# THE ANALYSIS OF AUTHENTIC MATERIALS USAGE IN TEACHING ENGLISH AS A SECOND LANGUAGE

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## ABSTRACT

*English is an important language to master today, so English needs to be taught to children from an early age. However, in teaching English as a second language, various materials are needed that facilitate understanding, one of which is authentic material. This study aims to determine the effectiveness of using authentic material in teaching English as a second language. This research uses a descriptive method with a qualitative approach supported by documentation methods for data collection. The results showed that the use of authentic material in teaching English as a second language is very effective, considering that English needs to be taught to students from an early age. Thus, the need for various teaching methods that need to be done so that English can be understood, one of which is authentic material, because this authentic material is related to real events that occur to students, authentic material is easier for students to understand and accept.*

| KEYWORDS | *authentic; English; second language* |

## INTRODUCTION

A foreign language, such as English, is one of the languages that is widely used in countries in the world with many native speakers, many of whom use Chinese rather than native English speakers (Purwani, & Syahrudin, 2021). However, China rarely uses it in its community, so the language that is mostly used is English. English is not only important for communication. However, English is used to spread news and world information. English is also used in

various business and government purposes. English is used as the language of maritime communication and international air traffic control (Kusuma, 2018).

English skills are acquired by learning. Learning English needs to be done early on because English must be learned as a whole and easily, which means that students can not only read, but also need to understand what is heard, spoken, and write skills in English. So, it is better if learning English needs to be obtained from an early age. At an early age, students' brains are still fresh, which makes language absorption easier (Ranuntu & Tulung, 2018).

Obstacles are present when learning takes place until errors or mistakes arise. Errors that arise cannot be separated and become part of the journey in the learning process as well as the process of acquiring a second language. With many obstacles, so it needs various methods in teaching carried out by a teacher (Kasenda et al., 2019).

Currently, many language teachers explain the importance of using authentic materials that can be used in English as a second language class. There are many expert opinions that arise regarding the teaching of English as a second language that needs to be shown in learning that authentic material should be so that students enter into the real use of English. The majority of English teachers agree that the use of authentic materials has many benefits in the process of teaching English as a second language. There are important things about the use of authentic material in teaching English as a second language, namely about when the material is used and how it is used (Kirana, 2014).

Based on the above background, further research is needed regarding the effectiveness of using authentic materials in teaching English as a second language. Therefore, researchers conducted a study entitled "The Effectiveness of Using Authentic Materials in Teaching English as a Second Language".

## RESEARCH METHOD

Descriptive is a method used in research that is supported by a qualitative approach. This qualitative approach prioritizes the benefits and understanding of things around us that have a relationship with our daily lives. The qualitative approach also utilizes itself to be used as an instrument so that it flexibly gets real events that occur (Mulyadi, 2012). This approach was chosen because the research procedure can produce a variety of data that can be described verbally. So that research with descriptive methods has the aim of explaining the various meanings of natural or engineered phenomena, by prioritizing characteristics, quality, and interrelationships between activities (Utami et al., 2021). In data collection, documentation techniques were used by collecting journals with the keyword's authentic material, and English as a second language.

## RESULTS AND DISCUSSION

Authentic is a synonym of the words real, original, real, valid, and reliable. According to Permendikbud No. 66 of 2013 concerning assessment standards, states that:

"Authentic assessment is an assessment that is carried out in a comprehensive manner to assess, starting from the process to the learning output. Authentic assessment includes the realm of attitudes, skills and knowledge.

Grant Wiggins (1990) who introduced the term authentic assessment. Authentic assessment shows skills in real terms by showing the products made. Students also do not only answer questions that are presented like ordinary tests, but students are expected to be able to demonstrate knowledge, skills, to strategies by creating various answers (Riadi, 2022).

Authentic learning is learning that uses problems that occur directly as well as various projects that allow students to explore and discuss issues directly relevant to the material being taught.

According to Syarifah (2016) authentic is an approach used in learning that is based on research on learning and cognition. Authentic learning can also be done by asking questions and relating them to real situations. The point of authentic learning is learning that is done in ways, places, and problems that actually occur both in the classroom and outside the classroom.

The characteristics of authentic learning are as follows.
1) Learning is centered on authentic tasks that delight students.
2) Students participate in exploration and investigation activities.
3) Need to learn interdisciplinary.
4) Learning relates to the world outside the classroom.
5) Students take part in various projects.
6) Students create shareable work.
7) There is encouragement to learn from teachers and parents.
8) Students use engineering scaffolding.
9) Students have opportunities for social discourse.

Characteristics of authentic learning:
1) Students perform complex tasks that involve higher-order thinking skills, such as analyzing, synthesizing, designing, processing and evaluating information;
2) Students produce products that can be shared with an audience outside the classroom;
3) Learning is active and driven by the students themselves, while teachers, parents and resource persons are helpful or directing;
4) The teacher aids as necessary;
5) Students have the opportunity to participate in discourse within the community;
6) Students work with multiple sources;

7) Students often work together and have broad opportunities to discuss in order to solve problems.

Using authentic materials in language teaching has been popular recently. Many teachers find that their students feel bored when they use non-authentic/ commercial materials such as textbooks. They can't get beyond text boundaries.

The benefits of using authentic materials can range from highlighting understanding, presenting real language, providing opportunities to introduce cultural issues, increasing motivation, and creating language awareness (Firmansyah, 2015).

## English as a Second Language

English is a Germanic language with England as the country where it was first spoken. English began to be born in the early mid-century and until now has become the most commonly used language in various countries. First spoken in countries such as the United Kingdom, United States, Australia and several Caribbean countries. Until now, English has become the official language in more than 60 countries. After Mandarin and Spanish, English is followed by English as the most widely spoken English in the world. English is also used as the official language of various world organizations such as the United Nations and other organizations.

The English language began to develop when the English Anglo-Sacon Empire existed. Later, there was an expansion of British influence through the British Empire which resulted in the spread of English throughout the world. In addition, the spread of English also occurred due to the influence of American culture and technology. In the end, English became the main language and unofficially (de facto) was considered a lingua franca in various parts of the world (Nasution, 2018).

In the current era of globalization, English is increasingly important to learn. Although it is possible that English has been used for various purposes. In the end have the same goal that is to be able to communicate with each other (Wahyuningsih, 2006).

Basic education is the foundation and first step in teaching, including teaching English. Teaching needs the teacher's ability to innovate in the classroom. Various teacher innovations can produce fun teaching for students, so that students will receive the material in full so that various models must be tested on students to find a match for their conditions (Hartin, 2017).

Teaching English in elementary schools will gain knowledge of English in accordance with the character and developmental level of students, elementary school students who will continue at the secondary level will not be easily pressured psychologically and in their cognitive development. This means that English really needs to be taught to elementary school students, as long as the material taught is only a basic introduction to English, because students need English according to their character who tends to like playing, so it would be better if English is taught while interspersed with games or songs (Maili, 2018).

## Use of Authentic Materials in Teaching English as a Second Language

Learning English that is oriented towards communication competence should also be directed at tasks related to the real world. Thus, students will feel the benefits of learning to speak English. So their paradigm will change from only grammar knowledge to more applicable knowledge (Oktaviani et al., 2021).

In general, encouragement from the teacher was found to be able to increase student participation in class despite their limitations (Goram & Subekti, 2022). As one of the important requirements that affect the teaching and learning process, the selection of teaching and learning materials is an integral part of the planning and delivery of curriculum and delivery in schools (Putra et al., 2021).

Therefore, authentic material is one of the materials that can be used in the teaching and learning process because the material is contextually made or related to real life. In addition, the integration of local content-based materials can also provide many benefits for students in learning English (Handayani, 2021).

The use of authentic material in teaching English as a second language is very effective considering that English requires various methods of teaching so students don't get bored. Thus, the English material can be conveyed and well received by students. This is also supported by research Indriastuti, (2016) which explains that the application of authentic materials can improve English learning with the following evidence: (1) students enjoy the learning process; (2) students like the material and methods used; (3) students experienced an increase in their test scores. While the achievement of these results is obtained by fulfilling the following criteria: (2) interaction between lecturers and students is carried out more intensely and more closely; (2) the types of teaching materials are varied and interesting; (3) application of learning strategies that vary according to needs.

Based on research results and statistical data analysis Romandhaningsih, (2014) also regarding the role of authentic learning (authentic learning) on students' understanding of flood disaster mitigation in the IPS-Geography subject it can be concluded as follows; (1) there is an increase in student understanding from before there was authentic learning, and (2) there are differences in students' understanding of the material presented in class.

## CONCLUSION

Based on the research results using the documentation data collection method, it can be concluded that the use of authentic materials in teaching English as a second language is very effective, considering that English needs to be taught to students from an early age. Thus, the need for various teaching methods that need to be carried out so that English can be understood, one of which is with authentic material, because authentic material is related to real events that occur to students, authentic material is easier for students to understand and accept.

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