

## **Chapter Two**

### **Literature Review**

In this section, the researcher reviews some theories regarding e-learning, teaching material, electronic material, and authentic material. Firstly, the researcher presents several points of e-learning such as definition and consideration of e-learning. Secondly, the researcher explains the definition of teaching material in general and kinds of teaching material. Thirdly, the researcher explains the definition of electronic material, the definition of authentic material in e-learning, kinds of authentic materials in e-learning and the consideration on use of authentic material in e-learning. Lastly, the researcher presents previous related study and conceptual framework.

#### **Electronic Learning (e-learning)**

In this part, the researcher put several points about electronic learning. There are two points presented in this part. The points are the definition of e-learning, and consideration on using e-learning. The described points were supported by experts.

**The definition of e-learning.** Many experts have proposed the definition of e-learning. An interesting view was argued by Alonso, López, Manrique, and Viñes (2005), “e-learning is defined as the use of new multimedia technologies and the Internet to improve the qualities of learning by facilitating access to resources and services, as remote exchange and collaboration” (p. 218). They also added e-learning can define as the use of network technologies to create, foster, deliver, and facilitate learning anytime and anywhere (Alonso, López, Manrique,

& Viñes, 2005, p. 218). Likewise, Holmes & Gardner (2006) explained the same idea as Alonso (2005) that e-learning is defined as the use of new multimedia technologies. According to Rahmawati (2016) e-learning could be defined as the use of internet and web and implemented through various tools to construct learning. She mentioned that the e-learning tools such as Yammer, Schoology, Moodle, YouTube, and Twitter. Another expert, Yucel (2006) defined e-learning as a new approach as a web-based educational system platform with internet, Intranet or computer access. Nichols (2003) defined e-learning as a method being accessible, or web-capable. He added that e-learning is not only covers content and instructional methods delivered via CD-ROM, the Internet or an Intranet but also includes audio and videotape.

There are two categories in e-learning. According to Ruiz, Mintzer, Leipzig (2006), the categories are distance learning and computer assisted instruction. Distance learning uses information technologies to deliver instruction to a learner who is in remote location. The second one is computer-assisted instruction. This is called as computer-based learning and computer based training. Computer-assisted instruction uses computers to aid in the delivery of stand-alone multimedia packages for learning and teaching. These two modes are subsumed under e-learning as the Internet becomes the integrating technology.

Different terminologies have been used for online learning. Based on the definition above, it can be brief that e-learning is defined as the new multimedia technologies and internet to improve the qualities of learning by facilitating the access to resources and services, as remote exchange and collaboration. E-

learning divides into two categories. There are distance learning and computer instruction learning. This study will cover both of distance learning and computer instruction learning.

**The consideration on using e-learning.** Consideration on using e-learning is needed for the teachers. The consideration will help the teachers to achieve better goals for students achievement. Alberta (2009) explained that there are several key considerations when using e-learning. The consideration comes from program, mindful e-learning, determining needs, setting and accessing outcomes, and sequencing task.

The first consideration comes from the program. In this consideration, the e-learning should have been integrated into curriculum to be used in learning process. There are three key considerations from the program. Alberta (2009) explained the considerations are “ identify the e-learning competencies the curriculum will support and articulate these as the outcome statements, ensure both teachers and learners have access to institutional support including IT and library services and up-to-date with the educational technologies, and then offer on-going sustainable e-learning professional development opportunities including training and mentorship in educational technologies” (p. 6)

The second consideration comes from mindful e-learning. In this consideration, Alberta (2009) explained that as a teacher, it is something important to consider learners’ when learning including their openness, comfort, and experience when using educational technologies, and teachers should not be

thinking that all the students have the same ability when using technology, one may usually use voice-chat, one may not know how to use it.

The third comes from determining needs. This consideration is very crucial to be noticed because it is related to learners' need. Alberta (2009) explained that identify learners' digital literacy skills by using survey, discussion group or interview. Furthermore, use the digital literacy such as sending e-mail, or setting account to provide opportunity for learners to demonstrate their digital literacy skills.

After that, the next consideration is setting and assessing outcomes. Alberta (2009) explained that explain the e-learning plan and outcome expected, provide easy-to-understand instructions, well defined expectations, and clear quality exemplars, do learner's self-reflection, and provide grading rubrics to see the learner's contributions in discussion and collaborative e-learning efforts. Then, include activity such as peer feedback.

The last consideration is sequencing tasks. this consideration in integrating e-learning into curriculum is about the use of task. There are three considerations from sequencing tasks according to Alberta (2009), "Build e-learning tasks that provide ideal conditions for second language acquisition by ensuring vocabulary and grammar are presented in a way that is relevant and noticeable to learner, learners engage in meaningful communicative practice, learners are supported as they notice and correct their errors. Ensure content is clearly organized and easy to navigate, instructions are clear, and language is easy to understand. Consider the strengths and limitations of the technology tools being used" (p. 8).

## **Teaching Material**

In this part, the researcher put several points about teaching material. There are two points presented in this part which are the definition of teaching material and the kinds of teaching material. The described points were supported by experts presented as follows.

**The definition of teaching material.** Teaching material is one of the important points in teaching and learning. Richards (2001) explained that teaching material is a key component in most language programs. Richards (2001) added that textbook, institutionally prepared material or their own materials can be called as a teaching material. These teaching material are able to explain both in written or unwritten form. Chomsin and Jasmadi (2008) explained that teaching materials are a set of facilities containing learning materials, limitation, curriculum material, and method (as cited in Pangasti, 2016, p. 7). Chanda, Phiri, and Nkosha (2000) explained that teaching materials are aids used by a trainer to help him/her in teaching his/her lesson effectively. They made a difference between teaching material and learning material. They explained that learning materials are the aids used by the learner to help them learn effectively (p. 2). They added that both of teaching material and learning material can be bought or made easily by the teacher and the learners. Muhaimin (2008) explained that teaching materials are kinds of materials that are used to facilitate teachers in implementing teaching learning activities (as cited in Pangasti, 2016, p. 7).

There are more explanation and definition of teaching material. According to explanation above, it can be brief that teaching material is the key component

used by the teachers such as all kind components of materials, information, tools, and text in implementing teaching learning activities. Teaching materials are used by the teachers to help learners to learn easier and efficient. These materials can be written or unwritten materials and are able to explain both in written form or unwritten form.

**The kinds of teaching materials.** Following the definition, here are the kinds of teaching materials. Teaching material is the key component in the teaching and learning activities. Teaching materials divided into two things such as created materials and authentic materials. Richard (2001) stated that teaching materials may take printed forms such as books, workbooks, worksheet, or readers then non-printed materials such as cassette, audio materials, videos, or computer-based materials and also materials that comprise both printed and non-printed sources such as self-access materials and materials on the internet. In addition, he added that that teaching materials divided into created materials and the other one are authentic materials.

The researcher also found other resources that said teaching materials are broadly classified into three categories. There are audio materials, visual materials, and audio videos materials. According to eGyanKyos (2017), “Teaching materials can broadly be classified into three categories such as audio, video and audiovisual” (p. 62). We can also put these three categories into created materials or authentic materials.

Created materials are materials that prepared for pedagogical purpose. Richard (2001) said that created material refers to the textbook and others,

specially developed instructional resources (p. 252). The examples of created materials are textbooks, evaluating textbooks, workbooks, workbooks, adapting textbooks, and preparing material for the program. eGyanKyos (2017) added the example of created material such as visual print (the text is the main instructional or teaching learning aids), supplementary books, and reference books.

Beside created material, there is authentic material. Authentic materials are materials that were not specifically prepared for pedagogical purpose. Richard (2001) said that authentic material refers to use in the teaching of text, photographs, video selections, and other teaching resources that were not specifically prepared for pedagogical purposes (p. 252). Authentic materials made by native English speakers and it bring learners into direct contact of reality level of English language. Heitler (2005) stated that authentic materials are any texts written or made by native English speakers for native English speakers. He added that authentic materials bring learners into direct contact with a real level of English. These materials are always *up-to-date* and relevant with their own reason for the reader. This makes the learners more understand and know more. Harmer (1991) said that authentic texts as “materials” which are designed for native speakers (as cited in Tamo, 2009, p 74). eGyanKyos (2017) showed the examples of authentic material such as; audio that include human voice, telephonic conversation, audio tapes, radio broadcast; visual that include encyclopedia, magazine, newspaper, document and clippings, case studies or reports, an image or picture, drawing charts, posters, maps, diagrams, graphs, cartoon, comic strips,

models, globe, relief map, specimen puppet, and hologram; audiovisual that include motion picture film, television, video, slide, and multimedia computer.

### **Authentic Material in E-learning**

In this part, the researcher puts several points about authentic material in e-learning. There are four points presented in this part. The points are the definition of electronic materials, the definition of authentic material in e-learning, kinds of authentic material and consideration on using authentic material. The described points were supported by experts.

**The definition of electronic materials.** Before the researcher explains the definition about authentic material in e-learning, the researcher gives the explanation about of electronic material. The material producers and curriculum developers have taken interest in adding the computer-based and electronic materials in the syllabi since the technology has reformed the manners in which materials are created. Chapelle (2010) said that the materials developers should be aware of CALL and try to take into the consideration when produce the materials (as cited in Seidi, Dastnaee, & Hedayati, 2014, p. 29). The definition of electronic material is slightly similar to teaching materials. The difference between electronic materials and teaching materials lies on term of electronic only. Landoni and Diaz (2003) stated that electronic material is a number of products and prototypes to assist teaching and learning and have been extensively published electronically. Other experts, Krnel and Bajd (2009) said that e-material is the programme that guides the students through the learning. This means that



every kind of material in the form of electronic and support teaching and learning called electronic teaching material.

**The definition of authentic material in e-learning.** Authentic material is part of electronic material. First of all, we should understand the meaning of authentic. Adam, Stan, and Moanga (2011) explained that authentic is real as any language, being used in other to convey a message in a given situational context. Then, the meaning of authentic material is a real material created in order to fulfill a purpose. Adam et al., (2011) explained that authentic material is material produced in order to fulfill a purpose within the particular language community in all written and oral materials containing real, unprocessed language, produced by real speaker for a real audience and in a real situation. After that, according to Cambridge English dictionary (2011) electronic means carried out, accessed by means of a computer or other devices, especially over a network. Stempleski (1987) said that authentic material in form of electronic designed for its activity value rather than language teaching and basically motivating to students, present the real language, provides and authentic look of the culture, and as a knowledge tools. This can be brief that authentic material means real materials created in order to fulfill language purpose in the form of electronic.

**The kinds of authentic material in e-learning.** Authentic materials divided into three categories. eGyanKyosh (2017) explained that electronic materials are categorized and classified in several ways and it broadly can be classified into three categories such as audio, visual, and audiovisual. In addition, there are additional kind of electronic materials can be use and also can enhance

students' ability in teaching e-learning named other materials. The four categories are described below.

**Audio.** This type of material mainly stimulates the learners' sense of hearing. According to Cambridge English dictionary (2011), audio related to hearing or sound. This type of material uses sound or sense of hearing for learning. Castro (2015) explained that audio materials can be useful for studying historical because students can hear recorded historical events such as political speech in an English Historian lesson. Castro (2015) added that audio materials would perfectly suit for English language learning exercises. The examples of audio materials are CDs or audio recorded on internet like flight attendant instruction, music, human voice, telephonic conversation, and radio broadcast, audio tapes.

**Visual.** The visual type of material involves sense of vision. According to Cambridge English dictionary (2011), visual related to seeing or sight. eGyanKyosh (2017) explained the examples of visual material in electronic are e-book, non-projected two dimensional such as image or picture explaining concept in .jpg or .png format charts, online poster, digital diagrams, digital graphs, photographs, cartoons, 3D visual, online advertisement, online newspaper, online documents and clippings, cartoon, comic strips, and hologram.

**Audiovisual.** The audiovisual type of materials involves sense of hearing and vision. According to Cambridge English dictionary (2011), audiovisual involves the use of recorded picture and sound, or the equipment that produce them. eGyanKyosh (2017) explained that audiovisual is the projected aid which

use both auditory and visual senses to enhance learning. The examples of audiovisual materials are motion picture film, video on the internet, video, slide and television (eGyanKyosh, 2017).

**The consideration when using authentic material in e-learning.** There are several points of consideration the teachers need to know when using electronic material and authentic material in e-learning. Prince Edward Island (2008) explained that the general considerations when using electronic materials are focused on the content of the material and how to assess the materials. The content should be appropriate for the subject area and for the age, emotional development, ability level, and learning styles. Besides, for the assessment should be supportive of continuous learning by the individual, it should provide both of formative and summative assessment as appropriate, and should be relevant to the student needs (Prince Edward Island, 2008).

Some experts classified the consideration when using authentic e-materials based on the categories of materials such as audio, visual, and audiovisual. The main consideration of the categories is how to select the good materials and how to deliver the materials to the students. eGyanKyosh (2017) said that in audio materials selection topic is very essential. The verbal inputs are needed with the topic that will explain. The audio material can be interesting and effective when it integrates to chosen sound, music and special effects. The visual materials should provide authentic content knowledge; the content should be logical, coherent, and sequential; the language in the materials should be simple and comprehensible for every education level; the presentation of the content need to be conversational or

verbal; the visual materials need to be a lot of activities and case; and the most important it must be relevant to the curriculum (eGyanKyosh, 2017). That way, eGyanKyosh explained that the audiovisual materials should be prepared for the learning process and related to the topic that will be discussed.

Another expert stated the consideration on the use of authentic material in e-learning. The consideration to use authentic materials in e-learning according to Rahmawati (2016), she said that the university should provide plenty of supports to the teachers and students to enhance the efficacy of e-learning by providing the facilities. She also mentioned that for the implementation of e-learning, the university administrators should pay attention to the interests and efforts to support the e-learning.

### **Review of Previous Related Study**

The researcher attempts to discuss some related studies had been done by the other researchers in the same topic. This part also supports this research about teacher perceptions' on the use of electronic authentic materials in e-learning. There are two different studies from two different researchers which are be explained briefly here.

The first study was conducted by Al Darwish S.H in 2014 entitled Teachers' Perceptions on Authentic Materials in Language Teaching in Kuwait. This study used qualitative method approach in which simultaneously collected data using a non- participant observation, artifacts, and face-to face interview. This study was conducted in Collage of Basic Education, English Department, Al Safat during fall semester 2013. The participants of this research were 64 English

language teachers from six public elementary schools where each school located in the six school districts in Kuwait. The result showed that the use of authentic materials created the teaching and learning activity more effective and interesting when the material was explained with the good speaking skills. It also showed that authentic materials are the tools that useful and good for language learning because the students independently drawing out their knowledge through exposure. Authentic materials can be in the form of listening and viewing materials. Although authentic materials come in different types, teachers' clarification about the materials and how the teachers bring the materials to the students are likely more important than the materials themselves.

The second study was conducted by Abdillah in 2017 entitled Pre-service Teachers' Perception on Using Authentic Material in Their Teaching Practicum at EED of UMY. This study used qualitative method. This study was conducted in Universitas Muhammadiyah Yogyakarta in Yogyakarta. The participants of this research were four EED students of batch 2014 in Universitas Muhammadiyah Yogyakarta. The result of this study explained that there are three findings such as types, benefits, and challenges of using authentic material by pre-service teachers of EED of UMY in their teaching practicum program. This study classified the types of authentic materials into audio, visual, audiovisual, and printed material. There are four benefits by using authentic materials such as increasing students' overall language proficiency, giving cultural information, motivating students in learning and providing real-world materials to students. The challenges of authentic materials are they need more preparation, high level of grammar, using

difficulties vocabularies, containing inappropriate content and easily outdated content.

Those two related studies discussed the use of authentic materials which is the same scope as this study. Even though those two related studies focusing on authentic materials, otherwise this study try to discuss and explore more of authentic material in e-learning which includes kinds and teachers' consideration before using authentic materials. The first related study discussed teachers' perception on the use of authentic materials in second language and focused on the teachers' effective ways in integrating the English language skill and determined whether the use of authentic materials was more effective than traditional method. The second related study discussed the use of authentic materials for per-servicers' teachers in their teaching practicum and focused on the types, benefits, and challenges. Moreover, those studies are the comparison and consideration for conducting this research. Those studies are the evidence that this research was never been done by other researchers.

## **Conceptual Framework**

The section discusses the related concepts which are summarized in this chapter. Electronic learning (e-learning) is one of modern way or method that teacher used in this era. Alonso, López, Manrique, and Viñes (2005) explained that e-learning usually called web-based learning, online learning, distributed learning, computer-assisted instruction, or Internet-based learning. There are various factors influence creative e-learning such as the factors from the materials. One factor that is material can influence the leaning because according to Richards (2001), teaching material is a key component in most language programs. The teaching material in e-learning is called electronic material. Landoni and Diaz (2003) stated that electronic materials is a number of products and prototypes to assist teaching and learning and have been extensively published electronically. Authentic material means real materials created in order to fulfill language purpose in the form of electronic. Stempleski (1987) said that authentic material in form of electronic designed for its activity value rather than language teaching and basically motivating to students, present the real language, provides and authentic look of the culture, and as a knowledge tools

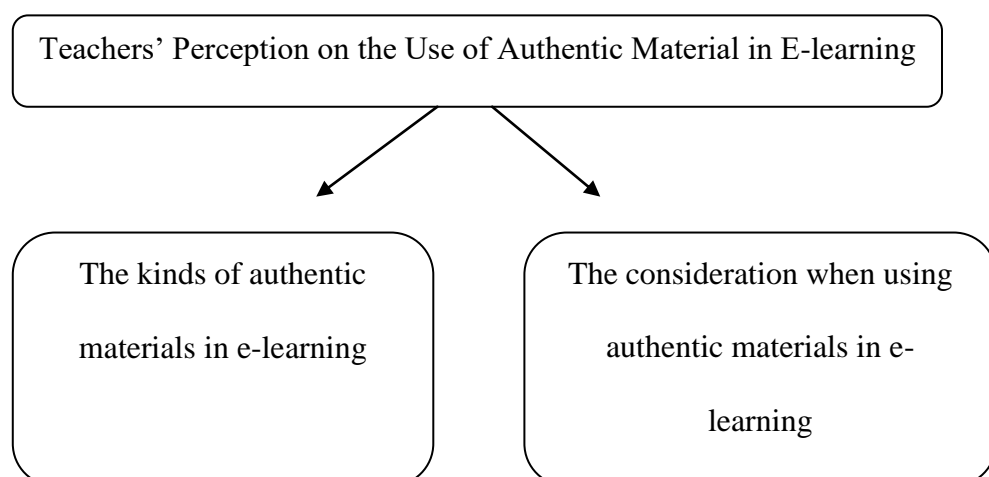
Authentic material in e-learning divided into three categories such as audio, visual, audio-visual and other kinds of electronic materials. eGyanKyosh (2017) categorized and classified authentic e-material in several ways and it can broadly be classified into three categories such as audio, visual, and audiovisual. The explanations are described as follows:

Audio materials mainly stimulate with the hearing sense of learners for examples CDs or audio recorded on the internet like flight attendant instruction, music, human voice, telephonic conversation, and radio broadcast. Visual materials involve sense of vision for examples e-book, non-projected two dimensional such as image or picture explaining concept in .jpg or .png format charts, online poster, electronic diagrams, graphs, photographs, cartoons, 3D visual, online advertisement. Audiovisual materials involve sense of hearing and vision for examples motion picture film, video on internet, and television. The others materials are some applications or link on the internet that can enhance students ability for examples FluentU, TED-ED, Schoology, Mindmeister, ClassDojo, Edublogs, Edmodo, Google Apps for Education, and Google Form.

The consideration when using authentic material in e-learning are focused on the content of the material and how to assess the materials. Prince Edward Island (2008) explained that the content should be appropriate for the subject area and for the age, emotional development, and ability level. Besides, the other considerations are how to select the good materials and how to deliver the materials to the students. eGyanKyosh (2017) explained that selection topic is very essential and the verbal inputs are needed with the topic that will explain. They also added that the content should be logical, coherent, and sequential; the language in the materials should be simple and comprehensible for every education level; the presentation of the content need to be conversational or verbal.



The objective based on the formulated research question is to find out the teachers' perception on the use of authentic material that have been used by the teacher's e-learning of English Language Education Department in one private university in Yogyakarta. The perception includes several aspects such as the kinds of authentic materials that the teachers use in e-learning and the consideration before using authentic material in e-learning. The paragraphs above are the explanations about the related theories. The findings of this study can support and add the related theories. Thus, the following chart is the preview concept of this study.



*Figure 1.* Conceptual Framework