



## **A Comparative Study of the Advantages and Disadvantages of Using Authentic Materials and Created materials for English Language Teaching**

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### **Abstract**

This study investigates and contrasts the advantages and disadvantages of using generated materials (made by teachers) instead of natural resources for teaching English. This inquiry was conducted inside a library for the most part. The data for the study come from academic articles and books that discuss forged and genuine sources of information. According to the study's findings, one of the components of practical English as a second language instruction is using authentic or original content such as books, images, videos, and other media not produced to serve as educational tools are examples of natural resources. "Planned materials" refers to books and other goods developed mainly for classroom use. In the real world, lecturers and instructors use educational strategies such as adapting and adopting in two separate ways depending on the context. It is permissible to make alterations to and use as raw material any textbook, even those acquired from retail bookstores. Utilizing authentic content drawn from various sources written in natural language is another viable alternative. It is possible to blend these two kinds of resources in a language lesson to more effectively satisfy the needs of the students and cater to their interests. However, lecturers and teachers must weigh the advantages and disadvantages of inventors and substantial resources in their lessons (teacher-made materials). In order to better the quality of learning, instructors and students alike need access to a variety of different teaching tools. Without instructional resources, it will be difficult for instructors to improve their pupils' learning, and it will be difficult for students to keep up with the learning process in the classroom.

Keywords: Authentic Content, Produced Material, Teaching Resources, English Items, English As A Foreign Language

### **Introduction**

Teaching resources are essential components in helping instructors improve their instruction and students' intended learning outcomes (Tonawanik & Donavanik, 2019). Teachers may gradually and meaningfully convey new information and linguistic

constructs by employing carefully curated materials. "Teaching materials" refers to a kind or set of educational resources created to assist teachers and instructors in planning, executing, and evaluating teaching and learning activities that meet the necessary competency standards. Data, tools, and texts known as "teaching materials" are needed to plan and consider how learning is implemented and support teaching and learning in the classroom. The teaching materials are organized methodically to provide a thorough list of the abilities that students will acquire. Due to the significance of learning aids in all teaching and learning activities, it is necessary to prepare them for learning implementation to achieve goals based on competency standards and core competencies. The factors used to choose educational materials include appropriateness, consistency, and relevance. For learning materials to be considered relevant, they must be connected to basic skills and competency criteria. The concept implies that students must learn the instructional materials and core abilities to remain constant. For instance, if students master four basic skills, four topics must be covered in class. The idea that the knowledge taught is enough to let pupils grasp the core skills is appropriate. There shouldn't be an excessive or insufficient quantity of content. Meeting competence standards and core competencies will be difficult if lacking.

However, spending time and energy knowing too much about it would be unnecessary. Authentic materials are essential to learning (Fitria, 2022d). The posture is a representation of the teacher's front-of-class explanation. The teaching materials are a collection of the information the teacher must convey and via which the instructor must communicate. As a result, the number of activities needed to deliver the lesson will be reduced for the instructors. The teacher will have plenty of time in the classroom to guide or instruct the students' learning.

On the other hand, educational resources are also regarded as tools or ways to develop core skills and competency standards. Therefore, competency standards and foundational skills should be the basis for developing instructional materials. By studying teaching materials, individuals with a significant level of learning will be able to develop their skills to the fullest. The teaching materials may be reviewed several times for slow learners. As a result, utilizing instructional materials may maximize the learning services provided to pupils. There are at least three crucial roles that instructional materials have. The three duties include representing the teacher's presentation, achieving competency standards and core abilities, and enhancing student services. It is necessary to identify the kind of content so that the creators of instructional materials may accurately identify the sorts of material that will be delivered. The identification results are then grouped and mapped using the selected methodology (procedural or hierarchical). Therefore, the creators of educational materials will readily adopt the " Choosing the presentation format " in the next stage. You may choose the presenting format according to your requirements, using instructional resources, modules, dictation, information sheets, or textbooks. When

the form of the presentation has been decided, the creators of the instructional materials create a framework or structure for the production. The revision's findings were tested, amended once again, and then put into writing. Additionally, instructors have been able to instruct their pupils using these instructional resources.

A language program's essential component is its instructional materials. Institutional resources are often offered as a foundation for students and language practice in the classroom, regardless of whether instructors utilize textbooks. Learning materials may be an exercise for new instructors, as they suggest arranging and teaching according to the format. They need (1) Printed resources like books, notes, workbooks, or reading materials (Fitria, 2022b). (2) Non-printed materials, such as audio, video, or computer-based tapes or materials. (3) Blending printed and non-printed resources, including internet-accessible resources. Additionally, non-learning resources include periodicals, newspapers, and television. Many different teaching techniques and resources are available to EFL instructors nowadays (Kirana, 2016). The following are some things instructors should keep in mind while using resources: Because each student has a unique set of characteristics, instructors should provide students with clear instructions, be more inventive when creating resources for kids, and broaden their expertise in creating resources for students with special needs depending on the aptitude and capacity of the student (Prabajati, 2015). Cunningsworth (1995) lists the following functions of materials in language learning (mainly textbooks): (a) resources for presenting material; (b) sources of activity for students in interactive practice and communication; (c) comparison references for students in grammar, vocabulary, and other subjects; (d) sources of incentives and ideas for in-class activities; (e) syllabus, where teachers consider the learning objectives that have been set; and (f) assistance for inexperienced teachers. The primary source of instruction for students may be their teachers. The resources provide students access to various language activities, a foundation for the course's subject, and a balancing of teaching strategies. Most programs for teaching English involve instructional materials. Teachers significantly depend on various resources to help with their instruction and students' education, including textbooks, videotapes, pictures, and the Internet (Howard & Major, 2004).

Using educational tools is referred to as "material," according to Meskill (2002). The three categories of instructional materials are as follows: 1) Source. The term "found" may also be used to describe authentic items. Standard classroom materials include 1) visuals from the target culture, such as posters, brochures, postcards, and menus; 2) commercially produced materials, such as textbooks, which publishers make specifically for language instruction; and 3) created/handmade materials, which are those that the teacher or students have made. The outcomes of creating materials provide a more specialized approach to educating a particular set of students. Given the assertions presented above, the researcher is interested in gathering further information on designed

and essential educational resources. Synthetic and genuine materials are investigated in this research to understand better the benefits and downsides of employing each.

### **Literature Review Teaching Aids**

There are several definitions of authentic materials. Authentic implies material not produced for language learning (Paton & Wilkins, 2009). Original materials mean any text (printed or digital) or tape created for a purpose other than teaching the target language (Gardner & Miller, 1999). According to Ellis & Johnson (1994), authentic material is any content derived from the actual world and not developed expressly for language instruction. It may consist of text, graphics, or audio; realia, such as tickets, menus, maps, and schedules; or things, such as items, equipment, components, or models. House (2014) states that a text is authentic if it is composed of actual language written or spoken by a natural person for a real audience. Students can critically think about the social, cultural, and political concerns impacting the nation or countries where the target language is spoken when exposed to authentic resources (Chapelle, 2020). Several natural resources may be utilized in EFL and ESL schools (Gebhard, 2006). Realia (real-world objects/miniatures) may efficiently grab students' attention in EFL and ESL classrooms. Realia is widely used to pre-teach new language, particularly to young kids so that they may be visually exposed to anything new. Toys, currency, key rings, scissors, folded paper, dental supplies (toothpaste, toothbrushes, combs), stuffed animals, wall clocks, balloons, walkie-talkies, candles, fly swatters, string, thread, gum, glue, tacks, paper clips, rubber bands, trays, aprons, plastic cutlery (forks, spoons, plates, glasses, bowls), purses, bags, balls, and umbrellas. Realia is often used in role-playing situations or to communicate ideas graphically.

Authentic listening resources, such as radio news, drama, ads, quiz shows, cartoons, plays, movies, and soap operas; silent films; television commercials; quiz shows; and EFL instructors may make use of professionally audiotaped short stories and novels, pop, rock, country, folk, and kids' music, as well as home films, travel diaries, documentaries, and sales presentations. Authentic visual elements may also increase students' passion for studying a language. Slides, photos, paintings, sketches, kid's drawings, stick figures, wordless street signs, silhouettes, calendar photos, photos from vacation, news, popular magazines, ink blots, postcard photos, and wordless picture books are some examples. Books on science, arithmetic, and history; short stories; novels; picture albums; songs with famous, rock, folk, and children's lyrics; menus from eateries; cereal boxes; candy wrappers; brochures with tourist information; university catalogs; and travel magazines. Teletext subtitles for the deaf and hard of hearing; teachers may readily get these written materials at home,

bookshops, marketplaces, banks, or when traveling for leisure or business. Therefore, there is no need to put much effort into gathering fresh material from everyday life.

### **Manufactured Components (Teacher-Made Substantial)**

In this title, "teacher-made" refers to instructional resources or teaching materials that instructors have put together, rebuilt, or created. (Richards, 2001) defines generated content as instructional materials that have been specially developed. Additionally, materials produced by themselves are known as teacher-produced resources. It describes all the resources created to make teaching and learning more accessible in the classroom. It suggests that instructors play a significant part in teaching-learning because they create the information available to pupils. This content is crucial because teacher-created materials, which typically aim to imitate teen magazines and other authentic resources, may also be intriguing and inspirational for students. Age- and level-appropriate activities, time management, student engagement, students' needs, and various learning styles are all things that instructors should take into account while adapting or creating resources for the EFL classroom.

Moreover, materials made by teachers are more student-friendly since they have been streamlined or generated following lexical and linguistic standards. Because English instructors today often use these resources, their use is essential. Any help a teacher or other educational professional creates for pedagogical use is an example of teacher-made materials. Textbooks are one such resource. Instructional goals drive the development of textbooks. Content in textbooks is often pre-organized to meet the demands of the pupils. Visual aids that complement the lecture, such as posters or photos, are another teacher-made content. Another kind of teacher-made content is handouts or materials given to students to aid their academic work. Handouts may include information, but they also commonly contain worksheets children may do. Another kind of teacher-created material is a chart or graph, just a graphical representation of data: word walls or vocabulary phrase posting walls. Additionally, to aid in their learning of English, worksheets, scripts for role plays, and flashcards were created for their age and level of expertise.

### **Methods**

A library study was used for this investigation. The library research technique involves looking at many types of literature connected and has research issues, such as papers, books, or writing (Roosinda et al., 2021). Documentation is used in the technique for gathering data (document). "physical data" is involved in using papers and data collecting (Rohleder & Lyons, 2017). The documentary resources are divided into various detail categories, including autobiographies, letters, books or diaries, clippings, government and private records, films, videos, pictures, and so on. The researcher, in this

instance, gathers information from books and journal articles relevant to both manufactured and natural stuff. A comparative analysis methodology is used to compare the subject of the study or the data to identify connections between two or more ideas to conclude (Dakhi, 2022). They were examining the distinction between genuine and manufactured material, the researcher (teacher-made material).

### **Discussion and Findings**

In particular, the advantages and drawbacks of using created (teacher-made) materials vs. actual ones are examined in this study.

#### **Teaching Aids Advantages of Authentic Materials' Restrictions**

To accommodate the needs and interests of their pupils, English instructors nowadays use several instructional tools (Rao, 2019). EFL instructors can choose accurate content from various sources, such as the internet and commonplace activities. Using natural resources in teaching and learning English has been the subject of several prior studies. First, according to Isra (2014), using accurate content as a teaching tool may help students anticipate the English sounds represented by the letters G and C. Second, according to Wiguna (2015), using natural resources may help students' writing skills. As a result, using actual materials in a recount text for teaching is suitable. Third, Mestari & Malabar (2016) claim that instructors often use real-world examples while teaching grammar. For instance, they could use audio, video, newspaper, and magazine excerpts to show students how language is used in everyday life. Fourth, according to Azizah (2016), the teacher's genuine materials for teaching listening skills were more engaging and applicable to students' daily lives, which encouraged them to pay closer attention to listening lessons and facilitated the development of their listening abilities. Fifth, genuine content may increase students' reading engagement and provide a better classroom reading environment, according to Parmawati & Yugafiati (2017). Sixth, according to Hidayati (2019), teaching vocabulary in senior high school is successful when the information is used genuinely. The use of actual materials, such as newspaper articles, weather reports, and horoscopes, among others, according to Eze (2019), enhances secondary school students' speaking abilities, encourages them to study the language, and increases their awareness of English classes. Natsir et al. (2021) state that using natural resources while learning a language increases students' translation ability. Authentic materials should thus be employed. This study demonstrates many benefits of accessing sources. Original visual sources have several advantages to growing students' enthusiasm for learning a language, including speaking, writing, morphology, listening, reading, vocabulary, and translation benefits. Learning resources may include authentic content. Natural resources positively

impact students' learning of English.

There are many arguments in favor of authentic materials being used in the classroom by EFL instructors. Using real-world materials as media may help connect classroom activities to the outside world (Gebhard, 2006). Using natural resources can help students improve their language skills beyond what they learn in textbooks and enable them to apply what they learn in the classroom to language usage outside the classroom. Authentic resources may aid pupils in understanding the culture of their classmates (Paton & Wilkins, 2009). The best way for pupils to get acquainted with various genres is by using accurate classroom material. Numerous items might be brought inside the classroom to establish a clear connection with the outside world. Students could be urged to get materials that interest them, giving them a say in what is covered in the session.

### **Authentic Materials' Restrictions**

It might take extra effort to gather, choose, and match existing resources with specific courses (Gebhard, 2006). EFL instructors should set aside additional time to create the resources needed for particular classes. This is a challenge for EFL instructors who want to help their students' language proficiency by providing relevant materials for sessions. Another drawback is that actual materials could include dictions or sophisticated language that pupils find hard to grasp. Sometimes it's difficult for students with low skill levels to understand the material. Richards (2001) asserts that genuine materials usually include Lower-level classes that tend to have more challenging language, extraneous vocabulary, and complex language patterns, taxing the teacher. To prevent this, instructors must choose the resources most suited to their pupils' abilities. Teachers must also pay particular attention to the vocabulary difficulty and the structuring of authentic materials to prevent a significant gap between the content and the learners' proficiency. When using actual materials, it is vital to provide lower-level students with appropriate tasks since the complex range may deter and confuse them owing to a lack of vocabulary and grammatical structures in the target language. The second disadvantage is that some pupils can have different viewpoints on the things discussed in class. Some could think that amusement can be found in natural resources like movies, TV dramas, videos, comedy, cartoons, or music. They do not consider natural resources to be effective learning tools<sup>11</sup>. Still, some believe educational materials need to be taken more seriously. Another issue is that actual materials have cultural backgrounds that students can misread. Lower-level students could find it challenging to understand how authentic materials affect culture. Some kids struggle because of excessive structures and cultural biases (Beresova, 2015). For pupils to fully understand the language being taught, teachers must go into detail on cross-cultural knowledge and dialogue. Although Nunan (1999) acknowledges that it is unrealistic for teachers to use only authentic materials in the classroom, they stress that students should

be exposed to as many accurate materials as possible because their learning tasks will be more challenging if they only come across textbook dialogues and listening texts. Nunan (1999) added. It focuses on having students read and listen to as many authentic materials as possible. Making the knowledge and subject matter understandable and enabling them to make crucial connections between the classroom and the natural world outside of it will help and motivate pupils. Another strong argument for using original resources is added by Gebhard (2006). Real-world resources, according to him, may contextualize language learning<sup>15</sup>. The best sources of linguistic input are authentic resources. They will be more likely to concentrate on meaning and substance than words alone if you provide them with practical resources like an accurate map of the area, an authentic restaurant menu, an authentic hotel brochure in their neighbourhood, or anything else used in real life. Students are provided with much information to help them expand their context for active learning. Instead of just learning the language, they will be exposed to its actual use. The importance of natural resources in providing students with a variety of interesting sources in the classroom is emphasized by Nunan (1999). These tools support language learning by connecting it to real-world situations, which makes it simpler for students to understand and use the language.

#### **Making Authentic Materials' Restrictions For EFL Classes**

A few classroom exercises exist when students utilize real-world language resources and fulfil predetermined tasks. To begin with, employing newspaper articles will provide readers with much up-to-date knowledge. The news is consistently up-to-date, accurate, and factual. Newspapers provide practice for learning new words via context in addition to the most current social information. Take a look at a newspaper story. For students to immediately get interested in the topic and be eager to participate in class activities, teachers should choose an article they think students will find interesting. The terminology in the newspaper is typical of EFL students. However, it is articulated in English to help readers comprehend the translation better. The class can be divided into four or five groups of four or five students each, with a peer group and solo work coming after. This grouping will help the students transition from solo work to teamwork and peer work. The second instance makes use of a short story that was taken from a best-selling book. Since teachers have already experienced this, you only need to observe their classroom behaviour to see how little effort they make to ensure students understand the context, terminology, and phrases. If teachers choose their video resources wisely and assign the proper homework according to the lesson objectives, videos can be engaging sources of authentic content. Video is also very effective at teaching foreign languages because it depicts the environment, gives examples of how to use a particular language in real-world situations, and shows how to use nonverbal cues like lip movements, body

language, and facial expressions. Teachers can use commercials to help students compare prices and pick the best deals, cartoons with blank bubbles, crossword puzzles, cultural quizzes, and funny pictures or pictures of classmates with empty captions. Thanks to the internet, EFL teachers can download unlimited texts, audio files, video files, newspapers, magazines, live radio and television programs, video clips, and much more. Many resources can be used in the EFL classroom. The internet enables us to obtain authentic English resources in EFL classrooms, even in a different nation.

### **Manufactured Components (Teacher-Made Materials) The Advantages of Restrictions on Developed Materials (Teacher-Made Material)**

There are several benefits associated with manufactured materials, some of which are as follows: 1. The course materials are modified to suit the requirements of the students better. If the learner does not have access to resources that are suitable for their level, the materials may be too complicated or too simple for them. It is necessary to adjust existing materials before they can be used successfully in educational settings. For instance, if the students are at the primary level and the terminology is complicated, the teacher could develop flashcards or other visual aids to assist the students in comprehending the subject. 2. The materials are modified to accommodate the pupils' various ways of learning. When producing materials, it is essential to consider the many ways pupils learn. These tools must cater to a variety of learning styles. For example, the instructor may create PowerPoint presentations for visual learners. Auditory learners may benefit from podcasts or music. The other learning styles have similar traits. To improve pupils' learning, combine these elements. Young learners need more visual, tactile, and aural components. The instructor may make extensive use of materials to promote learning. Authentic materials are current, may be based on real-life events, and are relevant to the cultures of the pupils. Thanks to the technologies, students could connect, which made them feel accomplished. According to Richards (2001), students may find motivation in generated materials. Published materials are often designed to seem like teen magazines and other authentic sources, which may be just as motivating and entertaining for kids. Using original resources might distract teachers and students if they include complicated terminology and unnecessary vocabulary phrases. Since they were neither formed nor reduced using any lexical, they typically have language that may be above the learners' level of comprehension or linguistic norms. Since created materials are often made following a graded curriculum and provide a logical review of educational themes, they may be preferred over authentic resources. For instructors, using reliable materials is a hardship. Teachers and lecturers must be prepared to invest a significant amount of time in finding suitable sources for materials and developing activities and exercises to accompany them in creating learning resources based on authentic materials. Teachers are better equipped to produce resources for use in the classroom due to increasing access to computers and

the internet (Tomlinson, 2003). Worksheets have a more substantial visual appeal and are simpler to understand with the inclusion of visuals. A teacher is more likely to integrate student comments into the curriculum when the resources are readily adaptable. When the instructor and the students are online, sending and receiving things back and forth is simple and inexpensive.

### **Restrictions on Developed Materials (Teacher-Made Material)**

The constraints of manufactured materials are many. According to Akil et al. (2018), teacher-created materials have drawbacks. There are drawbacks to teacher-created materials, such as the fact that they may not be authentic or entertaining. They don't provide the means to get accurate information or keep up with global events. They don't show how the language has changed through time nor show learners that it is authentic. At the same time, Rahayuningsih (2016) claims that among the challenges instructors have in creating material are (1) a lack of knowledge of the students' topic, (2) a shortage of supervision time, and (3) a challenge in choosing the suitable medium for the students. To get through the challenges of choosing teaching resources. These are listed below: (1) Recognize two things: (1) interact with other student instructors and collaborate with them to find the best resources for the students; (2) use the problem of the student's field to develop teaching materials and tie them to the students' field. (3) Choose a suitable media depending on the student's expertise (this may vary from class to class).

### **Developing Resources (Teacher-Made Materials) in EFL Classroom**

According to Pramaningrum (2010), teacher-created materials must consider the students' demands for learning resources. Beginning teachers must be able to develop their instructional materials depending on the requirements and preferences of their students to be taken seriously. Then, to educate pupils, additional care must be used while choosing instructional materials. So, while developing resources for the EFL classroom, instructors should 1) remember that each lesson we design has a purpose and an objective, and the materials and activities must be carefully organized. 2) adapt our content. Please make them relevant to your pupils by producing valuable content. This encourages participation while maximizing content retention. Show our kids that we are attempting to consider their interests. 3. When we design anything, we should consider what our pupils like. Consider developing new learning software for asynchronous online courses after that. 4) To spice up our goods, let's use our creativity and areas of competence. If we are talented singers, we could record and play a song for the class as it occurs asynchronously. Then, after inviting them to write their songs, we may have synchronous class time when everyone can see and debate the videos of the songs. Or, if we have artistic ability, we may utilize it to make worksheets and tests that are interesting and enjoyable. The majority of students,

according to Akil et al. (2018), felt that the created coursebook was appropriate for their needs, that the contents were comprehensive, that the topics were interesting and relevant for their needs, interests, and socially constructed background, that the interpretation was simple to understand, and that the tasks and activities were trying to engage and helped them express their understanding, perspectives, and preferences through a range of essay types. From one sub-unit to the next, the textbook was organized accordingly. The approach of the coursebook, according to students, helped them correctly and effectively communicate their knowledge, experiences, and hobbies. Technology may help students with impairments, say Rhodes & Milby (2007), by making teacher-made electronic books. Assistive technology, like electronic books, may record student reactions in primary school classrooms and improve students' retellings of exciting children's stories. In overall, the fundamental stages (basic scenarios) of learning with teacher-made teaching materials can be set up as follows: students get the teaching materials from the teacher, they get an explanation of the teaching materials and how to use them, they read the teaching materials carefully, by asking questions if they don't understand something in the teaching materials, doing the activities that the teaching materials tell them to do, and they get feedback. Materials in the classroom are critical tools for learning. These can be books, written materials, graphs, charts, movies, realia, and many other things that help people learn. It is too easy for a teacher to rely on the commercially made materials and textbooks that the school or education center where they work gives them.

They are easy to get and work well for instructors who are also working. Published resources are suitable for the level, giving students good practice. But the teacher may have to develop their content at some point in the learning process. Making products that fit the needs of the students makes learning more meaningful. When the information is based on the student's perceptions, heritage, and religious views, they are more likely to understand it. Although creating one's materials may take a lot of time and effort on the part of the teacher, there may be more advantages than disadvantages. To enhance the learning process, teachers at all levels must be creative and not just depend on the materials supplied by the school. Instead, these materials must regularly be replaced, added, or updated. The instructors may provide various visual, tactile, and auditory assistance for young kids. Children learn quickly, and they see, touch, and hear. For instance, a teacher may narrate a story while displaying images, 3D cutouts, objects, and sound effects. What is "trending" in technology, social media, and current events decrease how we think, and what fascinates high school students and young adults? The teacher must provide resources for these objectives since certain books may not be current with these trends. Now that they are all publicly accessible online, it is simpler for instructors to provide helpful information. Materials should suit the student's level, yet caution is still essential.

Teachers must take several considerations into account while producing resources for English. Once the writing process has started, choosing the sort of exercise is the next

stage (Fitria, 2022c). Input is connected to what creates the learning process and how students react to the content. Here are a few questions about various materials: 1) Grammar material: Will the grammar be continually shown in the text, dialogue quotations, or phrases? Fitria (2022a). How was the grammar used here selected? 2) Listening material, whether it is a recorded version of an authentic source, text on an unrelated subject, or a combination of both (Fitria, 2021). 3) Reading materials: What kinds of texts such as magazine articles, newspaper articles, or book excerpts—will students read, and how are they chosen? 4) Will students be shown how various examples of writing are composed? Will it be shown using actual text or fictitious text? 5) Where did you get the speaking material for this activity? How are sources chosen? Can dialogue, recordings, text, topics, situational pictures, or anything else be used? Frequently, authors begin with information gleaned from periodicals, books, the internet, television, or radio (Fitria et al., 2022). Nevertheless, getting many resources for learning materials is crucial. Choosing the appropriate writing assignment is another challenging issue. The issue is designing activities that motivate students to use their language abilities and connecting the procedures with particular language education objectives. As a result, a decent place to start is by reviewing the sorts of tasks found in contemporary commercial textbooks.

### Conclusion

Authentic materials include texts, photos, and videos not made with an instructional purpose. In contrast, the term "prepared materials" refers to books and other resources developed specifically for educational purposes. Since both resources have advantages and disadvantages, English instructors and students often employ both in language programs. Teaching tools are a vital component of the learning process, which holds true for teachers and students. It will be difficult for instructors to improve the learning effectiveness of their students if they do not have access to instructional materials. In a similar vein, if students do not have access to instructional resources, it will be difficult for them to follow the learning process that is taking place in the classroom. This is particularly true if the instructor presents the content rapidly and erratically. They run the risk of becoming confused and losing track of what has been taught by the lecturer.

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