

CHAPTER I

INTRODUCTION

This chapter presents the main issues of the research involving the research background, identification of the phenomenon, delimitation and focus of the research, the research question, the aim of the research, the significances of the research, literature review, previous research, frame of thought, and research method.

1.1 The Research Background

Material development is one of important element in teaching and learning process. Teaching materials are required because it can help teacher to explain and successfully delivering lessons to students. Ikhsanudin stated that some scholars argue that the most important aspect in teaching and learning is teaching material because the teacher would not be able to implement their teaching technique well if the material are not available (as cited in Sumarsono, 2019, p. 1). It means that teaching materials are crucial in teaching learning process. Especially in the 21st century, materials must be modified based on student needs because it is initial stage in the selection of learning material.

There are some relevant topics in this research area of material development, including authentic material (Ahmed, 2017, Rao, 2019, Kamariah, 2018, Apsari, 2014, Mukhalladun, 2020), needs analysis of learning material (Margareta, 2017, Menggo, 2019, Mulyaningsih, 2019), 2013 curriculum-based material (Rahman, 2018), ESP material (Nurhidayat & Rofi'I, 2019, Gultom, 2016), 4C 21st century skills (Menggo, 2019). Based on the previous studies, there was no discussion regarding the need in material development of learners in 21st century skills, only a few researches that mention conception of teaching reading using authentic material in the 21st century, and how lecturers perception in teaching reading using authentic material in the 21st century.

In English learning, mastering four language skills and understanding the component of language are very important to students. These skills must be trained and developed so that the students can improve their skills in this digitalization era, especially in reading skills. English proficiency (2019) stated that Indonesia got the 61st position from 100 countries (as cited in Mukhalladun, 2020, p. 115). It shows that English proficiency in Indonesia is still low. One of the abilities that can improve English proficiency is reading skills.

However, during the teaching and learning process, most students find it difficult to understand certain reading texts due to lack of vocabulary and lack of motivation, so they feel bored when studying. The phenomenon above may be caused by inappropriate teaching techniques and materials. Hariyadi & Yanti (2019, p. 94) stated that there are many inappropriate between the material being taught at this time and the needs of students. Means that the use of inappropriate learning material can be one of the big problems during the teaching and learning process in the classroom because the text is uses difficult vocabulary. So that way, it shows that the text is designed for language learning purposes which have nothing to do with their lives. The text uses a perfect grammatical structure so that students are confused, not natural and have difficulty understanding a text.

To formulate the phenomenon above many researches have written about how to select relevant material as support in English language learning. Material is anything that is used by teachers or learners to help the learning of a language (Tomlinson, 2011, p. 2). The use of teaching materials aims to make teachers easily and successfully delivering lessons to students. The teachers can uses different material, the material that can be used is authentic material. According to Apsari (2014, p. 89) defined that authentic material refers to those taken from real-life sources and they are not designed for teaching and learning purposes such as newspapers, magazines, songs, literature, and materials from the internet. It means the students can obtain real information and know what is going on in the world around them.

In the 21st century students are required to be able to master various skills in order to become superior and qualified individuals. Trilling & Fadel (2009, p. 50-56) have identified the three categories skills needed to succeed in the 21st-century globalized world. One of them is learning and innovation skills categories including critical thinking and problem solving, communications and collaboration, creativity and innovation or often known as 4C skills. These skills also can help students succeed in their future careers by supporting 21st century learning systems to improve outcomes.

However, it's all inseparable from the role of the lecturer. Lecturer is one of the important elements in the learning and teaching process. All English lecturers have a certain perception about the best approach and strategy in teaching English. Perception is the act of compiling, recognizing, and interpreting sensory information to provide an overview and understanding of the environment. Richards & Lockhart (1996) stated that perception can be influenced by their previous educational experiences, cultural backgrounds, and social interaction, which may shape their perception of English teaching (as cited in Mandasari, 2016, p. 19). Lecturers' perception of this research refers to what lecturers feel and think about teaching reading using authentic material in the 21st century based on their teaching experience.

The gaps from research above indicate that the use of authentic material is one of lecturers' strategies in teaching English, especially in teaching reading skill. The lecturer can determine teaching style and what thing can support students in teaching reading based on the student needs. In line with that, the 21st century students are required to be creative, think critically, work together, and establish good communication between the others. Through this English lecturers' perception in using authentic material for teaching reading, the lecturer are expected to be able explore the material that can support students in improve their reading skill. Thus, based on the phenomenon that was explained previously, the researcher is interested to investigated English lecturers' perception in teaching reading using authentic material in the 21st century.

1.2 Identification of the Phenomenon

This research is related to English material development which focuses on authentic material in teaching reading. Teaching reading is not only to deliver the knowledge but also in choosing material must be interesting and can improve student's motivation in the reading activity. To acquire reading skills, students often experience difficulties in understanding a text. Sometimes foreign reading texts are designed too difficult and even too easy to understand. Inappropriate of the reading text for student only makes them waste time and boring in the classroom. Therefore, the reading material is very crucial in teaching reading. Besides that, in the 21st century learning the students as a learning center are expected to be creative, think critically, work together, and establish good communication between peers and teachers. Thus, the researcher is interested in researching the area of English language teaching material development, concerning using authentic material in teaching reading in the 21st century.

1.3 Delimitation and Focus of the Research

Based on the identification of the phenomenon above, the researcher is limiting the phenomenon to make specific. This research focuses on the English lecturers' perception of using authentic material, especially in teaching reading. One of the important things that need to be done well is how to know English lecturers' perception in teaching reading using authentic material and implement the use of authentic material for teaching reading in this current era. This research was conducted in the 21st century which has characteristics 4c skills. Reading is a bridge of knowledge, with a lot of reading can know everything in this world, this is interesting to investigate and the reading skill is one of the skills that important to improve in the present era. This research limits the area on teaching reading using authentic material through English lecturers' perception at University.

In the university level, the lecturers are required to be able creative in choosing material and students also required to be able good in English. This research is focused on teaching reading using authentic material for first

semester, because they have to be able to relate the learning with real life based on their experiences. This research takes place in one of university in Cirebon regency namely English language teaching department *Tarbiyah* and teacher training faculty, Syekh Nurjati state Islamic institute Cirebon.

1.4 Research Question

The research question formulated as follows:

- 1) How is teaching reading using authentic material in the 21st century?
- 2) How is English Lecturers' perception of teaching reading using authentic material in the 21st century?

1.5 Aims of the Research

The aims of this research:

- 1) To know the implementation of teaching reading using authentic material in the 21st century.
- 2) To explore English lecturers' perception of teaching reading skill using authentic material in the 21st century.

1.6 Significances of the Research

The researcher expects this research can give contribution for:

1.6.1 Theoretical Significance

Researcher expects that this research can provide additional new insights in the development of English Language Teaching materials.

1.6.2 Practical Significance

This research is expected to give significant advantages for:

- 1) The Lecturers

This research is expected to help the lecturers to prepare the teaching material before to present and teacher will enrich his knowledge of using teaching material by authentic material based on the student needs.

- 2) The Students

The students are expected to know what student needs for learning English and also expected that the students more interested, enthusiastic, enjoy, more motivated in English language learning,

can increase their interest in learning English and of course they can feel the impact of what they have learned.

3) The Developer

This research is expected to help the developer in design the teaching material based on the student needs.

1.7 Literature Review

This section is the theoretical foundation of this research. The following are the paragraphs that define the main points of this research, as follows:

1.7.1 Perception

Perception is a process involving the entry of messages or information into the human brain. Gollatti (2018) defined perception as a process of taking sensory information from the objects or environment, then interpreting the information meaningfully (as cited in Silvani, 2018). While, Nur'aeni (2015, p. 8) stated perception is one process of information in cognitive psychology to respond to the presence, feeling, and indication in the environment. This means that perception appears when someone receives the information from the object then interpreting the information, this process is very simple, but consciously or unconsciously it is the perception that makes or causes us what we feel. This research is focus on English lecturers' perception of authentic material in teaching reading. Agusfina (2018, p. 30) stated that teacher's perception can be said as a response to a belief captured through vision of issues that developing related to the world education which will the form a concept in express later wishes will be reflected through attitudes and behavior to an object.

1.7.1.1 Factors Affecting Perception

There are two factors affecting perception, those are internal factor and external factor (Unumeri, 2009, p. 32). It will be explained as follows:

1.7.1.1.1 Internal Factor

The internal factors of perception include needs, desires, personality, and experience. The motivation, expectations, and desires of people also shape their perception of other and situation around them. Personality or individual characteristic behavior is another strong influence on what you perceive about that individual. Experience has a perpetual impact on the perception of an individual. Successful experiences enhance and boost the perception ability and lead to accuracy in the perception of a person whereas failure erodes self-confidence.

1.7.1.1.2 External Factor

The external factor comes from outside the individual. The internal factors of perception include size, intensity, frequency, status, and contrast. Size, a perceptual stimulus of larger sizes has higher chances of being perceived. This is since the factor of size is commonly associated with dominance and others standing out for selection. Intensity, this factor has to do with promoting the chances of a stimulus is selected. Frequency addresses the attention that accrues from the steady repetition of a particular stimulus. That is, the art of repetition simply attracts our alertness and provost our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection as it were. Status, the status of a person being perceived exerts a lot of influences on perception. Contrast, the stimulus that shares features with the environment are less likely to qualify for selection by the perceiver compared to those that contrast sharply with the environment.

While, Rakhmat as cited in Nur'aeni (2015, p. 9) has mentioned the factors affecting perception that consist of attention,

function, and structure. Attention is a mental process when a stimulus higher when other stimuli are getting weak. Function factor which influences perception includes the necessity, personal background, and past experience. The last factors are the structure of stimuli, intensity of the stimuli, the size of stimuli, and the changing of stimuli. Based on the explanation above, it can be concluded that perception is influenced by factors internal, external, stimuli and experience.

1.7.1.2 Process of Perception

The response is a process of interpretation from information that receive, thus it is called perception. Walgito (2004, p. 90) explains the process of perception that is the process of stimulating the sense organs is a natural process or physical process. The stimulus received by the sense organs is passed on by sensory nerves to the brain. This process is known as a physiological process. Then there is a process in the brain as the center of consciousness so that the individual aware of what is seen, or what is heard, or what is felt. The process that occurs in the brain or the center of consciousness is what is called a psychological process. The last part of the perception process is that the individual realizes what for example seen, or what is heard, or is touched, namely the stimulus received through the sense organs. This process is the final process of perception and is the true perception.

1.7.2 The Nature of Reading

Reading is an important skill that must be instilled from an early age and developed in the current era. The following is sub-section that explains what reading is along with their elements.

1.7.2.1 Definition

One of the skills that must be had by students in language learning is Reading. Reading is how people interpret the written text in order to acquire knowledge or understand messages

(Desitarahmi, 2013, p. 9). It means that reading is an activity to understand written text and the reader can get information from the understand messages delivered by the writer. While Nuttal (2000) stated that reading is a process that connects reading with the communication process (as cited in Desitarahmi, 2013, p. 9). In other words, process communication here means that there is an interaction between reader and written text. From the definition above can be concluded that reading is not just a process of gathering information, but an active process between the writer, the text, and the reader. They relate to each other during the reading process.

1.7.2.2 Types of Reading

Everyone has a different way of reading. There are people who quickly understand the content of written texts by reading aloud, but there are also who silent reading. Therefore, Brown (2000, p. 312) divided types of reading into four types. The first, *oral reading or aloud reading* is reading by using a loud voice and clearly. The second, *silent reading* means reading without sound which aims to train students' concentration in the understanding of a text. The third, *intensive reading* calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like. The fourth, *extensive reading* is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Most extensive reading is performed outside class time. In other words, extensive reading is to the enjoyment and to develop general reading skills.

1.7.2.3 Reading Strategy

Brown (2002, p. 298) divided reading strategy consists of bottom-up, top-down and interactive reading. *Bottom-up* is readers

must first recognize a multiplicity of linguistic signal (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. *Top-down* is processing in which we draw on our intelligence and experience to understand a text. *Interactive reading* is a combination of bottom-up and top-down strategies. He stated that interactive reading is almost always a primary ingredient in successful reading methodology because both processes are important.

While, Janzen (2003) stated that bottom-up strategies are defined as making use of information, which is already present in the data such as understanding the text by analyzing the words and sentences in the text itself or looking up an unfamiliar word in the dictionary. While, the top-down strategy makes use of previous knowledge such as connecting what is being read to the reader's background knowledge (as cited in Marashi, 2017, p. 44). From the explanation above it can be concluded that the bottom view of reading focuses on the text while a top-down view of reading focuses on the reader.

1.7.2.4 Reading Techniques

Brown (2000, p. 308) mention two technique of reading, those are skimming and scanning. *Skimming* consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibility of some of the developing or supporting ideas. While, *scanning* exercises may ask the student to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. In reading there are many things that must be attention, such

as types of reading, techniques of reading, and reading strategy. Harmer (1998, p. 78) stated that students need to know the difference between scanning and skimming, because they need to realize how to read for different purpose, whether reading for pleasure or reading for detailed comprehension.

1.7.2.5 Reading Principle

Harmer (1998, p. 70) mentioned six of the reading principles, as follows:

1) Reading is not a passive skill

To make reading an active skill, we must understand what the words mean, see the pictures the word are painting, understand the argument, and work out if we agree with them. Actually reading will open our minds and will know the world.

2) Students need to be engaged with what they are reading

Students who are not engaged with the reading text, not actively interested in what are doing, are less likely to benefit from it. Means that the teachers' role in this case is important, the teacher should give motivation to the students.

3) Students should be encouraged to respond to the content of a reading text, not just to the language.

The meaning, the message of the text is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic.

4) Prediction is a major factor in reading

The teachers should give students 'hints' so that they can predict what's coming too, because it will make them better and more engaged readers.

5) Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading

task, the right kind of questions, engaging and useful puzzles etc.

6) Good teachers exploit reading text to the full

Good teacher integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

1.7.3 21st Century and 21st Century Skills

The 21st century is marked by the rapid development of information technology and the development of production equipment from traditional to modern, namely in the form of production machines or computer machines. To be able to operate of all that, it is necessary to have several abilities such as ability to communicate in different languages and the ability to access online chat platform. The following is explained about 21st century and some skills that requires in the 21st century.

1.7.3.1 21st Century

The 21st century is modern era started in 2000s, an era where information is available anywhere, anytime, and people from all places are connected. The current period is different from previous period. The previous period was called the "Industrial Age", where there were no tools that could help to lighten human work so that all work was done manually, humans assembled themselves. The flow is describes as follows:

Extraction → Manufacturing → Assembly → Marketing → Distribution → Products (and services)

While, the current period Trilling and Fadel (2009) is labeled as “Knowledge Age” and they describe the current period as follows:

Data → Information → Knowledge → Expertise → Marketing → Services (and products)

The flow shows that the “Knowledge Age” begins with *data* that are collected from some sources. The data is managed into *information* that will become the basis of knowledge, and then the *knowledge* will be specialized based on certain *expertise* needed. The *marketing* process is offering a product to other people, if the offer is successful in attracting their interest, they will use the *services* or *product*.

Both the flow has a significant difference where the 21st century is more focused on data and it makes demands on all aspects of the 21st century, including the fields of education and industry. Therefore, the government expects everyone to have skills, namely 21st century skills.

1.7.3.2 21st Century Skills

21st century skills are skills that help people deal with the world’s development. Trilling & Fadel (2009, p. 49-59) defined that 3 sets of skills most demand in the 21st century as follow:

- 1) **Learning and Innovation Skills** involved *critical thinking* and *problem solving* (in these skill, someone should be able to reason effectively, use system thinking, make judgments and decisions and solve problem), *communications* and *collaboration* (in these skills, someone will be able to communicate clearly and collaborate with others), *creativity* and *innovation* (by mastering these skills, someone expected to be able to think creatively, work creatively with others, and implement innovations) or often known as 4C skills. Therefore, students as a learning center are the hopes and goals of 21st century learning so that students are creative, think critically, work together, and establish good communication between the others.
- 2) **Digital Literacy Skills** involved *information literacy* (it is ability which students should be able to access and evaluate

information, use and manage information), *media literacy* (it is ability which students should be able to analyze media, create media product), and *information and communication technology (ICT) literacy* (it is ability which students should be able to apply technology effectively). These skills can help people deal with the world's development, especially in field of technology.

3) Life and Career Skills involved *flexibility and adaptability* (by mastering these skill, students should be able to adapt to change, namely adapt to varied roles, job responsibility, schedules, and context; work effectively in a climate of ambiguity and changing priorities and be able to be flexible), *initiative and self-direction* (by mastering these skill, students should be able to manage goals and time, work independently, be self-direct learners), *social and cross-cultural interaction* (by mastering these skill, the students should be able to interact effectively with the others and work effectively in diverse teams), *productivity and accountability* (by mastering these skill, the students should be able to manage projects and product result) and *leadership and responsibility* (by mastering these skills, the students should be able to guide and lead others, be responsible to others).

In this 21st century, teachers and students have a significant role in achieving the goals of educational standards in the 21st century. The teacher has a very vital and fundamental role in guiding, directing, and educating students in the learning process. In English has teaching standards in the 21st century. American Council on the Teaching of Foreign Languages (ACTFL) stated that English teaching standards in the 21st century as follows (as cited in Amalia, 2017, P. 22-24):

1) Creative and Innovative Competence

The best competence mastered is creativity and innovation, means that language learning should be foster a creative and innovative attitude in understanding multiple perspectives culture. There are 5 main goals language teaching implemented by AFCTL national standards: communication standard, cultures standard, connections standard, comparisons standard and community standard.

2) Communicative Mode

There are 3 aspects in communication mode; those are interpersonal mode, interpretive mode, and presentational mode. Interpersonal mode is students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions. Interpretive mode is students understand and interpret written and spoken language on a variety of topics. Presentational mode is student present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

3) Language Teaching Present

ACTFL has summarized the current language learning that students learn to use the language, focus on learner-centered with teacher as facilitator/collaborator, focus on the three modes: interpersonal, interpretive, and presentational, backward design focusing on the end goal, use of thematic units and authentic resources, emphasis on learner as “doer” and “creator”, emphasis on the relationship among the perspectives, practices, and products of the culture, integrating technology into instruction to enhance learning, using language as the vehicle to teach academic content, differentiating instruction to meet individual needs, personalized real world tasks, seeking opportunities for learners to use language beyond the classroom,

assessing to find out what students can do, students know and understand criteria on how they will be assessed by reviewing the task rubric Learners create to “share and publish” to audiences more than just the teacher.

1.7.4 Authentic Material

Many experts define authentic material which can be used as supporting teaching materials apart from textbooks. Maroko stated that authentic materials are not designed for language teaching purposes, but designed for real-life use for interactional and transactional purposes (as cited in Anjarani, 2017, p. 13). While Widowson defines authentic material as the material which is designed for native speakers of English and used in the classroom in a way similar to the one it was designed for (as cited in Kamariah, 2018, p. 593). According to Anjarani (2017, p. 13) authentic materials are used to close the language gap between classroom knowledge and real life. This means that students not only learn a language but also need to consider all things related to how the language is used in real society. Therefore, authentic materials play a significant role in motivating and improving students' learning.

1.7.4.1 Types of Authentic Materials

Maroko (2010, p. 6-8) divided into 3 types of authentic material including audio, visual, and printed materials. *Audio materials* involve those that learners can listen to, for instance, television programming, radio programming, and taped conversations. *Visual materials* are those the learners can see, for instance, photographs, paintings and drawings, children's artwork, wordless road signs, pictures from magazines, and wordless picture books. *Printed materials* include newspapers, restaurant menus, directories, minutes of a meeting, memoranda, diaries, tourist information brochures, and travel guides, greeting cards, letters, billboards, posters, bus schedules, etc.

While, according to Ahmed (2017, p. 191) divided into 4 types of material including *Audiovisual* for instance movies, cartoons, serial drama, sport, interviews. *Paper* for instance pictures, posters, photographs, calendars, cue cards, students' writing for error correction, newspaper and magazine items as reading texts. *Realia* involved restaurant menu, brochure, air ticket, wedding card, coffee maker, camera, and receipt of purchase. *Audio* for instance news, interview, commentary, weather forecast, and a variety of short dialogues covering language functions and notions.

1.7.4.2 The Advantages and Disadvantages of Authentic Materials

Berardo (2006) mentioned the advantages and disadvantages of authentic material. The advantages of authentic materials are real language exposure with language change/variation being reflected; students are informed about what is happening in the world; textbooks tend not to include incidental/ in proper English and become outdated very quickly; the same piece of material can be used for different tasks; ide for teaching/practicing mini-skill skimming/scanning; contain a wide variety of text types; language style not easily found in conventional teaching materials; encourage reading for pleasure, likely to contain topics of interest (as cited in Huda, 2017, 1914). Meanwhile, Kilickaya stated that the advantages of authentic material are giving a positive impact on learner's motivation, providing authentic cultural information, providing exposure to the real language, relating more closely to learners' needs, and supporting a more creative approach to teaching (as cited in Kamariah, 2018, p. 593).

Besides having advantages, there are definitely advantages to using authentic material. Berardo (2006) mentioned that the advantages of authentic materials are often too culturally biased, difficult to understand outside the language community, vocabulary

might not be relevant to the student's immediate needs, too many structures are mixed so lower levels have decoding the texts, special preparation is necessary, can be time consuming, and can become outdated easily, e.g. news stories, article (as cited in Huda, 2017, 1914).

1.7.4.3 Strategies to Choose Authentic Material

The use of authentic material in everyday learning practices is as additional teaching materials. Many previous studies have stated that the use of authentic materials in the classroom is as supplementary material in the teaching and learning process. Authentic material is very important in developing teacher teaching strategies in the classroom (Mukhalladun, 2020, Anam, 2019). Richard stated that authentic material can support a more creative approach to teaching (as cited in Anam, 2019, p. 3). It means the use of authentic material as supporting material beside textbook and challenging for teacher to more creative in choosing material.

Some strategies before choosing authentic material, they are *the goal of teaching* (the teacher has to know firstly about the goal), *skills going to teach* (speaking, writing, reading or listening), *aspect that will be stressed* (pronunciation, vocabulary, structure of the language or etc.) (Anam, 2019, p. 4). While, Berardo (2006, p. 63) provides three criteria for selecting authentic materials that involve *suitability of content* (students interest, student needs, and student abilities), *exploitable* (student competence and teaching process) and *readability* (the language of authentic materials). Therefore, the teachers must decide it in the first time, because the implement the authentic materials is not easy as using textbook, but must be adjust.

1.7.5 The Use of Authentic Material for Teaching Reading in 21st Century

Teaching materials and language teaching activities continue to develop along with the development of technology and information in

the last few decades. The development of language teaching activities develops following the digital era. Therefore, English teachers must update learning methods, learning activities and teaching material that suit the student needs so that students can benefit and enjoy learning in a fun and effective way. One of the teaching materials that can be used by teachers is authentic material. Wallace defined authentic material as real life text, not written for pedagogic purpose (as cited in Berardo, 2006, p. 61). The purpose of authentic material is to stimulate students' idea, encourage them to relate themselves with real-life experiences and develop topics in ways that articulate their ideas and apply them correctly (Widyastuti, 2017, p. 4). It means that the use of authentic materials invites students to high order thinking and critical thinking skills. It is a requirement for learners in the 21st century. In line with current language teaching, that one of them is the use of thematic units and authentic resource (Amalia, 2017, p. 24). It means that when the teacher teaches the students must be as authentic as possible either in teaching materials or learning activities in the classroom because that will help them to connect themselves with real life experiences and make learning to be active. In order to survive in this period, both teachers and students need to be prepared to have authentic learning resources so that students can connect themselves with real life experiences.

In the using of authentic material for teaching reading the teacher must have a strategy or approach used in teaching and learning activities. Before that the teacher also should know the strategy for choosing authentic material, because it is to be basic steps when teacher want to apply the authentic material in the classroom learning activities. Regarding to the strategy for choosing authentic material, the following are indicators of the steps for implementing authentic material for promoting reading skill by Widyastuti (2017) and Djou (2020), as follows:

1) Pre-Reading

They explained that this step aims to attract students' interest and build their impression of a theme. This stage is the basis of all reading materials such as before doing the reading stage, where the teacher explains the text to be studied and provides a general description of the theme. This helps them to construct their ideas related to the activities they will do. It aims to understand and use English in real life. The example of activities for this step is reviewing new vocabulary before reading, asking students to perform tasks that are within their competence such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

2) While-Reading

In this step the teacher distributed the text and asked the students to read and comprehend the context (Djou, 2020, p. 369). Widyastuti (2017) stated that it can be done in a group, ask them to discuss the answers to the questions in the text, ask students to skim the text to get a general understanding, involve students in some general discussion on the topic, making short notes on the board about main idea, the teacher is monitor their understanding, clarifying and correcting students when they give wrong answer. At this step students are expected to be flexible and active readers, therefore the teacher must be able to motivate them.

3) Post-Reading

In this step the students away to summarize reflect and questions what they have just read.

Looking at their strategies in learning activities, it can be concluded that every teacher has a certain strategy in learning activities which of course the strategy is chosen and adjusted to the needs.

1.8 Previous Research

There are some previous researches relate to this research. The researcher refers to several previous researches who have conducted by other researchers in the same field before performing this research to support this current research. The main areas are needs analysis in material development (Sudiran & Vieira, 2017), teachers' perception (Mukhalladun, 2019, Anam, 2019, Rusmawaty, 2018, Silvani, 2019, Belaid, 2015), teaching reading (Sumarsono 2019), authentic material (Ahmed, 2017, Sukmawati, 2020, Sari, 2020), 4C skills in the 21st century era (Shalehah, 2019).

The previous research was done by Sudiran & Vieira (2017) about material development entitled "Learner-Centered Material Development in Initial Language Teacher Education". The objective of this research is to investigate initial teacher education initiatives that can encourage trainees to become learner centered practitioners. The data collection of this research is through interview, classroom observation and study of the practice portfolio. The result shows that trainees believe in learner centered material, autonomy-oriented teaching and strive to improve them.

Another research conducted by Mukhalladun et al (2020) which focus on EFL teacher perception entitled "EFL Teachers' Perceptions toward The Use of Authentic Material in Teaching Reading Comprehension (*Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh*)". The aim of this research is to find out EFL teachers' perceptions of authentic materials in teaching reading. This research applied a qualitative research approach in which its data were qualitatively collected through questionnaires and interviews. The result shows that EFL teachers showed positive perceptions of using authentic materials in teaching reading.

The next previous research was conducted by Anam et al (2019) entitled "Teachers' Perception about Authentic Materials and Their Implementation in the Classroom (*Indonesian Journal of English*)".

Teaching)." The objectives of this research are to seek about the perception of using authentic materials in the classroom, the reasons of the teachers about the perception, and also the way of the teachers when implementing the authentic materials in the classroom. This research using qualitative research and for the collecting data is using interview and observation. This research applied Dornyei theory for data analysis, those are transcribing the data, coding, growing ideas, interpreting the data, and drawing conclusion. The result of this study is found that most of the teachers give positive response about using authentic materials in their teaching.

The research was conducted by Rusmawaty et al (2018) entitled "Teachers' Beliefs of Authentic Materials for Teaching Reading in Indonesian EFL Classrooms (*Journal of Language Teaching and Research*)." The objective of this research is to explore the beliefs of these teachers about authentic reading materials in their classroom practices. The method of this research was a case study method. Data collection of this research was through interviews, classroom observation and document. The results show that teachers agreed that authentic materials bring sufficient exposure of 'real world' to students; but they cannot avoid using textbook as the main material for teaching. They admitted that authentic materials become the supplementary materials.

The next previous research entitled "English Teachers' Perception toward the Use of Authentic Materials in Teaching English at School" written by student of Ar-Raniry state Islamic university, Silvani (2019). The objectives of this research is analyzing the evolved information regarding the use of authentic materials in teaching English at school, to investigate why the English teachers use authentic materials in teaching English, and to find out significant information on any challenges of using authentic materials in teaching English. This research applied qualitative research and to collect the data using interview and observation. This result of this study is found that the English teachers showed positive perceptions and

awareness toward the use of authentic materials in teaching English. All of them had used authentic materials in their teaching.

The previous research was done by Belaid (2015) about the teacher attitude and perception. The title of the research is “Using Authentic Materials in the Foreign Language Classroom: Teacher Attitudes and perceptions in Libyan University”. The result show that the most EFL teachers hold positive attitudes to using authentic material in teaching learning process. The teacher participants recognize that using authentic material would expose students to the everyday real language. Teacher also using principles such as course objective, students’ language levels, student’ needs and interest in selecting material for their student.

The research was done by Sumarsono (2019) which focuses on teaching reading. The title of the research is “Methodology of Teaching and Learning Reading using English Translation of Holly Quran as an Authentic Material Resource”. The result of this research is show that the objectives and teaching learning activities carried out related to the use of English translation of holly Quran as authentic material have involved knowledge and attitude that must be processed by the students. It means that authentic material in form English translation of holly Quran have a positive influence on students.

The next previous research was conducted by Ahmed (2017), the research entitled “Authentic ELT Materials in the Language Classroom: An Overview”. This research offers the nature of materials that not design for learning and the use of genuine materials as a second/foreign language classroom in English and it is importance for language learners. The result shows that genuine and culturally relevant materials play an important role in teaching a second/foreign language.

Sukmawati (2020) conducted a research about “Authentic Material to Improve Students’ Reading Comprehension at Senior High School Learners (*Study of Applied Linguistics and English Education*)”. The aim of this research is to improve students’ reading comprehension. This research used

classroom action research in collecting the data. The result shows that there was significant improvement of the students' reading ability.

The next previous research was done by Sari (2020) about "The Use of Authentic Material in Teaching Reading Descriptive Text: Review of Literature (*Academic Journal Perspective: Education, Language and Literature*)". The objective of this research is to review research about authentic material that is used in teaching reading. The research method of this research using literature review and the result shows that most of the studies recommend the educators use authentic materials to be applied in the classroom.

The last previous research was conducted by Shalehah et al (2020) that investigate about "A Comparison of 4Cs' Praxis in Two Recommended English Textbooks For senior high school in Indonesia". The purpose of this research is to explain the 4Cs skills in two English textbooks used as guides for eleventh grade in the teaching and learning process namely "Bahasa Inggris" and "Contextual English". The result of this research shows that 4Cs skills are included in activities from both English textbooks, they are: 1) pre-activities, 2) material content, and 3) worksheets. In part of pre-activity and content, the critical thinking aspects are mostly found, while communicative and collaborative aspects sometime they are appear.

The research about English lecturer's perception of English teaching using authentic material was done by the previous research. There are various researches that near with research topic that will be analyze now. Based on the previous research above, the gap with the previous research is in the time who researcher explores the English lecturers' perception in teaching reading using authentic material in this current era or in the 21st century.

1.9 Frame of Thought

Reading and writing activities are the most basic things in literacy, because selecting and sorting information is certainly done by reading. Literacy is the most important thing because it is the foundation in student

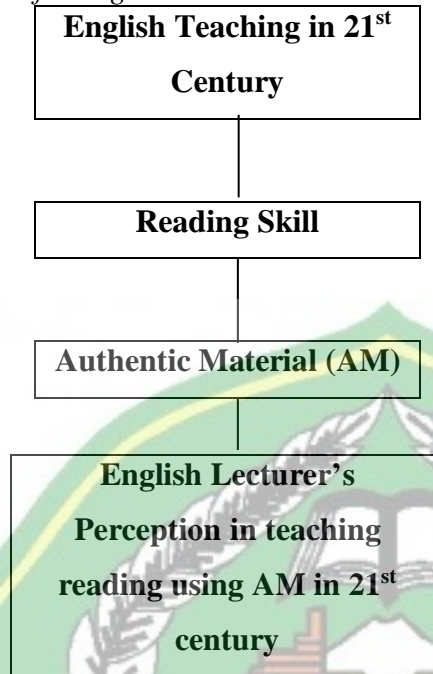
education in formal institution and also the gateway to mastering the subject matter. Therefore, reading activity play an important role in realizing the expectations of students' skill in the 21st century and to respond to the increasingly competitive demands of the 21st century. 21st century learning reflects 4 skills consisting of critical thinking and problem solving, communications and collaboration, creativity and innovation or commonly referred to as 4C skills (Trilling & Fadel, 2009, p. 48). There is a very close relationship between reading literacy and 21st century skills, therefore these four skills must be possessed by students and they will be known, understood, and developed if students want to read.

There are many reading sources as reading teaching materials. Selecting material for teaching reading is important to create an effective process in learning reading (Apsari, 2014, p. 89). Nuttal stated that the different types of text will attract the learners and encourage reading to gain the pleasure (as cited in Apsari, 2014, p. 89). It means that the different types of text influence the student's motivation in learning reading. Tomlinson explains that one type of materials for teaching and learning reading is authentic material (as cited in Apsari, 2014, p. 89). Authentic material are used to give contribution for the students to obtain information around them and will help them enlarge knowledge and insight from the topic learnt in the text (Damayanti, 2018, p. 14). It means that authentic material are not designed for learning purpose, but taken from real life and also as supporting material.

The understanding of teaching reading using authentic materials can be done by obtaining the perspectives of lecturers because it is important to know abilities and student needs for learning to read. Therefore, an analysis of lecturers' perception on teaching reading using authentic material in the 21st century is deemed necessary. The following diagram illustrates the frame of thought of this research. The components that frame this research include the English teaching in the 21st century, reading skill, authentic material and English teacher's perception as the main object of the research. The frame of thought in this research is illustrated figure 1.1

Figure 1.1

Frame of thought



1.10 Research Method

The following is the research design and the steps chosen by the researcher. Briefly, the researcher chose descriptive qualitative for the research design and refer to Creswell for the steps of the research.

1.10.1 Research Design and Steps of the Research

The research design is freely chosen by the researcher and it is adjusted to the research needs. This section, the researchers explains why certain design and steps of the research are chosen.

1.10.1.1 Research Design

To explore how the English lecturer's perception the use of authentic material in teaching reading the researcher choose to use qualitative method. Specifically, the type of qualitative that used is descriptive qualitative. The reason is because this research focuses on understanding of social phenomenon of the human participants. Lodico et al (2006, p. 264) stated that

qualitative method is a research method that focuses on social phenomenon study and study reports data in narrative form. In this case, the phenomenon is activities of teaching and learning English in the classroom. This research has a purpose to describe the English lecturer's perception in teaching reading using authentic material in the 21st century. Therefore, the researcher explores a detail understanding of the case by using descriptive qualitative method.

1.10.1.2 Steps of the Research

The steps on this research is adapted from Creswell (2002, p. 7), those are identifying a research problem, reviewing the literature, specifying a purpose of research, collecting the data, analyzing data and interpreting of the data. For identifying a research problem the researcher found the phenomena that the teaching reading using authentic material in 21st century the students find difficult to understand certain reading texts due to foreign reading texts are designed too difficult and even too easy to understand, selecting material for teaching reading by the teacher that inappropriate with their real life. After knowing the phenomena of this research, the next step is reviewing literature to integrate the teaching reading using authentic material with the 21st century skill and English lecturer's perception in order to specify a purpose of this research. The next step is collecting data, this research using interview, observation and study of documentation. After the data is obtained from the 3 data collection technique above, then the data is analyzed. The last steps are the researcher need to interpreting and conclude the result of the research.

1.10.2 Source and Type of Data

The researcher takes the consideration of selecting the type of data. This research will have 2 types of data sources; those are *primary*

data is researchers directly from the data source and *secondary data* is data obtained or collected by researchers from various sources existing (researchers as secondary hand) (Siyoto and Sodik, 2015, p.58-60). The primary data in this research are from observation of the teaching process and interview of English lecturers and students at English language teaching department *Tarbiyah* and teacher training faculty, Syekh Nurjati state Islamic institute Cirebon. While, secondary data in this research is obtained from study of documentation (lesson plan). The researcher gave code EL for English lecturer, S1 for Student 1, S2 for student 2 and S3 for student 3. Besides that, observation was conducted in five meetings at in reading class of 1D Syekh Nurjati Islamic Institute. The researcher gave code M01 for meeting 1, M02 for meeting 2, M03 for meeting 3, M04 for meeting 4 and M05 for meeting 5.

1.10.3 Data Collection Techniques and Instruments

Technique and instrument are main point in the research. The following is the technique and instrument that chosen by the researcher.

1.10.3.1 Data Collection Techniques

There are several data collection techniques in a study. The use of data collection techniques is important to obtain objective data. Sugiyono (2018, p. 309) argues there are 4 techniques in data collection, namely observation, interview, documentation, and triangulasi/combination. This research using three techniques in collecting the data, namely observation, interview and study of documentation, as follows:

a) Observation

One of the techniques in collecting data in this research is through observation. Observation is technique that done directly toward the object of the research. Creswell (2013, p. 190) stated that a qualitative observation is the researcher

takes field notes on the behavior and activities of individuals at the research site. The researcher was not involved directly in the classroom activity, but only made a note and took the documentation or record during teaching and learning process. In this research, the observation is used to get the data about teaching reading using authentic material in the classroom.

b) Interview

After observing the teaching and learning process in the classroom, the researcher conduct interview through personal interview. Susan Stainback defined that interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon that can be gained through observation alone (as cited in Sugiyono, 2018, P. 318). This interview aim to make sure the data from the result of the observation and to get more the data that related to this research. In this research, the researcher using a semi structured interview. Galletta in Mukhalladun (2020, p. 118) defined that semi structured interview means the question are predetermined, but the interviewer is free to ask for clarification and even add follow up question. The interview target of this research is 1 English lecturer who teach reading lesson in the first semester at English language teaching department and 3 students.

c) Study of Documentation

During the research process, the researcher may collect the data from study of documentation. The study of documentation technique of this research is through lesson plan and transcription of the in-depth interview. The data is arranged based on the data collection techniques above and

provided after the all of techniques are done by the researcher.

1.10.3.2 Instruments

The instrument of descriptive qualitative research is the researcher herself. Sugiyono (2018, p. 307) defined that the main instrument of qualitative research is the researcher herself. It means that the researcher is allowed to extend the instrument to collect the data in this research. The instrument to collect the data of this reseach is used observation checklist and interview protocol. The interview protocol consists of some indicators to become some questions for the interviewee. Interview carried out through video call in whatsapp application, because the situation is covid-19 as well as observation carried out in online class through zoom meeting application or google meet application.

1.10.4 Data Analysis

Data analysis of this research is adapted from Lodico et.al (2006) (as cited in Nuraeni, 2015, p. 22). He stated that there are 5 steps in analysis data, these are:

1. The researcher prepared and organized the data collection from observation and interview. Recorded data from interview is fully transcription. This research using observation, interview and study of documentation to collecting the data.
2. The researcher read and reviewed initially to get understanding from all data collected.
3. The researcher classified the data into coding in several categories
4. The researcher constructed the description of people, place, activities, and then write it detailed descriptions.
5. The researcher interpreted the data finding as a conclusion.

1.10.5 Research Timeline

The researcher need a lot of time to collect data. Both interview and observation are surveyed in different time. Thus, it takes about 4 months to complete the data collection.

Table 1.1 Research Timeline

No.	Activity	Month													
		July					Oct		Nov	January					
		1	2	3	4	5	4	5		3	4				
1.	Preparing research proposal	█	█												
2.	Consultation and revision of research proposal			█	█										
3.	Asking agreement to the principal of the school for doing survey					█									
4.	Conducting interview and questionnaire						█	█							
5.	Analyzing data from interview and questionnaire								█	█					
6.	Making data conclusion											█			
7.	Finalization of research													█	