

Teachers' Perception on the Use of Authentic Material in E-Learning

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Abstract

The aim of this research is to identify the teachers' perception on the use of authentic materials in e-learning. In addition, this research focuses on two main objectives; to identify what kinds of authentic materials that the teachers used in e-learning courses and to investigate the teachers' consideration on using authentic material in e-learning courses. This research was conducted at English Language Education Department in one private university in Yogyakarta. The descriptive qualitative design was used as a research method of this study. The data gathered through interview. The result showed teachers used several kinds of authentic materials that divide into some categories. The categories were audio-visual, audio, and visual. The result also showed the teachers' consideration when using authentic materials in e-learning. It showed there were three major finding from teachers' consideration. The first consideration was from material consideration, the second consideration was from content consideration, and last was from time to prepare the material. However, the researcher found that teachers showed various perceptions on the use authentic materials in e-learning.

Keywords: technology, e-learning, authentic material, teachers' consideration, kinds of authentic materials in e-learning.

Background

People are able to use the technology to deliver the information or knowledge in language education. It is known as electronic learning (e-learning) technology. Yucel (2006) explained e-learning technology as a web-based educational system on platform with computer access and internet. In addition, other researcher defined the technology to deliver the information or knowledge is computer-assisted language learning (CALL).

E-learning technology is one of the approaches that commonly use in educational context. In English Language Education Department (ELED) in one private university in Yogyakarta, there are some courses which use technology and e-learning as their media in learning. There are online course, offline course, ICT in language teaching and learning, innovative technology, and digital technology in education. Teachers in these courses must develop their teaching materials. The teaching materials are in the form of electronic materials. Moreover, some of them are authentic materials which are embedded in online course. The selection of electronic material is important for their lesson and should be based on students' needs.

The researcher only experienced the same kinds of authentic material in e-learning and or in contextual learning. So, the researcher wants to know the other kinds of authentic materials applied by ELED teachers in e-learning. Another reason is this research is rarely done by the other experts in English Language Education Department. It proves that only less than 5 studies discussed about authentic material and there is no studies discussed in e-learning context. Besides,

the considerations before delivering the materials and strategies when delivering the materials are important because it will effect to the student achievements and promote learning. According to Govindasamy (2001) said that the consideration before using and when implementing material in e-learning will undermine the implementation process.

This research focuses on investigating the teachers' perception on the use of authentic material in e-learning of ELED in one private university in Yogyakarta. The scope of e-learning covers distance learning and computer instruction learning. The perception focuses on the kinds of authentic materials that the teachers used and the teacher consideration when using authentic material. To meet the goals of this study, the researcher has two research questions which are formulated as follows:

1. What kinds of authentic materials that have been used by the teachers in e-learning course at English Language Education Department in one private university in Yogyakarta?
2. What are the teachers 'considerations on using authentic material in e-learning course at English Language Education Department in one private university in Yogyakarta?

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 defined as the use of internet and web and implemented through various tools to construct learning. She mentioned that the e-learning tools such are 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 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.

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.

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).

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.

Methodology

The researcher applied the qualitative method in gathering the data.. Creswell (2012) stated that qualitative research is best-suited address a research problem in which you do not know the variables and need to explore. In addition, the researcher used descriptive qualitative design to analyze the data. According to Merriam (1998) stated that a descriptive in education is one that presents a detailed account of the study. In this research, the researcher conducted the research in academic year 2018/2019 during the first semester.

The researcher had chosen four participants of English teachers in ELED of one private university in Yogyakarta. The data were collected via interview. Cohen et al., (2011) stated interviews are enabling the participant to discuss their interpretations of the topic and express how the participant regard situation from their own view. The tools used to help the researcher collecting the data were an interview guideline, a notebook, pen and a voice recorder.

In order to get the data, the researcher had done several steps in the data collection. The first step to collect the data was preparing the interview guideline. The second step was the researcher had done small scale research in ELED to find out the teachers who implement authentic material in e-learning. The researcher got in total four teachers who are available. The researcher contacted the participants through WhatsApp, SMS, or e-mail, Telephone and asked for the participants' availability. It was also used to discuss the place and time to do the

interviews. The interview held on one private university in Yogyakarta or around it depending on the participants' availability.

Finding

Based on the interview, there are authentic materials divided into three categories the teachers' used in e-learning. The categories are audio, visual, and audiovisual. In the categories, there are several authentic materials included in each category. In audio material, the authentic materials are song and audio such as telephoning conversation. In visual material, the authentic materials are picture, novel, e-book, and journal article. Video is one authentic material included in audiovisual material category in e-learning.

The second result of this study is the teachers' consideration when using authentic material in e-learning. There are three major findings in this section. The first consideration is material consideration includes the material display, the material function, the material effectiveness, the size of material, and the affordable material. The second consideration comes from content consideration includes the suitability of the material, the clarity of the material, the culture material, the duration of the material, and the length material. The third consideration comes from time to prepare the material.

Conclusion

In conclusion, in using authentic material in e-learning should consider several important aspects. There are myriad of authentic material the teacher can use in e-learning such as novel, e-book, song, and picture. The use of authentic material is effective and interesting. For some purposes authentic materials is

useful and good for language learning. However, the teacher who use and apply the authentic materials must be careful and selective when choosing the authentic material. Not all the authentic material suit with the learning purpose and learning objective. As the time goes by, the technology will develop and it brings chance for the teacher to improve their skill in teaching and learning. The teacher can combine the authentic material with the current application or technology.

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