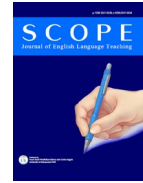




SCOPE

Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Education

Exploring Students' Perceptions of Authentic Materials vs. Textbooks in English Learning

Sidik Prabowo¹, Ventje Jany Kalukar², Desy Rusmawaty³

^{1,2,3}Universitas Mulawarman, Samarinda Ulu, Indonesia

KEYWORDS

Authentic;
 Materials;
 Language;
 Learning;
 Perceptions

CORRESPONDING AUTHOR(S):

E-mail: prabowosidik203@gmail.com

A B S T R A C T

This study investigates students' perceptions of authentic materials compared to traditional textbooks in English language learning. Understanding these perceptions is crucial for educators to enhance language teaching strategies. The objective of the study is to explore how secondary school students value and utilize different learning resources. Nineteen students enrolled in an elective English course participated in the research, providing data through open-ended questionnaires. Thematic analysis was employed to identify key trends in the students' responses. The results indicate that while students appreciate the real-world relevance and engagement offered by authentic materials, they also recognize the structured support and comprehensive content provided by traditional textbooks. This suggests a need for a balanced approach in language education, integrating both authentic materials and textbooks to optimize learning outcomes.

INTRODUCTION

The field of English language learning is a dynamic and evolving discipline, constantly adapting to the changing needs of learners worldwide. Central to this process is the selection of teaching materials, which significantly influence the learning experience and outcomes. Traditionally, textbooks have been the cornerstone of classroom instruction, providing a structured and standardized approach to language learning. Besides textbooks, Authentic material includes text, images, and videos not made for educational purposes (Ghafar, et al. 2023). In recent years, there has been a growing interest in the use of authentic materials - real-life texts not specifically designed for language learning - as a means to enhance language acquisition. As an example, Curriculum

2013 in Indonesia requires teachers to implement authentic materials and authentic assessments in the English teaching process, which means people now realize that authentic material has prominent benefits in language learning (Jaelani & Umam, 2021). Vinh (2022) explained in his research that students acknowledged the opportunities to comprehend and practice different sorts of real-world vocabulary and discussion, including the more complex ones. Given the choice, 98% of the respondents chose movies and songs as their favorite sorts of classroom materials, as contradicted to radio podcasts (30%) and daily papers (34%). This recommends that the students are more slanted to choose materials with high recreational esteem.

However, there are many different kinds of authentic materials. Authentic materials can be original texts from newspapers, magazines, television shows, films, songs,

and literary works. Material from the Internet is often used to provide a different approach to reading. From a practical point of view, the Internet as a modern reality is accessible to most students (Turdibaevna, 2021). According to this fact, students may face challenges and difficulties in utilizing authentic materials. In fact, it was found that one of the challenges ESL teachers face when using authentic materials is the complexity of vocabulary items and grammatical structures; therefore, they should not be used for beginner-level students (Salazar, 2022). Moreover, Students may have difficulty reading authentic text. It is due to the language or vocabulary used in the text is indeed the original language of the country in which the text is located and requires a wide range of vocabulary to be fully understood. This is also a challenge encountered by the students because of the lack of students' vocabulary mastery and motivation (Handayani & Dewi, 2021). This makes it difficult for students to understand the reading content. In addition, Vinh (2022) emphasized that authentic materials can still motivate EFL students to speak more easily, although the degree of success may vary.

Recent research highlights the significant benefits of using authentic materials in English language learning. Authentic materials, which include real-life texts and audiovisual resources, have been shown to enhance students' engagement, real-world language skills, and overall confidence in using the target language. For instance, Hoang (2022) found that authentic materials improved EFL students' speaking abilities and boosted their confidence in communicating. These materials provide learners with relevant and culturally rich content, making the learning process more meaningful and relatable. Despite these advantages, there remains a need to compare students' perceptions and experiences with authentic materials to traditional textbooks, which are often structured and designed to support systematic language learning.

This study aims to explore students' perceptions and preferences for using authentic materials instead of traditional textbooks in their English learning journey. It is based on the hypothesis that students' perceptions can provide valuable insights into the effectiveness of these materials in facilitating language acquisition.

The importance of this study lies in its ability to contribute to the ongoing debate on English teaching methods. By exploring students' perspectives, the study hopes to understand the potential benefits and challenges of using authentic materials in teaching and learning English.

This information can help teachers make decisions regarding the selection of instructional materials, thereby improving the student learning experience. Moreover, the findings of this research could have far-reaching implications beyond the classroom. For curriculum

designers, understanding students' perceptions could inform the development of more effective and engaging learning materials. For policymakers, the research could provide empirical evidence to guide decisions on language education policies.

METHOD

This study involved several structured steps to examine students' perceptions of authentic materials versus textbooks. Nineteen secondary school students enrolled in an elective English course were selected as participants due to their experience with local and international English textbooks, which provided relevant information on the research topic. Data were collected using an open-ended questionnaire designed to capture students' experiences, preferences, and perceived benefits or challenges associated with authentic textbooks and textbooks.

A systematic process was followed to analyze the data. First, all responses to the questionnaire were carefully reviewed to gain a comprehensive understanding of each student's perspective. Next, key phrases and expressions that reflected students' perceptions and experiences were highlighted and organized into initial codes, which served as basic segments of meaning in the data. These codes were then grouped into potential themes that captured common trends, such as preferences, benefits, and barriers encountered when using different types of materials. The themes were then refined to ensure they reflected both individual perspectives and broader trends in the data. Finally, the themes were recorded in detail, with the findings linked to existing literature on English language learning materials to provide context and depth. This method was established to investigate and interpret students' thoughts, which resulted in the development of knowledge about authentic materials versus textbooks.

The qualitative design will allow for an in-depth exploration of these perceptions, providing rich, detailed insights that are often missed by more positivist, quantitative approaches. The design is particularly suited to address the research objectives, which are to investigate students' perceptions of authentic materials in English language learning, examine how students perceive the use of traditional textbooks in their language learning process, and identify the factors that influence students' preferences for authentic materials or textbooks.

The research design will ensure that the data collected is rich and detailed, allowing for a comprehensive understanding of the student's perceptions and preferences. The open-ended nature of the questionnaires will allow students to express their perceptions and experiences in their own words, providing a more authentic and nuanced understanding of their language learning process.

The qualitative design also allows for flexibility in data analysis. Using thematic analysis, the researcher can identify patterns and themes in the students' responses, providing deeper insights into their perceptions and preferences. This approach allows the researcher to explore not just what the students' perceptions and preferences are, but also why they hold these perceptions and preferences, and how they impact their language learning process.

Research design

The study will employ a qualitative research design, an approach that is particularly suitable for the exploration and understanding of complex phenomena from the perspective of those experiencing them (Creswell, 2012). This design was chosen to emphasize depth, distinction, and complexity. Rather than seeking to quantify or measure, this qualitative approach seeks to provide insight into students' perceptions of authentic materials versus textbooks in learning English. A qualitative design will allow for a deeper exploration of these perceptions, providing rich and detailed information that is often overlooked by more positivist quantitative methods.

1. Research site and participants

The participants of this study will be 19 students consisting of 5 female students and 9 male students from SMA Budi Bakti Samarinda. All participants are enrolled in an Elective English Class. These students are currently using two different types of English books during their English class, namely local textbooks and international textbooks. The choice of these participants is intentional and strategic, as they have direct experience with the phenomenon under investigation. The small sample size is typical of qualitative research and will allow for a more in-depth understanding of each participant's experiences and perceptions.

2. Data collection and analysis

Data will be collected through questionnaires with open-ended questions. This data collection technique was chosen because it allows for the collection of detailed and nuanced responses from participants. The open-ended nature of questions allows participants to express their experiences and perceptions in their own words, providing rich data for analysis. The survey focused on the participants' English learning experiences, particularly their use of and attitudes toward authentic teaching materials and textbooks. This method allows participants to describe their experiences in as much detail as possible and provides rich data for analysis.

The data will be analyzed using thematic analysis. This involves identifying, analyzing, and reporting patterns (themes) within the data. Thematic analysis is a flexible and useful research tool that can provide a rich and detailed, yet complex account of data. It allows for the

identification of both explicit and implicit meanings within the data and can handle large and complex data sets. The themes identified will provide insight into students' perceptions of authentic materials vs. textbooks in English language learning. The process of thematic analysis involves several steps:

Familiarization with the data: This involves reading and re-reading the data, to become familiar with what the data entails.

Generating initial codes: This involves producing initial codes from the data. Codes identify a feature of the data that appears interesting to the researcher and refer to the most basic segment of the raw data that can be assessed in a meaningful way.

Searching for themes: This involves sorting the different codes into potential themes and collating all the relevant coded data extracts within the identified themes.

Reviewing themes: This involves refining the themes, which includes checking if the themes work concerning the coded extracts and the entire data set.

Defining and naming themes: This involves identifying the essence of what each theme is about and determining what aspect of the data each theme captures.

Producing the report: This involves weaving together the analytic narrative and data extracts and contextualizing the analysis of existing literature.

3. Content Analysis

Content analysis is another method used in qualitative research to interpret meaning from the content of text data. This method can be particularly useful for analyzing responses from open-ended questionnaire items.

The process of content analysis involves:

Preparing the data: This involves transcribing interviews or open-ended responses, if necessary, and gathering all the data in one place.

Defining units of analysis: This involves deciding on the unit of analysis, such as a word, a phrase, a sentence, or a theme.

Developing categories and coding scheme: This involves identifying categories or themes in the data and developing a coding scheme.

Testing coding scheme on a sample of text: This involves applying the coding scheme on a part of the text to see if it works.

Coding all the text: This involves applying the coding scheme to the entire text.

Assessing the coding consistency: This involves checking the reliability of the coding. If multiple researchers are involved, inter-coder reliability should be checked.

Drawing conclusions from the coded data: This involves interpreting the coded data, looking for patterns or trends, and drawing conclusions.

RESULTS AND DISCUSSION

Students' Perceptions of Authentic Materials in English Language Learning.

The responses to the question about the frequency of using authentic materials in English language learning reveal a significant trend. Most students reported using authentic materials quite often, with many citing daily use. These materials range from online articles, podcasts, YouTube videos, and social media content, to movies and video games. Nowadays, most students are very interested in using YouTube as an authentic teaching material because it is considered suitable for current conditions. Additionally, many educators have created videos and posted them on YouTube as accessible materials for students (Baron et al., 2022). Students highlighted that they learn new vocabulary from these sources, even if they don't necessarily get grammar lessons. Student mentioned:

"YouTube videos really help me learn English because by watching videos I can learn a lot"

This suggests that authentic materials are seen as a valuable resource for vocabulary acquisition, even if they may not be as structured or comprehensive as traditional textbooks in teaching grammar. According to the results, it was concluded that the participants had positive perceptions regarding the use of authentic materials in the classroom. Furthermore, most students prefer to use authentic materials rather than textbooks, and they readily agree that authentic materials promote learning (Barzani, et al. 2022). Recent studies also have similar findings, showing that authentic materials can enhance students' engagement and real-world language skills (Marpaung & Situmeang, 2019)

Some students mentioned that they use English subtitles when watching shows or series, indicating an active effort to engage with the language beyond just passive consumption. One student even mentioned finishing a book written in English, the student mentioned :

"Personally, English is a common thing in my life now. When watching a show or a series, rather than using Indonesian subtitles, I now use English subtitles. This also applies to YouTube. Most of the creators I actually watched now came from International creators. And just yesterday, I finished Percy Jackson: The Lightning Thief book written in English"

This means authentic source material authored by native speakers and not intended for educational purposes, illuminating with a wide range of artistic language and philosophical knowledge as well as a culture that encourages students to achieve their best (Sharma, 2022). This suggests a high level of language proficiency and comfort with authentic materials. However, one student mentioned rarely studying English, indicating a potential lack of regular structured learning. This could suggest that while authentic materials are widely used and appreciated, there may still be a need for more formal methods of language instruction to ensure comprehensive learning. Other research also shows that while authentic materials enhance engagement and real-world language skills, they may not always provide the systematic grammar instruction that traditional textbooks offer (Gilmore, 2019). Therefore, a balanced approach that integrates both authentic materials and structured instruction might be most effective for comprehensive language learning."

There are many types of authentic materials. The responses to the question about the types of authentic materials students find most helpful for improving their English skills reveal a wide range of preferences. The most frequently mentioned resources are YouTube videos, movies, and online games. The student mentioned:

"Often, such as YouTube videos, TikTok, Instagram, and playing games in English"

YouTube videos offer real-world content, helping students quickly grasp basic knowledge of topics by observing situations and participants. These videos use original language created by native speakers, which aids students in getting closer to the authentic use of the language (Yuyun & Simamora, 2021). Listening to native content helps bridge the gap between learners and the original language, enhancing their comprehension and familiarity.

Many students find these resources helpful because they provide exposure to natural, conversational English. Incorporating real-life situations in learning activities helps students learn in context, making the learning materials relevant and meaningful to their real lives (Putri et al., 2021). Authentic materials also offer a more engaging and enjoyable way to learn the language compared to traditional methods. They provide students with the flexibility to use them anytime, anywhere, making the language learning process feel lighter (Rojijah, 2023). For example, one student mentioned that watching entertaining videos makes learning English more enjoyable than traditional classroom learning.

Students also highlighted the importance of interaction in language learning. They mentioned that playing online games and using social media allows them to interact with

native English speakers, which helps improve their language skills. They mentioned:

“Online games and Social media, because I get to interact with people who actually speak English most of the time”

Moreover, some students mentioned specific types of content, such as cartoons and movies, as being particularly helpful. Through the uniqueness of authentic materials, they help learners perceive and grasp how the language is exposed in real use, and at the same time help learners interact with the language in a more authentic, meaningful way. Students will be able to know how to adapt to language functions and more appropriate expressions depending on the situation involved. These points relate to language acquisition, especially second language acquisition, in terms of language input, and social and personal contexts (Aisyah & Azmi, 2023). This suggests that the simplicity and relatability of the language used in these materials make them effective learning resources. On the other hand, a few students mentioned the need to actively engage with the language to fully benefit from these resources. For example, one student mentioned looking up words they don't understand when watching YouTube videos or reading comics. This suggests that while authentic materials provide exposure to the language, active engagement is necessary to acquire new vocabulary and understand grammar. The student mentioned :

“Quite often, I usually learn new vocabulary from online comics and several videos on YouTube. Of course, when we continuously use this authentic media, little by little we will understand and get used to English”

Using authentic materials also has an impact on students' emotional experiences during the learning process. The responses to the question about how students feel when using authentic materials in their English language learning reveal a generally positive sentiment. Many students reported feeling happy, natural, and unburdened when using these resources. They find the process enjoyable and feel that it significantly helps with their English skills. Some students reported that using authentic materials has become a part of their everyday lives, indicating a high level of integration of English language learning into their daily routines. This could potentially lead to more effective language acquisition as it allows for constant exposure and practice.

Unfortunately, a few students reported mixed feelings. One student mentioned feeling bored and too formal, suggesting that the use of authentic materials may not always be engaging or relevant to their interests. Another student reported initially finding the process confusing and

somewhat annoying due to the need to look up unfamiliar words but noted that this has led to improved understanding over time.

The majority of students believe that authentic materials, such as movies, YouTube videos, and games, make learning English more interesting and enjoyable. Many students highlighted the benefits of learning English in a fun and engaging way, stating that authentic materials allow them to learn English more easily and more enjoyably. They appreciate the opportunity to learn English based on their interests, such as watching movies or playing games in English.

Several students also noted that authentic materials provide a more natural and casual learning environment compared to traditional textbooks. They mentioned that authentic materials expose them to a wide range of vocabulary and grammar used in real-life contexts, which helps them develop a good sense of the language. Students also pointed out that authentic materials can make learning English less monotonous and more varied. They appreciate the unlimited and constantly updated content provided by authentic materials, which keeps their learning experience fresh and interesting.

Unfortunately, While some students find authentic materials interesting, other students mentioned that they sometimes find it easier to understand English through books. This suggests that while authentic materials can enhance interest in learning English, traditional textbooks may still play an important role in providing structured and clear explanations.

How Students Perceive The Use of Traditional Textbooks in Their Language Learning Process

Responses to the question about how often traditional textbooks are used to learn English showed mixed opinions. Some students said they often use textbooks, especially during class or to study. These students still find textbooks useful for learning basic grammar and studying specific target topics for school exams.

However, a significant number of students reported using textbooks less, especially outside of class time. Some students mentioned that they generally get more information from other media sources than from traditional textbooks. They said they were exposed to English learning from all sources and had more interactions online than they would normally have using books.

A few students reported using textbooks only when studying or not using them at all outside of school purposes. This suggests that while textbooks are seen as a valuable resource for structured learning, they may not be the primary resource for English language learning outside of a formal educational setting. Student mentioned:

"At school, I would sometimes be open to reading the book and actually doing some work in it, but that's just sometimes. In my everyday life, however, I have been exposed to learning English from all sources and having more interactions online than the usual interactions using the book"

The responses to the question about the aspects of traditional textbooks that students find most helpful for improving their English skills reveal that English textbooks may still be useful for some uses. It is important to note that Textbooks have been developed for educational purposes. Textbooks often contain content that has been pre-arranged to meet the needs of students (Fitria, 2022). Many students highlighted the value of textbooks in providing detailed explanations of grammar and formulas. They find these aspects helpful for understanding the structure and conditions of English, as well as for remembering and practicing these formulas through quizzes and exercises. Several students also mentioned the value of specific sections in textbooks, such as the "Things to Remember" (the part where the focus of each chapter is mentioned) section, which provides a summary of the material and is seen as easy to understand. Student mentioned:

"In my English book, there's this part of the book that I like, and that is "Things to Remember" and it's like a summary of 2 pages of material, and I find this part helpful because it's easy to understand if you process a few pages of materials first rather than studying it all at once"

This suggests that the structured and summarized presentation of information in textbooks can facilitate comprehension and retention. Also, some students pointed out the value of textbooks in providing opportunities for reading aloud and cognitive tests in English. They believe these aspects help improve everyday speaking, grammar, vocabulary, and problem-solving skills in English.

On the other hand, a few students expressed less positive views of textbooks. One student mentioned not finding textbooks helpful for improving their English skills, while another student mentioned that textbooks can be boring due to the lack of direct examples and engaging activities. Furthermore, the responses to the question about whether traditional textbooks make English language learning more interesting are unanimously negative. It seemed like students realized that if they constantly look at linguistic points using only predictable textbooks, language learning can be a bit dull (Reazul, 2022). Most students reported that they do not find textbooks make their English learning more interesting, citing the same reason: textbooks are *"too formal and less interactive."*

This feedback suggests a strong preference among students for learning resources that provide a more informal and interactive learning experience. The formality of textbooks may make them less engaging and less relatable to students, particularly in the context of language learning where interaction and engagement are key to acquiring communicative competence. The lack of interactivity in textbooks may also limit their effectiveness in facilitating active learning, which is crucial for language acquisition. Active learning involves learners actively engaging with the learning material, such as through discussion, problem-solving, or application of knowledge, which can be challenging to achieve with traditional textbooks. Another thing worth mentioning here is textbooks often contain too much text and are too focused on understanding problems and formulas, which can make learning feel artificial and limited.

Fortunately, a few students did find certain aspects of textbooks useful. For example, some students mentioned that textbooks can be useful when they are learning something new about the English language, such as grammar. Others found textbooks useful because they provide clear explanations or are accompanied by sometimes interesting pictures. The student mentioned:

"In my opinion, in the book, there is a formula that best helps students understand what the problem is. Because the formula explains in detail the structure and conditions that must be used in English"

"Traditional notebooks are helpful if you want to learn about grammar. Because it teaches you from the very ground. So, it helps fundamentally"

Finally, some students compared textbooks to authentic materials, stating that they find authentic materials more interesting than textbooks. This suggests that the real-world relevance and engagement of authentic materials make them more appealing to students. A few students also suggested that learning English with someone else can be more interesting than using textbooks, emphasizing the importance of social interaction in language learning.

Factors that Influence Students' Preferences for Authentic Materials or Textbooks.

The responses to the question about whether students would prefer to use authentic materials or traditional textbooks for their English language learning reveal a clear preference for authentic materials. The majority of students expressed a preference for authentic materials, citing reasons such as their enjoyment, ease of understanding, and the opportunity to interact with others.

Many students emphasized the fun and engaging nature of authentic materials, saying they were more likely to pay attention when learning was fun. They also appreciate the

variety and everyday observability of authentic materials which they believe provides more opportunities for using English in everyday life. However, the students will be motivated to read when they feel that they need something from the text (Fahmi, 2023). In the case of using a textbook, some students still express their preference for traditional textbooks, arguing that their comprehensive material and structured formulas are beneficial to understanding English. Some students also mentioned that they would choose traditional textbooks if they wanted to study seriously, suggesting that they considered textbooks more suitable for formal learning.

Some students mentioned that they would use both authentic materials and traditional textbooks, recognizing the advantages and disadvantages of each option. Authentic materials may offer necessary links outside of the classroom while textbooks can provide well-organized and practical resources as the backbone of the class (Sadam, 2022). It is also emphasized that authentic materials cannot totally replace textbooks or other sources, but when integrated, they may provide excellent quality material (Huynh & Dan, 2022). This suggests an understanding of the need for a balanced approach to English language learning, combining the engagement of authentic materials with the structure of traditional textbooks.

Other findings showed that some students mentioned personal factors, such as their own learning styles, preferences, and experiences. They believe that the best learning resource depends on the individual and what makes them more comfortable. Some students also mentioned the influence of external factors, such as the existence of social media, online sources, and foreign channels on television. The findings have revealed that in order to improve foreign language learning and develop communication skills without the help of a teacher, students must be more active, involved, and responsible in their language learning (Ismail et al., 2023). Research by Qiao (2024) also emphasizes the importance of individual differences in language learning outcomes. Additionally, Zhou (2021) emphasizes the role of social media in providing authentic input and enhancing learner collaboration.

However, a few students expressed a preference for traditional textbooks, citing their comprehensive material and structured formulas as beneficial for understanding English. They mentioned that textbooks help them understand the layout of sentences and how to write, even though they may not find reading textbooks very interesting.

The majority of students regularly use authentic materials such as online articles, podcasts, YouTube videos, social media content, movies, and video games in their English learning. These resources, primarily used for vocabulary acquisition, give students natural exposure to conversational English and offer a more engaging way to

learn the language. Students often find that these authentic materials make their English learning more fun and engaging. Students enjoy the fun, engaging, and natural learning environment provided by these resources, allowing them to learn English based on their interests and at their own pace.

Additionally, authentic materials and media can strengthen students in the direct relationship between the language classroom and the outside world. Using authentic materials helps students understand English better in real language contexts (Erlina et al., 2023). Interacting with native English speakers through online games and social networks is also considered beneficial. However, active engagement with the language, such as searching for unknown words, is necessary to fully benefit from these resources. Despite initial difficulties, students realize the benefits of using authentic materials, such as better understanding and better integration of English learning into daily life.

However, some students expressed mixed feelings, emphasizing the importance of ensuring the use of authentic materials that align with students' interests and learning needs. Furthermore, there is some evidence that more formal language teaching methods, such as traditional textbooks, may still be necessary to complement the use of authentic and secure materials. This emphasizes the importance of a balanced approach to learning English, combining real-world relevance and engagement of authentic materials with structured teaching provided by textbooks.

While some students use textbooks frequently, especially during class or to study for school, other students use them less frequently, especially outside of class. Some students even said they did not use textbooks outside of school. However, students find many different aspects of traditional textbooks useful in improving their English skills. They include detailed explanations of grammar and formulas, specific sections providing summary information, and opportunities to read aloud and test comprehension.

Despite these benefits, students unanimously said they did not find traditional textbooks made their English learning more interesting, citing formality and lack of interactivity as the main reasons. Some students find certain aspects of textbooks interesting, such as when they learn something new or when the textbook offers clear explanations or interesting pictures.

However, most students do not find that traditional textbooks make their English learning more interesting, citing formality, monotony, and lack of interactivity as the main reasons. Some students also find authentic material or learning with others more interesting than textbooks,

emphasizing the importance of real-world relevance, engagement, and social interaction in learning English. These comments highlight the importance of incorporating a variety of resources, including traditional textbooks and authentic materials, into English learning to increase engagement and facilitate learning practice actively.

Students' preference for authentic materials or textbooks in learning English is influenced by many factors. These factors include content and delivery method, enjoyment and interest, comprehensibility and accessibility, personal learning style, interests, experiences, and external influences such as the availability of educational resources. The sources of authentic materials that can be used in the classroom are endless in modern circumstances. There are many different ways to obtain authentic educational materials. People can find media, TV shows, songs, movies, literature, and magazines most often. Nowadays, authentic documents can be easily obtained on the Internet. Many people also have easy access to the Internet, not only adults but also children and teenagers (Mufarrohah et al., 2022).

Students unanimously expressed appreciation for learning resources that provide engaging and relevant content, presented in an accessible and engaging way. Although many students prefer authentic materials for their enjoyment and accessibility, some still see value in traditional textbooks for their comprehensive materials and structured format. These feedbacks highlight the importance of considering both content and delivery methods, individual learning styles and preferences, and the availability and accessibility of resources when designing or Selecting learning resources. It emphasizes the need for a balanced approach to learning English.

CONCLUSION

In conclusion, this study has shed light on students' perceptions of authentic materials versus traditional textbooks in the context of English language learning. Through thematic analysis of data collected from 19 students in a private senior high school in Indonesia, several key findings have emerged.

Firstly, students expressed a preference for authentic materials due to their perceived relevance to real-life language use and cultural contexts. This aligns with the growing emphasis on communicative language teaching approaches that prioritize authentic language input for language acquisition.

Secondly, while traditional textbooks were acknowledged for their structured content and support for language learning, students highlighted limitations such as lack of authenticity and engagement. This suggests a need for a

balanced approach that integrates both types of materials to cater to diverse learning needs.

Furthermore, factors influencing students' preferences for authentic materials or textbooks included personal learning styles, teacher guidance, and exposure to authentic language sources outside the classroom. Understanding these factors is crucial for educators to design effective language learning experiences that resonate with students' needs and motivations.

Building on the insights gained from this study, future research could explore the impact of incorporating multimedia and technology-enhanced authentic materials in English language classrooms. Investigating how digital resources can enhance language learning experiences and engagement among students would be valuable in the evolving landscape of language education.

Additionally, longitudinal studies tracking students' language proficiency and attitudes towards authentic materials over an extended period could provide deeper insights into the long-term effects of material choices on language learning outcomes.

Moreover, comparative studies across different educational settings and student populations could offer a broader perspective on the effectiveness of authentic materials in diverse contexts, informing evidence-based practices in English language teaching.

By addressing these avenues for further research, the field of English language education can continue to evolve and innovate, ultimately enhancing the quality of language learning experiences for students worldwide.

REFERENCE

- Aisyah, N., & Azmi, A. (2023). The Effect of Using Authentic Materials on Reading Comprehension across Secondary Students' Cognitive Learning Style. *Intensive Journal*, 6(2), 17-29. <http://ojs.uniska-bjm.ac.id/index.php/EJB> E-ISSN 2620-4746
- Baron, R., Arfani, S., & Lestari, V. L., (2022). Students' Perception of YouTube as Authentic Material in Online Learning. *Jurnal Paedagogy: Jurnal Penelitian dan Pengembangan Pendidikan*, 9(3), 514-520. <https://e-journal.undikma.ac.id/index.php/pedagogy/index>
- Barzani, S. H. H., Barzani, I. H. A., & Meena, R. S. (2022). Investigating Kurdish EFL Students' Attitudes towards the Use of Authentic Materials in Learning English. *Canadian Journal of Language and Literature Studies*, 2(1), 1-13. DOI: 10.53103/cjlls.v2i1.23

- Creswell, J. W. (2012). *Planning, conducting, and evaluating quantitative and qualitative research (4th Ed)*. Pearson.
- Erlina, D., Retno, W., Holandyah, M., Marzulina, L., & Herizal. (2023). The Authentic Materials for Teaching English to Young Learners: Teachers' Perception. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 10(1), 51-61. <http://jurnal.radenfatah.ac.id/index.php/edukasi>
- Fahmi, F.(2023). The Effect of Applying English Authentic Reading Materials on The Eleventh Grade Students' Reading Comprehension Achievement at SMAN 1 Tanjungbalai. *Education Achievement: Journal of Science and Research*, 4(2), 85-95. <http://pusdikrapublishing.com/index.php/jsr>
- Fitria, T. N.(2022). Authentic Material and Created Material (Teacher-Made) for English Language Teaching (ELT): Benefits and Limitations. *JADEs Journal of Academia in English Educations*, 3(2), 117-140. <https://journal.iainlangsa.ac.id/index.php/jades>
- Ghafar, Z. N., Jalal, S. M., Bakr, M. M., Omar, S. Y., Muhammad, A. A., & Sadun, B. F.(2023). A Comparative Study of the Advantages and Disadvantages of Using Authentic Materials and Created Materials for English Language Teaching. *Canadian Journal of Language and Literature Studies*, 3(2), 43-56. DOI: 10.53103/cjlls.v3i2.88
- Handayani, H. L. & Dewi, D. N.(2021). The Use of Authentic Materials in Teaching English at Vocational High School. *JIMP (Jurnal Inovasi dan Manajemen Pendidikan)*, 1(2), 90-100. DOI: 10.12928/jimp.v1i2.4617
- Hoang, Q. V. (2022). The effects of authentic materials on EFL students' attitudes and confidence in speaking skills. *TESOL Working Paper Series*, 20, 19-33.
- Huynh, N. X. & Dan, T. C.(2022). EFL Student's Perception of Using Authentic Material as Mediators to Develop Their Intercultural Competence in Learning English: A Case at a School in a University, The Mekong Delta Region, Vietnam. *European Journal of Applied Linguistics Studies*, 5(2), 158-180. <http://www.oapub.org/lit>
- Ismail, S. M., Nikpoo, I., & Prasad, K. D. V.(2023). Promoting Self-regulated Learning, Autonomy, and Self-efficacy of EFL Learners through Authentic Assessment in EFL Classrooms. *Language Testing in Asia*, 13(27). <https://doi.org/10.1186/s40468-023-00239-z>
- Jaelani, A., & Umam, A. (2021). Preparing EFL Pre-service Teachers for Curriculum 2013 Through Authentic Materials and Assessment Integration. *Journal of English Educators Society*, 6(1), 171-177. DOI: 10.21070/jees.v6i1.829
- Marpaung, M. S., & Sinaga, H. J. P. (2019). Enhancing students' vocabulary through authentic materials and multimedia. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 5(2), 2247. <https://doi.org/10.35974/acuity.v5i2.2247>
- Mufarrohah, S., Munir, A., & Anam, S. (2022). Authentic Materials of Choice Among English Lecturers. *Linguistic, English Education and Art (LEEAA) Journal*, 5(2), 162-174. <https://doi.org/10.31539/leeca.v5i2.1280>
- Putri, N. W. A. M., Artini, L. P., Dewi, N. L. P. E. S., Paramartha, A. A. G. Y., & Wahyuni, L. G. E. (2021). The Implementation of English Teachers' Authentic Assessment in Junior High School During Online Learning. *Journal of Educational Research and Evaluation*, 5(2), 216. <https://ejournal.undiksha.ac.id/index.php/JERE>
- Qiao C (2024) Factors influencing second language learning based on the research of Lightbown and Spada. *Front. Psychol.* 15:1347691. doi: 10.3389/fpsyg.2024.1347691
- Reazul, M.(2022). Literature in EFL/ESL Classroom: Integrating Conventional Poetry as Authentic Material. *International Journal of Language and Literary Studies*. 4(3).312-328. <http://doi.org/10.36892/ijlls.v4i3.1052>
- Rojiyah, S. (2023). The Use of Discovery Learning Model and Authentic Material to Improve Students' Writing Ability of Procedure Text. *INTERACTION: Jurnal Pendidikan Bahasa*, 10(2), 544-556.
- Sadam, M. (2022). Learning English as a Foreign Language Through Authentic Materials. *International Journal of Advanced Academic Studies*, 4(1), 24-27. <https://www.allstudyjournal.com>
- Salazar, G. C. (2022). ESL Teachers' Attitudes and Challenges in Utilizing Authentic ELT Materials

in the Language Classroom. *Asia Pacific Journal of Management and Sustainable Development*, 10(2), 78-86.

- Sharma, R. K. (2022). English Literature: An Authentic/Interesting Teaching/ Learning Material/Resource for English Language Development. *Journal of NELTA Karnali (JoNK)*, 1(December 2022), 41-51. <https://www.nelta.org.np/page/karnali>
- Turdibaevna, U. D. (2021). Authentic Materials as a Means of Developing Vocabulary in Teaching English as a Foreign Language. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 7(10), 219-221. DOI: <https://doi.org/10.36713/epra8738>
- Vinh, H. Q. (2022). The effects of authentic materials on EFL students' attitudes and confidence in speaking skills. *TESOL Working Paper Series*, 20, 19-33. <http://www.hpu.edu>
- Walsh, S., & Mann, S. (Eds.). (2019). *The Routledge Handbook of English Language Teacher Education* (1sted.).Routledge. <https://doi.org/10.4324/9781315659824>
- Yuyun, I. & Simamora, F. Y. (2021). The Use of Youtube to Support EFL Student's Listening Skills. *ELLTER-J*, 2(2), 1-12. DOI: 10.22236/ellter.v2i2.7512
- Zhou, Y. (2021). Impacts of Social Media on Language Learning: A Review of Literature. *Atlantis Press SARL* <https://doi.org/10.2991/assehr.k.211220.128>