

CHAPTER I

INTRODUCTION

The first chapter provides an overview of the study, including the background, research questions, research purposes, research significance, conceptual framework, and a review of previous studies.

A. Background

Textbook is a learning medium that plays an important role as an instructional resource for teachers and a source of knowledge for students in the language learning process. According to Cunningsworth (1995), a textbook is a source of teaching material designed to help learners accumulate knowledge and gain a comprehensive understanding of the target language. Moreover, a textbook contributes to both the core content of a lesson and the types of activities in which students engage. Consequently, it can significantly influence students' ability to achieve language learning outcomes. As Widdowson (1990) and Harmer (2001) argued, the value of teaching materials, including textbooks, lies in their ability to shape students' learning outcomes. Therefore, the textbooks must be high-quality and aligned with the student's needs to effectively support their language learning outcomes (Cunningsworth, 1995).

Students have various needs when learning a language. Horwitz (2008) emphasized that students have different needs and goals, which are important to consider when creating or choosing learning materials. One of the needs and goals of English language learning is to help students use the language effectively in real-life situations outside the classroom (Evans & John, 1998). However, many English textbooks contain materials that fail to support this need. Hyland (2006) argued that textbooks often do not accurately represent how students use language to communicate in real-life situations. Miyahara (2012) also claimed that textbooks often have strict formats that don't take into account learners' needs. For example,

English conversations in school textbooks often differ significantly from how they are used in real life. These textbooks frequently present fully structured sentences and include excessive repetition. Consequently, students may struggle to use English effectively in real-life situations. As explained by Jones & Ono (2001) that textbook conversations are usually composed of complete sentences and well-structured exchanges, which contrast with the spontaneous patterns found in real-life conversations. To address this issue, the use of authentic materials within English textbooks for language classrooms has been widely recommended (Dunlop, 1981; Berardo, 2006; Mallapiang, 2014).

Authentic materials are those that have not been created specifically for language instruction. Nunan (2004) defined authentic materials as texts or materials produced for real-world purposes rather than for language learning. Those materials are originally intended for native speakers (Heitler, 2005; Jones & Mercer, 2024; Patel & Singh, 2024). Examples of authentic materials include magazines, newspapers, and recordings of real-life conversations.

In language learning, Tomlinson (2012) emphasizes that the materials, including textbooks, should expose students to authentic language use because they mirror the real world. Authentic materials provide rich language exposure, bridging the gap between classroom learning and real-life communication (Kelly et al. 2002). However, incorporating authentic materials in an EFL classroom presents challenges. Learners often find authentic materials more difficult to understand than those specifically designed for instruction due to their complexity and linguistic difficulty (Day, 2003; Beresova, 2015; Namaziandost et al. 2022; Luis, 2024). This is because many authentic materials do not align with learners' proficiency levels, especially those learners with lower proficiency (Richards, 2006). Consequently, modifications or adaptations are crucial to make them more accessible for learners while maintaining their authenticity. (Tomlinson, 2013; Luis, 2024). In this context, teachers need to be aware of the degree of authenticity presented in the materials, particularly concerning their origin and any adaptations

made. This includes a careful consideration of input authenticity to ensure that the materials remain appropriate and accessible for use in language classrooms.

In addition to understanding the authenticity input, it is equally important to investigate how authentic materials are incorporated into learning tasks and how these tasks promote real-world communication. As highlighted by Maley and Tomlinson (2017), the value of authenticity does not solely lie in the input, but also in how they are utilized through meaningful tasks and the extent to which the students respond to them. Similarly, Jacobson et al. (2003) suggested that authentic materials must be designed with tasks that mirror their real-world use. In this regard, authentic materials should be carefully selected based on authenticity criteria to ensure they support meaningful tasks that actively involve learners in real communication and create effective language exposure. (Graves, 2000; McGrath, 2002).

Based on those issues, this study aims to examine the authentic materials in the English textbook Interactive English 2 by first identifying the types of authentic materials using Gebhard's (1996) material classification. The analysis then explores their input authenticity based on Nunan's (2003) framework and further evaluates how both the materials and the accompanying tasks align with the authenticity criteria proposed by Tomlinson (2014). The researcher found several studies that are most relevant to the topic. Firstly, a study conducted by Luís (2024) investigated how authentic texts in Portuguese ELT textbooks are adapted. It found that most adaptations involve cutting or rearranging parts of the text, with little effort to simplify the language for learners. Secondly, Sumadi and Taniya (2020) conducted research that analyzed authentic material-oriented tasks in two Indonesian high school English textbooks. It found that both textbooks contained very few authentic material-oriented tasks, only 5 out of 287 in Book 1 and 10 out of 211 in Book 2. Both relied more on pedagogical tasks than authentic ones, with varying principles and sources used. Lastly, a study conducted by Artha (2020)

investigated the use of authentic materials in three senior high schools. It found that most materials were authentic, but some did not fully meet authenticity criteria.

While this research addresses a similar topic, it differs from previous research in its focus on educational level, the specific textbook analyzed, and the analytical framework employed. It analyzes authentic materials found in the English textbook *Interactive English 2* by applying Gebhard's (1996) classification along with the authenticity frameworks proposed by Nunan (2003) and Tomlinson (2014). As this textbook is widely utilized in many junior high schools, it is crucial to evaluate whether the authentic materials effectively support language learning goals and align with students' learning needs.

B. Research Questions

Based on the explanation above, this study attempts to examine the following questions:

1. What types of authentic materials are presented in the English textbook *Interactive English 2* according to Gebhard's classification (1996)?
2. How are the authentic materials in the English textbook *Interactive English 2* categorized according to Nunan's (2003) input authenticity framework?
3. How are the authentic materials and tasks in the English textbook *Interactive English 2* aligned with the authenticity criteria proposed by Tomlinson (2014)?

C. Research Purposes

Based on the research questions above, this study attempts to obtain the following purposes:

1. To find out the types of authentic materials presented in the English Textbook *Interactive English 2* according to Gebhard's classification (1996).

2. To identify the categorization of input authenticity reflected in the authentic materials in the textbook *Interactive English 2* based on Nunan's (2003) framework.
3. To reveal authentic materials and tasks in the English textbook *Interactive English 2* aligned with the authenticity criteria proposed by Tomlinson (2014).

D. Research Significance

1. Theoretical Significances

The findings of this study are expected to enhance the understanding of how authentic materials are used and presented in the English textbook, *Interactive English 2*, both for the researcher and the readers. It offers valuable insights into the theoretical application of authenticity in the materials and also how these materials are integrated into meaningful tasks in English language materials, particularly within commercially published textbooks.

2. Practical Significances

Practically, the study may assist the following parties through its contributions to the field of English Language Teaching:

a. For EFL teachers

This study provides teachers with detailed insights into the authentic materials incorporated in the English textbook *Interactive English 2*, and also how they are utilized within learning tasks. The findings offer practical guidance on how authentic resources utilized in language materials, serving as a practical guide for selecting textbooks.

b. For further ELT researchers

This study serves as a reference for evaluating authentic materials and the embedded tasks in textbooks, particularly in *Interactive English 2*. It offers a foundation for further research, enabling future studies to explore

authenticity in other textbooks or compare different educational levels or different contexts.

c. For EFL Textbook writers

This study provides insights for integrating authentic materials and the embedded tasks that reflect real-world language use. By applying Nunan's and Tomlinson's frameworks, it is hoped that this study can assist the EFL textbook writers in creating textbooks that adapt authentic materials to suit learners' needs and in designing tasks that promote real language use that is meaningful and purposeful for learners.

E. Research Scope

This research focuses on analysing the authentic materials contained in the English textbook *Interactive English 2*, published by Yudhistira in 2022. This textbook was selected as it contains authentic materials relevant to the focus of the study and is widely implemented in junior high schools throughout Indonesia.

In this study, the detailed analysis was limited to authentic materials found in five selected units, namely Units 1, 3, 5, 8, and 10. These units were selected to represent a range of material types across the textbook, as these units contained various types of authentic materials. Moreover, focusing on five representative units ensured the manageability of the data while still capturing a comprehensive overview of the authentic materials present in the textbook.

All authentic materials found in the selected units were categorized according to Gebhard's (1996) classification, which includes authentic listening, printed, and visual materials. However, the in-depth analysis based on Nunan's (2003) input authenticity framework and Tomlinson's (2014) authenticity criteria focused only on authentic printed and listening materials. This decision aligns with the theoretical emphasis of Nunan (2003) and Tomlinson (2012), both of whom define authentic materials as spoken or written texts created for genuine

communication in real-life contexts. Since visual materials do not contain spoken or written language, they were excluded from the analysis, as they do not meet the language input required by these frameworks. In addition, for the analysis based on Tomlinson's (2014) authenticity principles, the tasks accompanying the authentic materials were also examined. This is because the framework emphasizes how authentic materials are used to promote real-world communication within the tasks.

F. Conceptual Framework

This study examines authentic materials and their use in the English textbook *Interactive English 2*, based on authenticity frameworks proposed by Nunan (2003) and Tomlinson (2014). However, before evaluating these materials against the authenticity frameworks, the materials are first classified according to Gebhard's classification (1996) to provide a clear categorization.

There are several categories of authentic materials. Gebhard (1996) classified authentic materials into three categories: authentic listening/viewing materials (e.g., audio/video recordings, movies, and radio news), authentic visual materials (e.g., pictures/photographs, popular magazines, maps), and authentic printed materials (e.g., newspapers, articles, novels). This classification framework is used since it systematically categorizes different types of authentic materials commonly used in language learning. It ensures that the authentic materials are systematically organized into appropriate categories before their authenticity is evaluated.

The classified materials are analysed against the authenticity framework proposed by Nunan (2003) and Tomlinson (2014). Nunan (2003) identified several types of authenticity inputs that are typically considered. The first is genuine, which is defined as the material designed solely for real-life use and not specifically for the classroom setting. The second is altered, which means the original meaning remains unchanged, but the form has been altered. The third is adapted, which

means the materials align with input that has been adapted from content created for real-life use. The fourth is simulated, which is described as the authentic material that the author writes to resemble genuine content. The last is minimal/incidental, which means the materials are specifically designed for the classroom, with no attempt to make the material appear genuine. This theory of input authenticity focuses on how "real" a material is in terms of its original purpose and its modifications when adapted in language teaching.

Furthermore, Tomlinson (2014) outlined several key criteria for authentic materials, such as (1) the materials provide exposure to authentic English through purposeful reading and/or listening activities, (2) realistic content that reflects topics, events, or texts in real world situations, (3) activities that relate to students' interests and real-life tasks, (4) tasks that use language in a communicative or real-world way, and (5) texts that generate real-life communication processes. These criteria focus on whether the material provides a real-life language learning experience. Instead of just looking at whether a material is real, Tomlinson's criteria also examine how the material reflects real-world use and supports communication.

The use of authentic materials in language learning has been widely emphasized due to their ability to provide rich and valuable language input (Nunan, 1997, as cited in Widdowson, 1990). Authentic Materials provide a glimpse into how language is applied in real-world situations (Gilmore, 2007). Moreover, In EFL/ESL classrooms, textbooks that incorporate authentic materials can facilitate more communicative teaching, allowing students to engage in meaningful language learning experiences (Cunningsworth, 1995).

In this study, the authentic materials found in the textbook *Interactive English 2* are examined using the established theories. The analysis aims to identify the degree of authenticity based on the materials' adaptation level and to examine how well the materials support meaningful, communicative, and real-life language use. Through this examination, the study seeks to provide a clearer understanding

of the presence and quality of authentic materials in commercial English textbooks and their potential role in supporting meaningful and effective language learning.

G. Previous Studies

Several studies have been conducted on the analysis of authentic materials within English textbooks. Firstly, a study entitled "Examining Adaptation Practices in English Language Textbooks: A Closer Look at Authenticity" by Luís (2024) was published in the Journal of English Studies. This study analyzed how authentic texts are adapted in Portuguese ELT textbooks. It found that most changes involve cutting down or reorganizing texts, while simplification is rare, preserving original complexity. The study also noted frequent issues with missing or incorrect source information, raising ethical concerns and highlighting the need for clearer adaptation practices and better source acknowledgment.

Secondly, a study entitled "Authentic Material-Oriented Tasks in English Textbooks" was conducted by Sumadi and Taniya (2020). This study investigated the presence of authentic material-oriented tasks in two English textbooks designed for 10th-grade students in Indonesia. Utilizing qualitative research methods, specifically document analysis, the findings reveal that the textbooks contain a limited number of authentic tasks, highlighting the need for improved integration of authentic materials to enhance language learning experiences in Indonesian education.

Lastly, a study was written by Artha et al. (2020) entitled "An Analysis of Authentic Materials Used by English Teachers in Senior High School in Singaraja". This study investigated the use of authentic materials by English teachers at three senior high schools in Singaraja based on authenticity criteria proposed by some experts, including McGrath (2002) and Heitler (2005). Using a mixed-method approach, the data were collected through document analysis. Findings revealed that most of the materials were classified as authentic, although some did not fully

meet specific criteria. Teachers often avoided such materials due to language difficulty, cultural gaps, and curriculum alignment issues. In selecting authentic materials, teachers considered factors like syllabus compatibility, student proficiency, topic familiarity, and cultural relevance. The study highlights the importance of balancing authenticity with practical classroom needs to ensure effective language learning.

This present study differs from previous research by conducting a comprehensive analysis of authentic materials in an Indonesian junior high school English textbook published by Yudhistira, entitled "Interactive English 2", which has not been evaluated to date. It also adopts an integrated framework combining Nunan's (2003) input authenticity to categorize the authenticity level of authentic materials based on their adaptation practices, Tomlinson's (2014) authenticity criteria to examine how the authentic materials support authenticity, and Gebhard's (1996) classification of authentic materials analyzed how the authentic materials utilized in the textbook based on their types, which have also not been applied in previous studies. By integrating these three frameworks, the study aims to provide an in-depth evaluation of the extent of authenticity presented in the textbook, identifying how authentic materials are incorporated in ELT content.