MATERI OTENTIK UNTUK KELAS ENGLISH FOR YOUNG LEARNERS DI UNIVERSITAS MUHAMMADIYAH MALANG

Authentic Materials For English For Young Learners' Classes At University Of Muhammadiyah Malang

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ABSTRACT

The latest Curriculum 2013 states that English is an extra-curricular for primary level. This research aims at finding the authentic materials used by the student teachers in English department of University of Muhammadiyah Malang in teaching the primary level. Based on the curriculum, the students have to be able to get through the process in understanding the concept they learn. This research employs Reasearch and Developmet design because its primary function is on developing new product. In developing the Authentic Materials Guideline, the researchers need to conduct this research in two phases. The first phase is to describe the materials used by the student teachers in teaching the EYL students in all classes and to draft the Guideline for EYL authentic materials development. Furthermore, the second phase is to try out the Guideline before launching. It is found that Out of 20 authentic materials suggested by Gebhard (1996) which consist of slides, songs, photographs, lyrics to songs, drawing, postcard pictures, paintings, children artwork, pictures from magazines, cartoons, professionally Audio-Taped Short Stories and Novels, documentaries, movies, stick figures, invitation card, sales pitches, sport reports, maps, stamps, and advices, slides become the most frequently used authentic material by the student teachers. In other words, most the authentic materials are rarely used to teach English to Young Learners. While, some other authentic materials are frequently used since they are simple, accessible, joyful authentic materials. Therefore, guideline for developing authentic materials for EYL practice teaching at UMM was made to help the student teachers in doing teaching and learning process in class. Try-out was then applied to test the guideline. It was found some variable suggestions to improve the guideline.

Keywords: Authentic Materials, EYL Classes, UMM

ABSTRAK

Bahasa Inggris adalah ekstra kurikuler pilihan bagi siswa SD dalam Kurikulum 2013. Dalam pelaksanaannya diperlukan materi otentik yang sesuai dengan apa yang dapat di lihat oleh siswa dalam kesehariannya. Penelitian ini adalah mendeskripsikan materi otentik yang digunakan oleh mahasiswa Prodi Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang yang mengambil mata kuliah *English for Young Learners (EYL)* sebagai mata kulliah pilihan. Penelitian ini penting dilakukan agar dosen dapat mengetahui bagaimana mahasiswa melalui proses pemahaman pada materi EYL yang mereka pelajari dalam kelas. Sebagai penelitian pengembangan, hasil akhir yang didapatkan adalah *Authentic Materials Guideline for EYL* dengan melalui dua fase. Fase pertama adalah pengumpulan data yang berupa materi yang digunakan oleh mahasiswa dalam praktek mengajar EYL dan penyusunan draf *Authentic Materials Guideline*. Fase berikutnya adalah ujicoba draft sebelum draft akhir dicetak dan digunakan. Temuan dari penelitian ini menunjukkan bahwa dari 20 materi otentik yang disebutkan oleh Gebhard (1996) yang terdiri dari *slides, songs, photographs, lyrics to songs, drawing, postcard pictures, paintings, children artwork, pictures from magazines, cartoons, professionally Audio-Taped Short Stories and Novels, documentaries, movies, stick figures, invitation card, sales pitches, sport reports, maps, stamps,* dan *advices*, slides menjadi pilihan utama bagi mahasiswa dalam praktek pembelajaran EYL. Sebagian besar materi otentik yang untuk pembelajaran EYL belum dimanfaatkan. Hal ini terjadi karena materi otentik yang telah dipilih tersebut adalah materi yang mudah dibuat dan menyenangkan bagi siswa. Oleh karena itu, panduan penggunaan materi otentikuntuk pembelajaran EYL perlu dibuat untuk membantu mahasiswa dalam mempersiapkan materi praktek

pembelajaran EYL di kelas. Dari uji coba *Authentic Materials Guideline for EYL* yang telah dilaksanakan, maka beberapa perbaikan dari draf yang ada perlu dilakukan.

INTRODUCTION

English for Young Learners (EYL) has been one of the elective courses for English department students in Faculty of Teacher Training and Education of University of Muhammadiyah Malang (UMM) since 2004 beside Translation, English Business and American Studies. EYL, and other elective subjects, are divided into two levels, namely EYL 1 and EYL 2. The EYL 1 is theoretical based course held in class; while EYL 2 is the internship program. The internship program is not performed by the students in schools but by inviting the primary school students to come to campus every Sunday within ten weeks. The primary school students are put into grade 1-6 based on their level in their own schools. This 90 minute program is prepared based on the requirement of the existing curriculum. However, based on Curriculum 2013, English is not the local content subject for elementary school students but as an extra curricular. Some consequences should be taken because of the nature of Curriculum 2013 in which creativity is important in the implementation of the newest Indonesia's curriculum 2013. To gain their competency, the students have to get through the process on attitude (accepting, responding, valuing, organizing/ internalizing, characterizing/actualizing), skill (observing, questioning, experimenting, associating, communicating), and knowledge (knowing/remembering, understanding, applying, analyzing, evaluating).

Previously, the student teachers who take English as their elective course have been familiar with the teaching learning activities based on what have been stated in the *Standar Isi* (Content Standard) of the previous curriculum. They just follow what

have been stated there in preparing their teaching and learning activities. However, starting from the odd semester of 2013-2014 academic year, the student teachers should be able to develop the materials based on the students needs and of course the activities are supposed to be suitable with the nature of the curriculum.

It means that fun activities should be made and the materials should be authentic. To meet the requirement, the student teachers of English department of Faculty of Teacher Training and Education need to train the students how to develop the authentic materials for extra curricular activities. In addition, the researchers assume that Guideline for developing the authentic materials for primary level students will ease the teachers in the activity. To develop the Guideline, the researchers need to figure out the materials that have been developed by the student teachers in teaching EYL classes at UMM in academic year 2013-2014. Then, it will be followed by developing the Guideline for the internship student teachers at UMM.

RESEARCH METHODS

There are three main phases in conducting Research and Development. They are:

- **Field Study.** In this phase, the researchers are reading the references and documents from the field. This is to confirm the facts, reaffirm the result of previous works, and solve the exiting problems. At this phase, the researchers study the student teachers' teaching practice lesson plan and observe how the lesson plan works.
- **Try Out.** After finding the data, the researchers discuss Guideline development. The draft is then tried out. The student teachers try to use the draft for choosing the authentic materials.

- **Evaluation.** This evaluation is made to see the result of try out.

The instruments used in this research are human instrument, observation sheet, interview guideline. They are utilized to get the final result as the draft of guideline for using the authentic materials in teaching English to Young Learners. The description is made in order to see the facts of the use of authentic materials in teaching EYL course in UMM. \To analyze the draft of guideline in choosing and developing the authentic materials, the try out is done and the result of the try out is evaluated.

RESULTS AND DISCUSSION

Findings

Out of 20 authentic materials suggested by Gebhard (1996) which consist of slides, songs, photographs, lyrics to songs, drawing, postcard pictures, paintings, children artwork, pictures from magazines, cartoons, professionally Audio-Taped Short Stories and Novels, documentaries, movies, stick figures, invitation card, sales pitches, sport reports, maps, stamps, and advices, slides became the most frequently used authentic material by the student teachers. The other four dominant authentic materials in use respectively were songs, photographs, lyrics to song, and drawing. The detailed order of usage of authentic materials under investigation are presented in the following table:

Tabel 1. The detailed order of usage of authentic materials under investigation

No	Authentic Materials	GRADE						Total Per Authenthic Materials	Total of All Authenthic Materials	Percentage Per Authentic Materials
		1	2	3	4	5	6			
1	Slides	4	4	7	5	6	5	31	121	26%
2	Songs	6	5	3	6	5	3	28	121	23%
3	Photographs	3	2	2	3	1	1	12	121	10%
4	Lyrics to Songs	2	0	2	3	0	1	8	121	7%
5	Drawing	1	2	0	0	2	1	6	121	5%
6	Postcard Pictures	1	0	1	1	0	3	6	121	5%
7	Paintings	0	2	2	0	0	1	5	121	4%
8	Children' Artwork	1	2	0	0	1	0	4	121	3%
9	Pictures from Magazines	1	0	0	2	0	0	3	121	2%
10	Cartoons	0	0	1	0	2	0	3	121	2%
11	Professionally Audio-Taped Short Stories and Novels	0	0	1	0	1	1	3	121	2%
12	Documentaries	0	0	0	1	1	0	2	121	2%
13	Movies	0	0	0	0	1	1	2	121	2%
14	Stick Figures	0	0	0	0	1	1	2	121	2%
15	Invitation Card	0	0	1	0	0	0	1	121	1%
16	Sales Pitches	0	0	0	1	0	0	1	121	1%
17	Sport Reports	0	0	0	1	0	0	1	121	1%
18	Maps	0	0	0	0	1	0	1	121	1%
19	Stamps	0	0	0	0	0	1	1	121	1%
20	Advice Columns	1	0	0	0	0	0	1	121	1%

Slides were frequently used because of their popularity. They were considered to be simple and accessible. Furthermore, songs were popular because most teachers of EYL shared the same perspective that playing song led to joyful learning. However, most student teachers failed to utilize and take the most out of the song to support students' learning. They simply used song, for instance, as background music accompanying students' activities. In fact, with the implementation of proper procedures of song for teaching, EYL students are exposed more on the foreign language they are learning. Photographs were frequent in use simply as decoration of the room to create the atmosphere of EYL class. In contrary, they were not used efficiently to enhance vocabulary building, topics of the class, and learning.

In addition, the absence of the authentic materials in some teaching and learning processes would be seen if there is the guideline for using authentic materials in teaching EYL students. The Guideline Draft for developing the authentic materials for EYL student teachers at UMM presents several points such as the importance of authentic materials usage, the kinds of authentic materials, the implementation of authentic materials, model of a lesson plan includes authentic materials into teaching and learning process, and scoring rubric.

The authentic materials can be presented in three phases of teaching learning process, they are pre-teaching, whilst-teaching, and post-teaching or Presentation, Practice, and Production (PPP). Here are the guidelines in implementing authentic materials:

- reflect the original communicative purpose of the text on which they are based.
- be appropriate to the text on which they are based.
- elicit response to/engagement with the text on which they are based.
- approximate real-life tasks.

- activate learners' existing knowledge of the target language and culture.

f. involve purposeful communication between learners.

A lesson plan which presents authentic materials into teaching and learning process should cover topic will be discussed, level of student achievement/ grade, materials, objectives, procedures (teaching phases: pre-teaching, whilst-teaching, and post-teaching or Presentation, Practice, and Production), and authentic assessment (scoring rubrics).

Scoring rubric for authentic materials should be able to assess students' language performance. It is suggested to implement various scoring rubrics such as observation checklist, criteria sheet, holistic rating scale, and analytical rating scale.

After conducting a try-out on the draft of Guideline for Developing Authentic Materials for EYL Practice Teaching at University of Muhammadiyah Malang, the researchers got some data in the form of student teachers' lesson plans. For the information, during the try-out, student teachers were introduced to the Draft and interactive question-answer session to clarify some contents of the guideline draft. Afterward, they were to design lesson plans by elaborating some authentic materials.

Out of the lesson plans, it is necessary that the researchers coded the data and digged out some necessary information to tap. Some points to highlight upon investigating the lesson plans are as follows: the ability of student teachers to choose and use authentic materials; whether the authentic materials exist on pre-, whilst-, or post- (Presentation, Practice, or production); whether the authentic materials reflect the original communicative purposes; whether those materials are appropriate to the text; whether those materials are close to children's environment; and whether the authentic materials are attracting learners to study English.

In a broad sense, students were already getting acknowledged to various authentic materials for teaching EYL. The guideline did provide concise and compact information on the way to choose and use authentic materials into practical teaching. Majority of the lesson plans designed by student teachers were equipped with authentic materials. At the early stages, student teachers were succeeded in picking out and naming some authentic materials based on topics to teach, e.g. songs, videos, identity cards, calendars, movie tickets, family photos, maps, etc. They could also incorporate and integrate those authentic materials in pre-, whilst-, or post- activities (Presentation, Practice, or Production stage).

Apart from the success on student teachers to name and pick up authentic materials for particular instructional topics, some evident and crucial issues are not immune to further investigations. First, some student teachers did not use completely authentic materials though the purely authentic materials were actually accessible. Some student teachers chose the use of pictures of fruit instead of the real fruits. They preferred using simplified versions of real things. It can be inferred that some student teachers are reluctant to think and integrate about authentic materials as they still found them challenging. The second issue to deal with is student teachers' not maximally utilizing authentic materials they had taken. One of examples is instead of assigning the kids to rearrange movie schedule out of random information based on days (in the case of using time table for teaching public places and services), the student teachers decided to only assign kids to make time table in groups. In other words, authentic materials were not yet well-integrated into classroom activities. Another issue is that the student teachers did not take out the most out of the use of authentic materials. They simply used authentic materials as the symbol that represented the topic to teach. The last issue to cope with is that authentic materials are no longer authentic when local cultures do not accept them as appropriate/relevant. This is true in the case that student teachers found it a dilemma whether to bring winter clothes to the class as authentic materials for teaching weathers and seasons, while they live and teach within tropical country context. Some typical problems are always possible to occur.

When the student teachers used the Guideline, the researchers asked the students comment about the Guideline. Mostly, the student teachers were happy to use the Guideline. It helped the student teachers in planning the lesson and putting the materials into the lesson plan. At this point, they should be ready to teach the primary level students based on the recent curriculum. The advantage of using the guideline is that the student teachers can have real example about the kinds of materials used in EYL classes. However, some questions were also raised because of the insufficient information about the newest 2013 Curriculum for schools in Indonesia and the idea of students centered learning using authentic materials with scientific approach. During the time the students using the Guideline in planning the lesson, there are some Frequently Asked Questions from the students. From the questions the researcher can see the students' teacher point of view toward the Guideline. So, the evaluation for the Guideline can be made based on the students questions.

- How do we choose the topic for EYL Class?
- How can we plan the lesson if there is no syllabus?
- What should we do to make use the authentic materials in class?
- Do we need to assess the students by giving a paper pencil-based test?
- What if we cannot find the authentic materials for the class?

Discussion

These illustrative findings reveal many interesting facts dealing with teaching English

to young learners particularly on the use of authentic materials.

The Limited Use of Authentic Materials

According to findings, it was revealed that most of the student teachers who taught English to young learners did not use authentic materials. It can be seen in table, out of 960 chances to use authentic materials, they were only used for 121 times. Among 20 kinds of authentic materials possible to use, only 4 of them were mostly used. This may be caused by their limited understanding on authentic materials and their importance of usage. Therefore, according to some theories the researchers then designed the draft of the guideline for developing authentic materials for EYL practice teaching at UMM.

Simple, Accessible, and Joyful Authentic Materials

Although it has already been understood about various kinds of authentic materials, in fact, it is not easy to implement them all. Student teachers tend to utilize authentic material according to its simplicity, accessibility, and function.

Since the rapid effect of globalization as well as information and technology revolution, it puts new demands on educational system (Peng et al.: 2014). As one of key elements of educational system, teaching learning activities are also influenced by the current condition which is highly depended on the use of technology. For example, slides as an example of technology product, are the first authentic materials frequently used to deliver any kind of topic. Besides, they are simple technology which are easily accessed and applied. Moreover, current student teachers are *digital natives* who are aware of technology and use technology as their lifestyle. It is in line with Silbenberg (2012) who clarifies that digital natives' characteristics are familiarity with technology,

expectation of immediacy, playful mentality, desire for interaction, autonomy in learning, experiential learning, narcissism, short attention span, multitasking, procrastination. It seems that those ten characteristics attach on the student teachers.

Higher Education Directorate (DIKTI) states that *simple* means authentic materials are developed using simple technology which is easily operated like slides. While, *accessible* means the authentic materials should be reachable and easily found by any users. In the other words, it means that information must be provided in a format that does not rely on a single sense or ability. The examples of accessible authentic materials are song and photographs since they are easy to find and make.

In addition to simple and accessible, joyful authentic materials also become the next consideration of its use. According to Harmer (2007), one of children's characteristic is that they have a limited attention span, if the activities are not extremely engaging they can easily get bored. Therefore, as Colker (2012) suggested that teacher should have sense of humor to attract students' attention. Sense of humor must not only be presented in form of teaching activities or teacher's behavior but also in form of teaching materials. Learning while playing then become a brilliant idea to teach young learners for everything children do should make them fun.

However, authentic materials used are also influenced by the topic being delivered. The more specific topic, the more specific authentic materials used. Slides, for example, are the most common authentic materials. Thus, it can be used to present any kind of topic. In contrast, sport reports as the more specific authentic materials can only be used to present topic about sports.

Redefining Authentic Materials

After conducting guidelines try out, some students got difficulty in defining authentic materials especially on the limitation whether a material called authentic or not. Heitler (2005) defines authentic materials are any kind of texts written by native English speakers. Ianiro (2007) explains that authentic materials are not specifically to be created and presented in the classroom, but they design excellent learning media for students because they are authentic or use the real language.

In addition, Mishan (2005: 44) states that in the context of teaching English language and culture, one language does not mean one culture; then it is suggested here to locate the material firmly in the local culture using locally sourced authentic texts.

The statements above indicate that to be authentic materials they must require two things; they are origin and not created intentionally for language learners and they are compatible with the local culture of the learners. As it is presented in the findings that authentic materials are no longer authentic when local cultures do not accept them as appropriate/relevant. This is true in the case that student teachers found it a dilemma whether to bring a bikini or a photograph with a woman wearing bikini to teach kinds of cloth, while they live within Islamic context which is expressly looking at semi-naked woman is forbidden.

CONCLUSIONS & SUGGESTIONS

Conclusions

This research concludes two findings. The first is authentic materials were used in limited senses of teaching and learning activities though they were available around. In the initial step of acknowledging authentic materials, only four of twenty kinds of the authentic materials—slides, songs, photographs, and lyrics to song— mostly student teachers used since they were

simple, accessible, and joyful authentic materials. Student teachers need more practices to be aware on the authentic materials utilization.

Therefore, the second findings is the researcher arranged *Draft of Guideline for Developing Authentic Materials for EYL Practice Teaching at University of Muhammadiyah Malang*. The draft was then tried out to the student teachers that finally able to reveal a number of important facts to revise so that the draft will be better, understandable, and applicable for the student teachers.

Suggestions

Based on the findings and discussion in the previous chapter, the suggestions are presented to two parties. First, the researchers must revise the guidelines according to the student teachers' questions and problems appear in the guidelines try out. The researchers must also put and define clearly *authentic materials* term in the definition of key terms since it is the main topic being researched. Second, student teachers must be able to think hard to find authentic materials in accordance with the topic or competence should students accomplish. Thus, they need more practices to be aware on the authentic materials utilization.

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