (2014). Investigating EFL College Teachers' and Learners' Attitudes toward Using Authentic Reading Materials in Misan. *Procedia - Social and Behavioral Sciences*, 136, 330–343.

Aldahash, R., & Altalhab, S. (2020). The Effect of Graphic Novels on EFL Learners' Reading Comprehension. *International Journal of Applied Linguistics and English Literature*, 9(5), 19.

Azizi, Z., Namaziandost, E., & Rezai, A. (2022). Potential of podcasting and blogging in cultivating Iranian advanced EFL learners' reading comprehension. *Heliyon*, *8*(5).

Bui, T., & Macalister, J. (2021). Online extensive reading in an EFL context: Investigating reading fluency and perceptions. *Reading in a Foreign Language*, 33(1), 1-29.

Ciornei, S. I., & Dina, T. A. (2015). Authentic Texts in Teaching English. *Procedia - Social and Behavioral Sciences*, 180, 274–279.

Dao, T. N. (2014). Using Internet Resources for Extensive Reading in an EFL Context. *Hawaii Pacific University TESOL*. 12, 72-95.

Gilakjani, A. P., & Ahmadi, S. M. (2011). The Relationship between L2 Reading Comprehensionand Schema Theory: A Matter of Text Familiarity. *International Journal of Information and Education Technology*, 142–149.

Goctu, R. (2016). The Impact of Reading for Pleasure on Georgian University EFL Students' Reading Comprehension (IBSU Case). *Journal of Education in Black Sea Region*, *1*(2), 73-81.

Gu, Y., & Lau, K. (2021). Examining the effects of integrated instruction on Chinese sixth-graders' reading comprehension, motivation, and strategy use in reading fiction books. *Reading and Writing*, *34*(10), 2581–2602.

© Hak Cipta Milik UNISMA
repository.unisma.ac.id

Guo, S. (2012). Using Authentic Materials for Extensive Reading to Promote English Proficiency. *English Language Teaching*, *5*(8), 196-206.

Huang, H., Chern, C., & Lin, C. (2009). EFL learners' use of online reading strategies and comprehension of texts: An exploratory study. *Computers & Education*, *52*(1), 13–26.

Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20(1), 70-91.

Kärbla, T., Uibu, K., & Männamaa, M. (2021). Teaching strategies to improve students' vocabulary and text comprehension. *European Journal of Psychology of Education*, *36*(3), 553–572.

Kozhevnikova, E. (2014). Exposing Students to Authentic Materials as a Way to Increase Students' Language Proficiency and Cultural Awareness. *Procedia - Social and Behavioral Sciences*, 116, 4462–4466.

McNeil, L. (2006). The influence of extensive reading on reading comprehension and reading attitudes. The Korea TESOL Journal, 9(1), 89–107.

Mekheimer, M. (2011). The impact of using videos on whole language learning in EFL context. Arab World English Journal, 2(2), 5–39.

Meng, F. (2009). Developing Students' Reading Ability through Extensive Reading. *English Language Teaching*, *2*(2), p132.

Namaziandost, E., Razmi, M. H., Ahmad Tilwani, S., & Pourhosein Gilakjani, A. (2022). The Impact of Authentic Materials on Reading Comprehension, Motivation, and Anxiety Among Iranian Male EFL Learners. *Reading & Writing Quarterly*, 38(1), 1–18. h

Perry, D. (2013). Comprehension strategies while reading expository texts in Spanish (L1) and English (L2). *Psicología Educativa*, *19*(2), 75–81.

Rachmijati, C., & Anggraeni, A. (2019). The Study of The Use of Popular Novels to Reading Interest and English Proficiency. *JOALL (Journal of Applied*

University of Islam Malang REPOSITORY

© Hak Cipta Milik UNISMA

repository.unisma.ac.id

Linguistics & Literature), *4*(1), 54–59. https://doi.org/10.33369/joall.v4i1.6880

Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign Language Reading Anxiety. *The Modern Language Journal*, *83*(2), 202–218.

Siaj, R. N., & Farrah, M. A. A. (2018). *Using Novels in the Language Classroom at Hebron University*. *6*(2).

Sasalia, O. A., & Sari, F. M. (2020). Utilizing Novel in The Reading Class to Explore Students' Viewpoint of Its Effectiveness. *Journal of English Language Teaching and Learning*, *1*(2), 56–61. https://doi.org/10.33365/jeltl.v1i2.606

Tsai, C. (2012). Students' Perceptions of Using a Novel as Main Material in the EFL Reading Course. *English Language Teaching*, *5*(8), p103. https://doi.org/10.5539/elt.v5n8p103

Yang, A. (2002). Science Fiction in the EFL Class. *Language, Culture and Curriculum*, *15*(1), 50–60.

Zohoorian, Z. (2015). Motivation Level: A Study on the Effect of an Authentic Context. *Procedia - Social and Behavioral Sciences*, *192*, 15–25.

University of Islam Malang REPOSITORY

© Hak Cipta Milik UNISMA

repository.unisma.ac.id