

Chapter Four

Finding and Discussion

This chapter presents the result of finding and discusses of this research. The data collected through interview with four English teachers. The first section of this study discusses about kinds of authentic material. The second section of this study discusses about teachers consideration on the use of authentic materials in e-learning. The results are reported in detail. Besides, the information supported by quotations from the literature review then discussed according to the relevant theories.

The research obtained the perceptions on the use of authentic material in e-learning. From the interview, the participants' perceptions on the use of authentic material in e-learning vary into three points. The first participant, Lucy stated that the authentic material in e-learning was important. She said, "the use of authentic materials in e-learning is important because the authentic material bring the real context of the materials" (P1.21). The second participant, Isabella said that authentic in e-learning is useful as she said, "the use of authentic material is useful and can support the learning" (P2.23). This point also mentioned by Albert, the third participant as he said, "what they perceived will be what they produced, so if we use authentic material I believe it will be useful" (P3.23). Then, another perception is the authentic material challenging to use in e-learning. Angela, the fourth participant said that "the use of e-learning challenging because the purpose authentic material is not for learning...it is more challenging because the authentic is only on the content" (P4.31).

Kinds of Authentic Material Used in E-learning

Authentic material is being explained by Adam et al. (2011) that authentic material is material produced in order to fulfill a purpose within real particular language, produced by real speaker for real audience and real situation. The participants mentioned some kinds of authentic materials in e-learning and the researcher classify into three types. The types of authentic material are audio, visual and audiovisual and it presented below.

Audio aids. Based on the finding of this study showed the audio material was the materials used by the teacher in ELED. Audio aids uses sense of hearing. According to Cambridge English dictionary (2011), audio related to sound. Castro (2015) stated that audio would perfectly suit in language learning exercises. There were several authentic materials mentioned by the participant included in audio material category in e-learning. There were song and audio such as telephoning conversations.

Song. This authentic material stimulates the learner sense of hearing. There are two participants stated song as their authentic material in e-learning. The participants are Angela and Albert. Angela stated that she used current song for teaching materials. She said that, “If song, I use the current song” (P4.21). She used song in pre-teaching activities. The song she used depends on the topic she taught. One of the songs she used was *If I were a boy* by Beyonce. She said that, “so for the example when I teaching about if clause, I use *If I were a boy* by Beyonce”(P4.21). Another participant, Albert said that he used song as the authentic material. He used song in ice-breaking and teaching learning activities.

The song was chosen depends on the topic of his learning. He said that, “if we want to find [the material] for the ice breaking or I want to teach past simple, I can use song” (P3.10). One of the songs he showed to the researcher titled *Killing me softly* by Fugess. He said that, “ah here, I found it, the title is *killing me softly*” (P3.11)

This statement about using song as authentic material in line with Shen (2009) said that song as an part of our language experience and it can be a great value to foreign language teaching. Castro (2015) mentioned that the example of audio materials are music and human voice. Pappas (2016) stated that using music is a powerful tool in e-learning course to turn the course into enjoyable and engaging e-learning course. Pappas added that the benefit of using music in e-learning can improve the knowledge, engage the sense and create emotional connection. Thus, it can be said that the use of audio material like song can be applied in e-learning to help teacher create enjoyable e-learning course.

Audio. This authentic material stimulates with the sense of hearing. Both Albert and Angela mentioned audio as their teaching material. Albert used audio in e-learning. The audio he used mostly from the internet. He said that, “ so I know if we want to use audio, we can visit esl-lab.com or randals.com.” (P3.6). He mentioned some of websites for the audio. The websites were americanenglish.state.gov, bbc.co.uk/learningenglish, learningenglish.voanews.com, and podcast. He explained that, “so for the audio we can visit americanenglish.state.gov, or BBC, or VOA, or podcast, and esl-lab.com” (P3.7). The audio contents depend on the topic of learning. He said that,

“...for the example, the topic of our learning today is about tourism. I can take the material from there and here (show his laptop) about hotel booking” (P3.9)

Another participant, Angela used the audio as her authentic material. She said that, “in this course, I use audio, video, and song” (P4.2). The content of the audio was different depends on the topic of learning. She explained that “so for the example we teach about telephoning. Later, I will find the audio from podcast or TED talks about telephoning. Another example is about appointment with the doctor or announcement in the movies or airport”. Angela mentioned the source of the material was from internet. She said that, “It is more surfing in the internet. For the link [websites], I use TED talks and britishcouncil.org” (P4.10).

Furthermore, this finding is in line Brown (2016) who stated that the use of audio in e-learning can add human warmth and provide authoritative voice. The use of audio in e-learning is obviously useful for visually users as it make sense to deliver through screen reader software (Brown, 2016). Another expert, Castro (2015) said that the example of audio materials are CDs or audio recorder on the internet, telephonic conversation, and radio broadcast. Overall, it can be said that teacher can use audio to enhance listening skill and also input for the students in their e-learning.

Visual aids. Based on the finding of this study showed the visual material was the materials used by the teacher in ELED. This type of authentic material involves with the sense of human vision (eGyanKyosh, 2017). Teachers presented material in visually displayed to engage students and interest them. This will

stimulate their sense of sight. The authentic materials covered in visual category were novel, journal article, and picture. The explanation presented below.

Novel. This kind of visual aid is one of the books served story to the readers in different kinds of genres. Based on the data that researcher obtained, novel was used as one of the authentic material in e-learning by participant one, Lucy. She mention novel as tools for the assignment, then the researcher ask the teacher about the use of the novel and she answered that, “Yes, to measure their competency but it was applied from the uploaded file before” (P1.7). After the researcher confirmed the information about the use authentic materials, it turned out that Lucy ask the students to find the novel from the internet. Novel used in her class related to topic being discussed which was adjectives. By novel, the students were asked to describe the people characteristic and personality. She said that, “describe the character that you find from the novel” (P1.6)

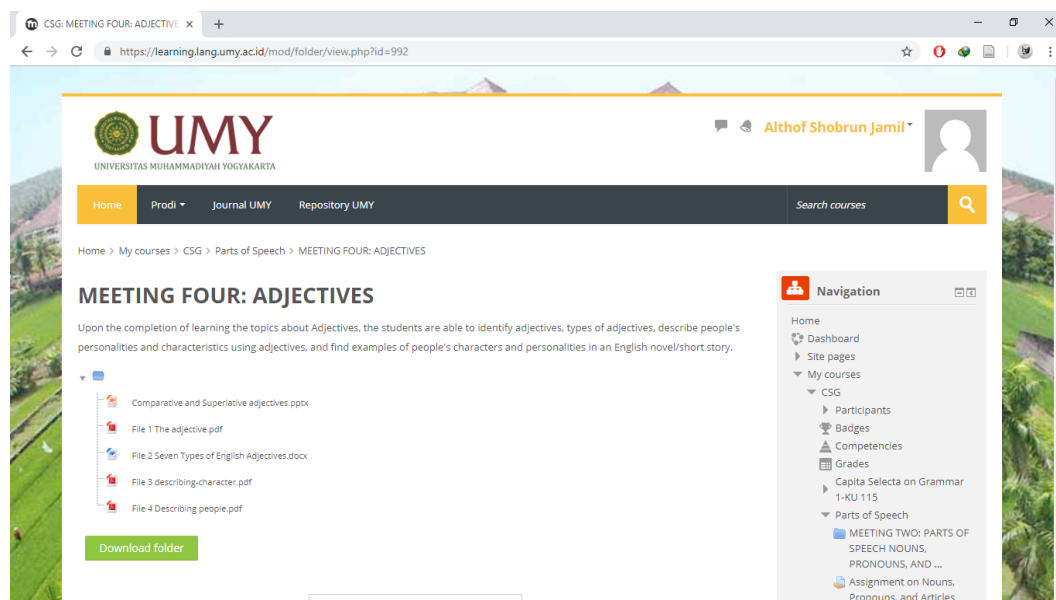
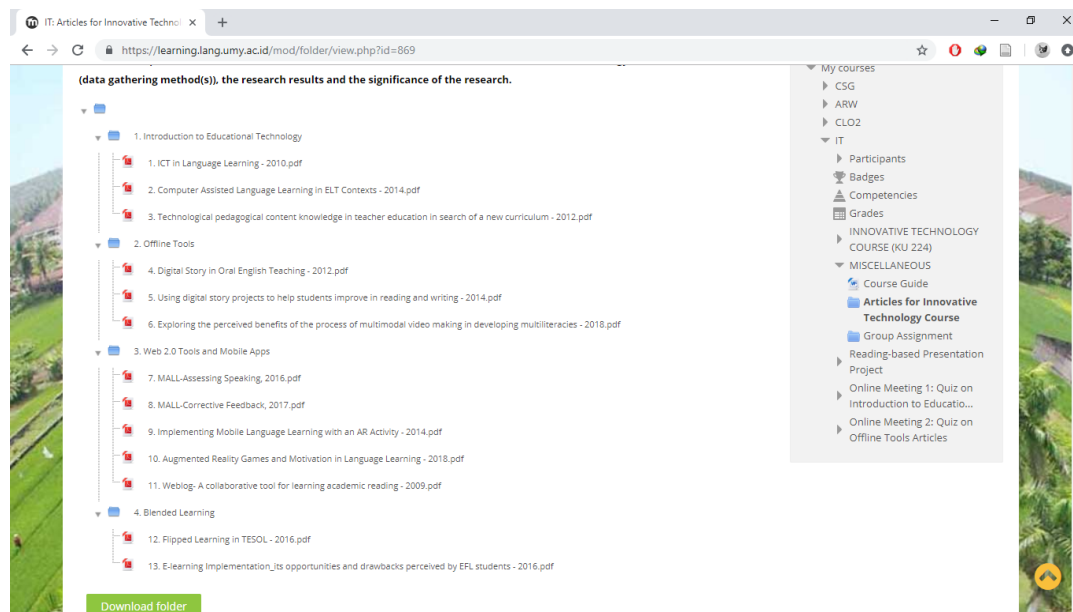


Figure 1. The use of novel in e-learning

The use novel as teaching material is in line with Oda and Khaz'al (2009), they explained that novel help the language learner to stimulate activities in learning language, it is also stated that novel have important role to develop language skills because of the range and variety of English presented in real and concrete writing. In e-learning, novel can be uploaded to the LMS by the ELED teacher and they can use it according to the needs. It can be said that novel can be use as the teaching material in e-learning. Novel have important role to build up the language skills.

Journal article. Journal articles are articles written by experts or the professional on their fields. Based on the finding of this research, this authentic material was used by two participants, Angela and Isabella. Isabella said that she worked with another teacher to use thirteen journal articles representing the topic of their course. She said that, “we take thirteen journal articles representing our topic of learning”. Another participant, Angela said that she used many articles, research articles and research manuscript. She stated that, “depend on courses, so if [I teach] this course (tell the course), I use many article, research article, or research manuscript” (P4.1). She added that the topic of the articles were about education and educational technology. She said that, “ in this course (tell the course), because the focus of the learning is for research in technology. I use manuscript. The topic of the manuscript is educational technology” (P4.3) then she said that, “for this course (tell the course) the article is about education” (P4.4) then she said that, “for this course (tell the course) the article is about education” (P4.4).



Picture 2. List of journal article in e-learning

The statement above is in line with Ruiz and García (2003) who said that journal article written by the researchers in order to inform specialist of the latest of their specific field of study are really interesting source of authentic material. Teacher will chose the part of the journal such as the section, diagram, paragraph and this material should be picked in terms of their relevance and interest (Ruiz & García, 2003). Teachers in ELED used journal article in teaching e-learning. It can be said that journal article can be used as the authentic material in teaching e-learning at ELED.

Picture. This authentic material stimulates with sense of vision. Based on the finding of this study, there are three participant mentioned they used picture as teaching material, Isabella, Albert, and Angela. Isabella stated that picture used when teaching Kahoot games. She answered the question about is there any attached file to support Kahoot games and she replied “Yes, it is picture” (P2.7)

Isabella explained she used two kinds of picture. It was original picture and text in form of picture. She said that, “If in e-learning we can use variation of the picture, if I use picture in text because the text character in Kahoot was limited, or it can be info graphic”. Another participant, Albert and Angela, stated they used picture as their teaching material. Albert stated that he attached the picture to Padlet then there were a discussion section with the picture as the topic. He said that, “we can insert picture to the Padlet” **(P3.5)** then he said that, “if this picture uses in online class, so I ask them to write and discuss in online forum” **(P3.19)**. Likewise Albert, Angela used picture for the topic of discussion. She added that she also used picture as the topic of bibliographic text or descriptive text. She said that, “I also use photo” **(P4.5)** then she added that, “...so they discuss about the picture and create the text. It can be bibliography text or descriptive text about the picture” **(P4.20)** The topic of the picture depends on the topic of learning. Both of Albert and Angela used famous people and famous places picture as teaching topic. Albert stated that, “and Angela said that, “the picture is about famous people, famous person, and famous places” **(P4.20)**

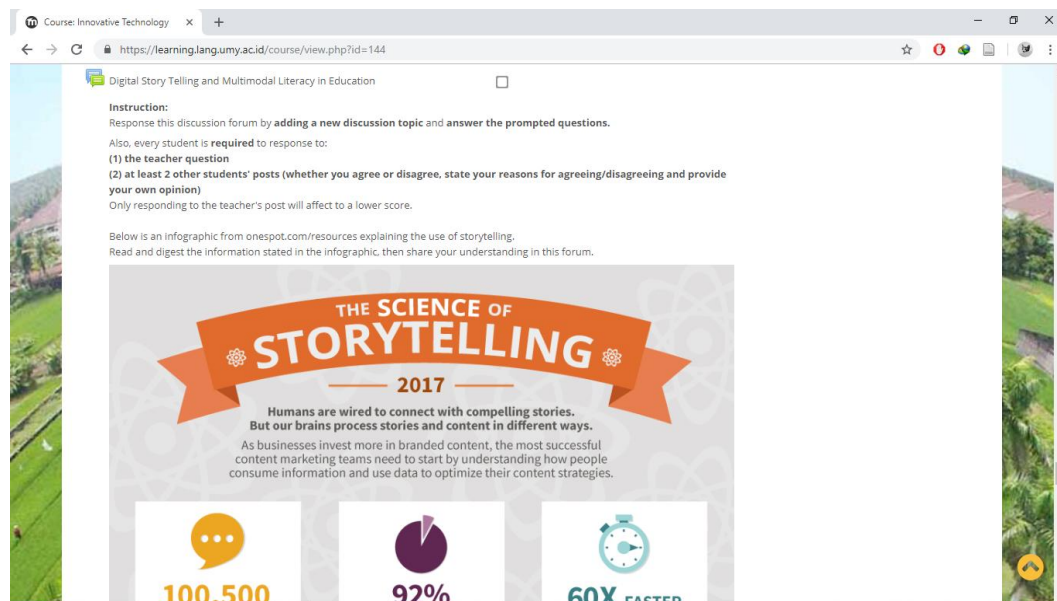


Figure 3 . The use of picture in teaching e-learning

This statement of used picture as authentic material in e-learning in line with Harris and Caviglioli (2003) said that visual tools are powerful aid which builds up the knowledge (as cited in Krčelić & Matijević, 2015, p. 110). Krčelić and Matijević (2015) said that there are several types of visual tools such as picture, poster, photos, icon, illustration, figure, presentation, symbol, and mind maps. Krčelić and Matijević added that the use of visual tools in classroom needs to be carefully planned and have a clear purpose by the teacher. Teachers in ELED used picture such as landscape in teaching e-learning. It can be said that picture as one of the authentic materials that used by the teacher in e-learning.

Audiovisual aids. Based on the finding of this study showed the audiovisual material was the materials used by the teacher in teaching e-learning.. According to Cambridge English dictionary (2011), audio visual involves the recorded picture and sound. eGyanKyosh (2017) stated that the audio visual enhance learning through audio and visual sense. The participants mentioned

several authentic materials included in audiovisual category. There was video and movie. The explanation presented below.

Video. This authentic material is commonly used in e-learning. Video is the type of material involves sense of vision and hearing. The finding of this study found that there are three participants mentioned that they use video in e-learning. Isabella, the second participant said that she used video talked about blogging and the applications she used in her courses. She said that, “watch video about blogging” (P2.6). Another participant, Angela also used video as her teaching materials in e-learning. She explained that she used video in speaking and listening class. She said that, “in this course (tell the course), I use audio, video, and song” (P4.2). In The content of video was depending on the topic of learning. She gave the example of the video was short movie, or cooking video and MC video. She said that, “if video, it can be cooking video” (P4.12) then she also said, “so the material is about the topic of learning, and once more is about MC ing” (P4.24). Then the third participant, Albert mentioned he used video as his teaching material. He said that, “I open the video” (P3.1) he added that, “it is about describing people” (P3.2). The content of the video was vary depend on the topic of the learning. He also had mention short movie and movie footage as the content of his video. Mostly he got the video from the internet. He stated that, “for the video, first I took from the YouTube, but not only YouTube, sometimes from britishcouncil.org and there are also lots of good and interesting videos” (P3.13).

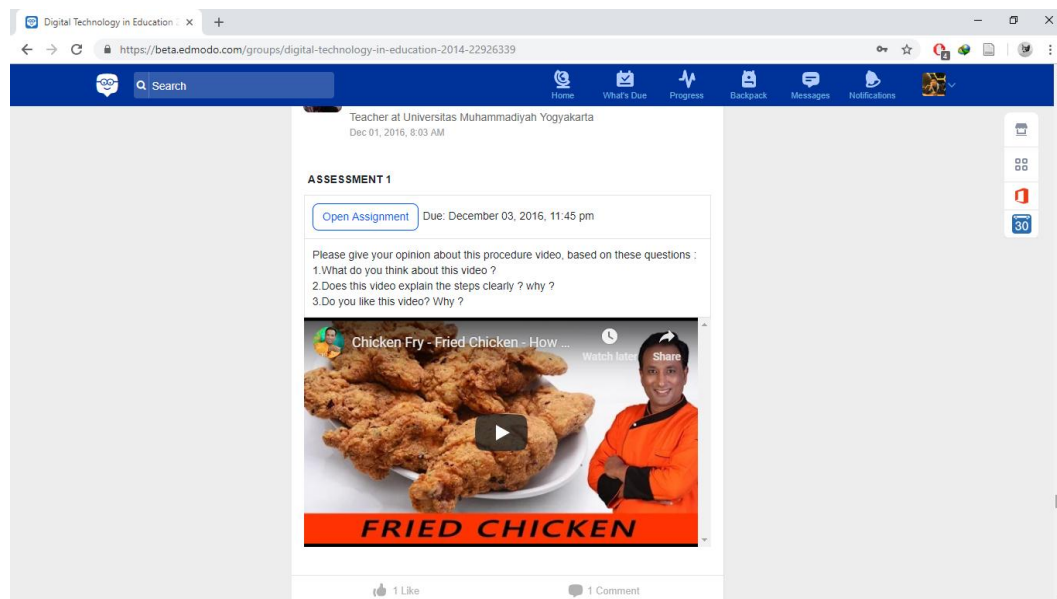


Figure 4. The use video in e-learning

This statement about the authentic material is in line with eGyanKyosh (2017) said that the kinds of authentic material in categorized in audiovisual. eGyanKyosh (2017) added that the materials in audiovisual covered video on the internet, video, and motion pictures. Pongsapan (2013) added that all the audiovisual material have a great impact as long as they used at the right time. It can be said that teacher can use video as the authentic material in teaching e-learning. The video have a great impact with the learning as long as it used at the right time.

Movie. A story recorded by the camera and it shown in theater or television named movie. Based on the finding of this study, there were two participant used movie as their authentic materials in e-learning. The third participant, Albert said that he used video mostly as the input for his students in speaking and listening class. He said that that, “the video as an exposure” (P3.16). The content of the video was movie footage or short movies about the topic of learning. He explained that, “so for the example we discuss about describing

people, the first thing that I do was find the movie footage contain describing people” (P3.16). The last participant, Angela also used movie as her teaching materials in e-learning. She said that, “I use film or short movies who won award” (P4.23). The content of movie was depending on the topic of learning. She gave the example of the video was short movie who won award. She said that, “for the video, I use film or short movies who won award. The maximal duration of the movies is around 10 minutes” (P4.23).

The statement above in line with Pongsapan (2013) who said that video such as movie and TV programs are made for native speaker, so based on the logic video provides authentic language input. Buhrman (2014) stated that the use of movie in e-learning can draw in the audience, hold the attention for the duration of the learning and make the learning memorable. Movie is made for native and contains much input for the people as an entertainment but also can be use for academic e-learning course. It can be said the use of movie can be used as the authentic material in teaching e-learning.

Teachers’ Consideration on Using Authentic Material in E-learning

There were some considerations on using authentic material in e-learning. The participants mentioned different opinion about their considerations to use authentic material in e-learning. The teachers’ considerations using authentic material in e-learning were varying. From the participants’ answer, the considerations were divided into material consideration, contents consideration, and time to prepare. It described in paragraph below.

Material consideration. This part mainly talked about the consideration how to find and the preparation before using the authentic material. Based on the finding, there were seven categories in preferences consideration. There was the material display, the material function, the material, effectiveness, and the affordable material. It presented in paragraph below.

The material display. Based on the finding of this research, participant one, Lucy considered the face validity of authentic material. She said that, “first consideration is from (think) basic face validity” (P1.16). She explained the appearance of the material can increase the students’ interest. She added that, “...for the example if we are looking the article for the first semester, the appearance must be fun, then the writing is not too small, and the writing format must be good” (P1.16).

According to Ahmed (2017), the aesthetic involvement stimulates the brain activities. The appearance of the material can interest the learners. As McGrath (2013) stated that material must be visually appealing (as cited in Ahmed, 2017). Chambers (2015) stated that the aesthetic of material in e-learning balance the interesting design and the content material. The display brought the learning from point to point of the material; the display must be not too distracting but lighten up the enthusiasm. So, based on the statement and theory, the face validity or the appearance of the material can interest learners. This point also included as one of the consideration the teachers can use when using authentic materials (Berardo, 2006).

The material function. Regarding to the finding of this research, one participant of this study stated that he considered the function of the material. The statement above stated that the appearance of the material was basic consideration. But, this one participant, Albert had different opinion about the consideration.. He specified that, “considered the function, it means that the important was the lesson delivered it should not have to be aesthetic” (P3.27). He preferred to use material based on the function, he considered the core of the lesson delivered clearly without thinking about the appearance or the aesthetic of the material

The material effectiveness. Based on the study that has been conducted, the material effectiveness becomes one of the considerations in teacher preference. It was mentioned by participant three, Albert. Albert considered the effectiveness and practicality of the material. The link he used was effective because it saved his time to get good material in limited time. Albert stated that, “if the considerations in my preference are it is effective and practicality” (P3.25). He explained most of teaching material he used from the internet and it saved his time rather than create the material by himself. The source of the material provided complete material to teach the topic being discussed. He said that, “why I use that link is because everything was complete” (P3.22).

The size of the material. When talking about authentic material used in e-learning, it closely related to digital material. Many of the teachers used digital material like audio and video from the internet, they should consider the size of the material to make it clearly displayed. Participant four, Angela stated that she

considered the size of the material. She mentioned “then the size of the file. If the size is small, I will upload it. But if the size is big, I only give the link to the students” (P4.17).

The affordable material. Based on the finding of this research, another consideration was the affordable material to be used in e-learning. Participant four, Angela mentioned that she considered the costless material to get. It means that she preferred the material that free to get rather than spending money for the material. She explained that, “it is free or not... why should I spend my money if it is free and usable from the website” (P4.29).

This statement is in line to Berardo (2006) that said that from economic point of view, by having unlimited internet access in looking for materials is cost nothing only the time. Berardo (2006) added that trying obtained authentic material aboard can be very expensive, the cost of the magazine can up 3-4 time rather than usually it is. It can be said that one of the consideration was from the cost of the materials. Teacher prefers to get free authentic material from internet rather that spends their money to buy the authentic material aboard.

Contents consideration. Consider the material from the content was one of the things that teacher must pay attention to. The content of the material is really impact the teaching learning process where the students can learn something and stimulate their understanding of the lesson. According to Ahmed (2017) , authenticity means that “content-based where the language learning are not those that serve a non-pedagogical purpose with another community of users but rather those that particular group engage with and create discourse around for

meaningful purposes” (p186). So when teacher use authentic material in learning, it was related to the content so it was make sense that the teachers as the participant in this study considerate the content of the material. There were five categories from the content consideration. There was the convenient material, the level of the material, the clarity of the material, the culture of the material, and the length of the material. The explanations presented below.

The suitability of the material. This finding of the study found that the used of the materials should be considered from the content of the material. The appropriateness with the syllabus and the students’ level were important to consider. The authentic materials should in line to the syllabus and the students’ level. Both aspects described below.

The syllabus. Based on the finding of this study, participant one, Lucy stated that she considered the relevant authentic material to use in e-learning. According to participant one, Lucy, chose authentic material where it is relevant to the syllabus. She stated that, “Is the material that I gave are relevant with the RPS or syllabus” (P1.18). The same idea mentioned by participant two, Isabella, where the content of the material must be representing the topic being delivered with the learning topic. She said that, “Sometimes, I will see the content of the materials, are the content representing the topic that I want or not?” (P2.16)

According to Tomlinson (1998), a good authentic material is the material that the learners should perceive learning materials relevant and useful. Considerate the relevant of the material was very important because the relevant the material to the topic help the teachers achieve the objective of the lesson (as

cited in Ahmed, 2017). It can be said that the use of authentic material must be relevant with the syllabus and also representing the topic being delivered.

The students' level. Based on the finding of this study, using authentic material in e-learning should be in accordance to the level of the students.

Participant one said that she considered the level of the material at the same level of the students.. She said that, “the level of the material must be adjusted with the students' mastery” (P1.4). If the material is in accordance to the students, they will easily understand the lesson from the authentic material. The same idea also mentioned by the third participant who said that he considered the level of the students when using one material. He said that, “if the consideration in term of the students is their levels” (P3.24). Another participant, Angela, explained that teachers also need to consider the difficulty of the material before using in e-learning. Angela said that, “The first consideration is the students understand or not with the content of the material” (P4.25). The level of difficulty of the material was her consideration when using authentic material in e-learning. Similar to Angela, Isabella also considered about the level of the difficulties of the article. Article used as one of the authentic materials in Isabella's class. She said that, “for the article we added the level of difficulties because we never choose the article that for us it is difficult to understand, especially if it is given to the students” (P2.19).

The statement about the consideration of level of the material is in line with blog by the TEFL academy (2017) that stated when you found materials, consider the level because here are some authentic materials that naturally higher

level of English. According to Tomlinson (1998), the learner should feel at ease with the materials, the learner should feel that the material build their confidence, and they should think that the material is useful. It can be said that the students' consideration was on the level of the materials. It can be said that the level of difficulties of the materials was one of the consideration by the teacher in teaching e-learning.

The clarity of the material. Based on the finding of the study, the clarity of the material is one of the considerations by the teacher. Participant two, Isabella explained that the content must be represented the topic of the lesson to be delivered. She said that, “next is clarity” (P2.18). She gave the example was from an authentic material presented person talking about something, she had to make sure the person was talking clearly so that the students understand what the person was talking about. She also added if there was a superb authentic material but the person was hard to understand and there was bad clarity, she would not use it. She said that, “nest is clarity, it means that what is he or she said is clear or not and I should consider the students understand with the author or the creator said” (P2.18)

This statement above in line with eGyanKyosh (2017) said that the authentic materials selection topic is very essential. eGyanKyosh (2017) added that the language of the visual material should be simple and comprehensible for every education level and language used should clear enough. It can be said that the clarity of the content was one of the considerations by the teachers.

The culture of the material. Authentic materials were form from various language, accent, habit, behavior, religion and all the things included in culture. Based on the finding of this study, the teachers of English language need to consider the culture of the content when using authentic material. Authentic material bring the real context of the natives culture and possibly different to the other countries. The third participant considered the culture of the content when using authentic material in e-learning. He said that, “Sometimes the consideration comes from the culture” (P3.23). He explained that when hearing audio or seeing video or worksheet, it appeared to be public places such as cathedral, church, temple but mosque was not exist. If so, we have to explain that this is common because this is one of their cultures. He said that, “For the example, if we heard an audio or watch a video, it showed the place for public places. The public places are cathedral, church, temple, and it doesn’t mention mosque as the public places. As the teacher, we should explain to the student if it is natural” (P3.23).

According to Mishan (2005), using authentic material to facilitate language learning needs to adapt culture because it enable the students comprehension of the language they learn and their image of the society where it was spoken. The culture was one of the consideration s by the teacher. The authentic material may contain the different culture with the English for second language and English for foreign language students.

The duration of material. Regarding to the finding of the study, one of the participants mentioned duration of material as the consideration. Participant four, Angela, considered duration of the video material when teaching e-learning. She

said that, “the second consideration is time because this is online course. It means that we cannot choose the long one [duration]. For example if we use movie, the duration is around 10 minutes” (P4.26).

The length of the material. When using authentic material considering the length, the participants specified to article. The participant two said that she considered the length of the article, she would use article under 10 pages or 11 and 12 pages maximal. She said that, “Oh and also length of the article. So we try to find the article under 10 pages “(P2.20). Similar to the participant two, participant four, Angela said that she considered the length of the material. She said that, “It is more to length” (P4.30). She preferred to use the fewest pages. She said that, “Then if I looking for the article in the internet, there will be the article in 15 pages, 12 pages, or 20 pages. I will prefer to use 12 pages.” (P4.30)

Time to prepare the material. Based on the finding of this research, time was one of considerations showed up in the interview. There were two participant mention time as their consideration when choosing authentic material. There were participant one and participant four. Participant one, Lucy, considered the time to find the material. She stated that the material she needs are available on the internet, it was just only the availability of the teacher to find the material. She said that, “The materials that we need are already available on the internet, just we have time or not to find the materials” (P1.19). Another participant, Angela, mentioned time as her consideration. Angela considered the flexibility in time to find, prepare and do the material. She said that, “so it [the materials] is flexible or not from the time for me. It means finding, preparing, and doing the material in e-

learning need time” (**P4.29**). So time flexibility means that the material can be use anytime without needing many time of preparation, teachers can just get the material from the online source.