



AN INTERNATIONAL HYBRID CONFERENCE

12th COTEF

Conference on Teaching
English as A Foreign
Language

*Paths to Maximize the AI's Roles in
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and Literacy Studies*

5th CELTI

Conference on English
Language Teaching

An Analysis Of Authentic Materials In Textbook Entitled Bahasa Inggris Work In Progress

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DOI:

<https://doi.org/10.24090/celti.2025.1315>

Pages:

303-314

Abstract: This research was aimed to find out the types of authentic materials and analyse the authentic principles of authentic materials in English Indonesian textbook entitled Bahasa Inggris Work in Progress. This research used content analysis with the quantitative descriptive method. The instrument consisted of input authenticity purposed by Nunan and criteria of authenticity by Tomlison which have been validated by the expert. The results showed that there are 3 types of authentic materials were discovered in spoken language and written language. Those authentic materials are authentic listening/viewing material, authentic visual material and authentic printed material. Moreover, the number of authentic materials in written language are more rather than the number of authentic materials in spoken language which consisted of 8 authentic materials in spoken language and 14 authentic materials in written language. Based on the analysis result, the average percentage of authentic principles in spoken language are 51%. This fulfilment indicated that the authentic principles of spoken language in this textbook was "sufficient" category. Furthermore, the average percentage of the authentic principles in written language reached 61%, so that it categorized as the "fair" category.

Keywords: *authentic material; authentic principles; textbook*

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Introduction

It is undeniable that English foreign language (EFL) learners supposed to develop their language proficiency by getting so much input. In fact, learner only can get the input only in certain places that provided English service such as educational institutions, and certain public (Kusumawati & Bharati, 2018, p. 2). Furthermore, the frequently input that EFL learners acquired most is from their teachers in the classroom activities. Unfortunately, not all of the teachers have any initiative and ways in order to obtain more input beyond class requirements or find other resources outside their classroom materials (Kirana, 2013, p. 173).

One of the challenges of EFL teachers is how to elicit the interest and to explore the creativity of their students so that they will be more motivated to learn in classroom moreover in outside. Kirana (2013, p. 174) stated that teacher supposed to be pay attention student's need and improvement. Not only vocabulary building, grammar structures which emphasised, but also production skill and receive skill should be well prepared for them. This idea is also argued by Safitri (2017, p.24) that students need to be familiarized with the real English usage, where real forms of communication and cultural

knowledge are crucially exposed. As a result, EFL teacher must stimulate and bring out this real world in the classroom. One way of doing that is to utilize the use of authentic materials in classroom activities. Furthermore, Gebhard (1996, p. 99) stated that the direct connection between the language in the classroom and the outside world can be reinforced for students through authentic materials and media.

One example of materials which often used by a teacher in learning process is a textbook. There are many kinds of textbooks written based on curriculum used at school that teaching and learning process focus on the book and monotone (Safitri, 2017, p. 23). At the same time, schools in urban areas have sufficient funds to recruit more highly qualified teachers and provide various curricular and educational resources (Ashabiq, 2023). Textbook plays an important role in teaching and learning process especially in English classroom. The teacher uses a textbook as the source to deliver a material while the students use textbook as the source of knowledge. Thus, the content of textbook must be good.

In addition, a textbook could also be bored for the student if the material does not be used in real world. Huda, (2017, p. 6) stated that teaching materials should motivate the learners by stimulating their interests, encourage them to further explore the potential for language learning capacities, If the teaching materials are not interesting and motivating, they will learn nothing. To address with this issue, the curriculum designer provides the alternative material in the textbook. Alternative material is mainly referred to as authentic or real-life material (Purwadani, 2017, p. 2). Therefore, using the textbook which contained authentic materials in EFL/ESL classroom can help the teacher shows the real language use and teach communicatively.

In a textbook consists of various materials, those are taken from authentic materials and non-authentic materials or created materials (Purwandani, Raja, & Suparman, 2017, p. 2). According to Cunningsworth (1995) Coursebooks were seen as a resource in achieving aims and objectives that have already been set in term of learning need. Graves (2000) mentioned the advantages using text book, those are: giving a set of visuals, activities, readings, and other materials which save the teachers time in finding or developing such materials. Hence, the content of textbook must be good. Moreover, the material should be able to support the students in order to use language as a mean of communication.

With the development of communicative methods and the use of technology in ELT, authenticity term has been reused over and over again (Tevdovska, 2018, p. 60). Terms like authentic texts, authentic tasks, authentic instruction, authentic context, authentic testing, etc are frequently mentioned by most foreign language experts defending the communicative methods of teaching (Sumarsono P. & Masyhud, 2017, p. 29).

The various definition of term 'authentic' and 'authenticity' had been defined in different ways throughout the literature over the past three decades (Mishan, 2005, p. 1). Authentic materials are any materials that were not created particularly for the purpose of language teaching (Omid & Azam, 2016, p. 106). According to Nunan (2004, p. 52) authentic materials are the materials which created only for the real of real life not for the classroom, but used in language teaching. It can be concluded that those materials design only for real situation rather than in the classroom and are utilized in learning process.

There are 5 input authenticity of authentic material purposed by Nunan (2004) which are genuine, altered, adapted, simulated and minimal. Genuine defined as creating only for the realm of real life, not for classroom, but used in language teaching. The second input authenticity is altered which defined there is no meaning changed. The next is adapted which means creating for real life (words and grammatical structures changed to simplify the text). The other authentic input is simulated which defined as written by the author as if the material is genuine; many genuine characteristics. The last

input of authenticity is minimal/incidental that defined as creating for the classroom; no attempt to make the material seem genuine.

Furthermore, Tomlinson (2014, p. 131) stated that an authentic text is one text that was created to communicate rather than to teach. It does not have to be created by a native speaker and it might be a version of an original which has been simplified easier communication. He mentioned five criteria of authenticity those are: content realistic reflecting topic, activities relate to pupil's interest, tasks exploit language in communicative way and the text generate real life communication process. Sumarsono & Masyhud, (2017, p. 29) argued that authentic English teaching materials are English text whether academic text of research result such as books and journals or non-academic such as advertisement, labels in food wrappers magazines, and announcements.

Gebhard (1996, p. 100) classified authentic material that usually used in learning process into 4 classifications. The first is authentic listening/viewing material, for instance movies, radio news, comedy shows, TV commercials, quiz shows, dramas, audio recording, home video, children's song etc. the second classification is authentic visual material such as photographs, calendar, paintings, drawings by children, wordless street signs, pictures, popular magazines, pictures, silhouettes, pictures from travel, etc. The third classification is authentic printed materials for example newspaper articles, cartoons, advertisements, sports reports, science, math, and history books; short stories; novels; books of photographs, obituary columns, and advice columns; travel magazines, etc. the last classification is dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, phones, balls, purses, wallets, umbrellas, bowls, glasses etc.

Authentic materials and media can reinforce for students the direct relation between the language classroom and the outside world (Gebhard, 1996). In addition, authentic materials and media offer a way to contextualize language learning. Rao (2019, p.2) stated that when lessons are centered on comprehending a repair manual, a menu, a TV weather report, a documentary, or anything that is used in the real world, students tend to focus more on content and meaning than on language. Authentic materials are considered to be helpful bridging the gap between the classroom and outside world. In order to appropriately achieve this issue, teacher should design the materials and assessment accordance with students (Ma'rufah, 2023, p. 289). A teacher should be able to support the student in order to achieve the goal of learning English. Because of that, so the teacher should be able to adapt or create authentic materials

Regarding the explanations above, this research focused on find out the types of authentic materials and analyse incorporate of authentic principle. More specifically, this research aims to answer questions: What are the types of authentic materials found in English Textbook "Bahasa Inggris Work in Progress" published by ministry education and culture and how does authentic material in English textbook "Bahasa Inggris Work In Progress" incorporate with the authentic principles? Since the book published by ministry national and education, this book used to deliver the materials by the teacher in teaching English for X grade senior high school in Indonesia. This textbook was considered as the subject of this researcher because it is for class X Senior High School that using merdeka curriculum.

Based on a large number of sources such as journals and previous studies related to this research that have relevance with the research topic, there are several studies. The first, an article entitled "Authentic Materials Existed In The Textbook By Intan Pariwara For Senior High School" written by Putri Rafa Salihah faculty of Teacher Training And Education Language Education Department Study Program Of English Education State Islamic Institute Of Palangka Raya in 2017 (Salihah, 2017). Hence, it can be

acknowledged for this research. This thesis has similarities in the strategies used. The distinctive of this study is Putri's thesis discussed about the authentic material that existed in commercial textbook for XI grade that published by Intan Perwira, but on this study the writer discuss about non-commercial book that used for IX grade which published by ministry of National Education. The results of Salifah's research revealed that there were only a few authentic materials in the textbook "Buku Bahasa Inggris" Mata Pelajaran Wajib.

The second research conducted in Journal of Arts, Science and Humanities which entitled "The Effective Use of Authentic Materials in The English Language Classrooms." Vol. 7 (2019). This article was written by Parupalli Srinivas Rao. Therefore, it related for this research (Rao, 2019). The similarity this thesis discussed an authentic material that used in the classroom. Meanwhile, the distinctive of that research is author focus on the effective use of the authentic materials by the teachers in English language classrooms, and this research focus on authentic and its principles in a textbook. The result of this research is using the authentic materials in the classroom is able to be useful for the teachers and students are able to learn the English language in an easy and different way.

The third, an article entitled "The Analysis of The Authenticity Of Authentic Reading Materials In Students' Text Book" conducted from journal Language Education (JLE) which written by by Atika Dian Purwandani, Patuan Raja and Ujang Suparman from Faculty of Teacher Training and Education University of Lampung (2017). That research investigated how compatible is the current authentic material in students' textbook with the criteria of authenticity found in Pathway to English 2 from Erlangga Publisher (Purwandani, Raja, & Suparman, 2017). So that, it is suitable to be used as reference. The same focus of that research is discussing authentic materials in English textbook. Whereas, It was different from this study. Their research focus on authenticity of authentic reading materials In Students' Textbook. But in this study, the researcher will focus on authentic materials itself which are contained in the textbook. The result of that study revealed that the criteria of authenticity accordance with the authentic reading materials in selected textbook. This indicates that the contents of the texts are appropriate to be used as teaching materials.

Research Method

The Method used in this research is a content analysis method. Hsieh & Shannon (2005, p. 2) stated that content analysis what is contained in data. Content analysis is a technique that used in order to analyse written data or documentation (Setiyadi, 2006, p. 256). Content analysis was used in this study because this study analysed the contents of a textbook, particularly the authentic principle of authentic materials on the textbook. The descriptive quantitative method was implemented as the approach of this research. Descriptive quantitative is the type of study that provide data in the form of words and numbers.

In collecting the data, this research used document analysis. The authentic materials in spoken language contained in textbook were looked for in this research. Firstly, is reading, as the first step in collecting the data, it is reading all of the material in the textbook "Bahasa Inggris Work in Progress". Secondly is note taking, after reading all the materials in textbook, this research Finds out the authentic in spoken language materials to collect the data provide in textbook. And the last is classifying which classified authentic materials based on Gebhard classification whether in the spoken language or written language.

Every authentic material if complete with part of input authenticity and authentic criteria was rated 1. Meanwhile, if the authentic material is not appropriate with the authentic principles whether

Input authenticity or authentic criteria rated 0. Afterwards, the total score obtained with the amount of the highest score that is multiplied by the total number of criteria. Then, it is multiplied by 100% to achieve the sum point (Maujier & Verloop, 2022). The formulation of the calculation used in the evaluation process is presented as follow:

$$P \% = f/n \times 100\%$$

P % : The percentage that is obtained for every authentic principle observed.

f : The total score that is obtained for every authentic principle observed.

n : The amount of the authentic principles

Afterwards, the result of the data analysis categorized into four categories presented in the following table:

	Category
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 49%	Poor

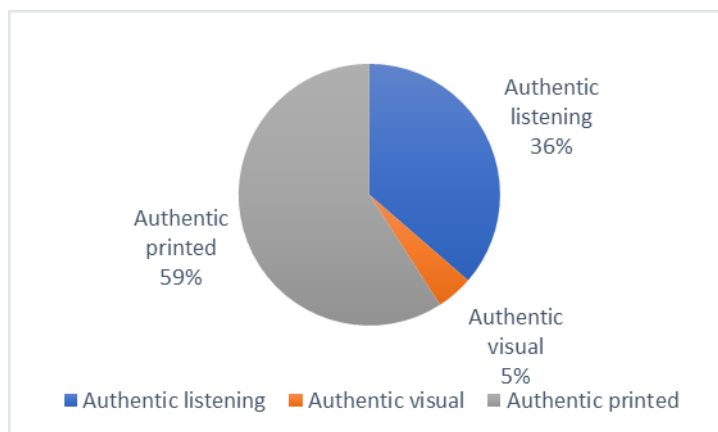
The percentage of data was then narrated and concluded in order to the answer to the research question. The conclusions are drawn based on the data with the highest and lowest percentages (Inayah , 2022). For this stage, the calculation of data as explained in discussion later was used as the basis of conclusion drawing

Results & Discussion

The English Indonesian textbook “Bahasa Inggris Work in Progress” had been discovered several authentic materials, for instance: authentic listening/viewing material, authentic visual material and authentic printed material. Meanwhile, the realia used in EFL/ESL Classroom as authentic material was not found in this textbook after being conducting and analysing the authentic materials.

1. Types of Authentic Materials

Table 1. Authentic materials contained in textbook.



The number of authentic materials in written language dominates a lot more than the authentic material in spoken language. There are 8 authentic materials in spoken language and 14 authentic materials in written language. The percentage of the result analysis every authentic material is different one another in each chapter. In consequence, the authentic materials that have been found are grouped in every chapter. To conclude, 22 authentic materials were found in the English textbook Bahasa Inggris Work in Progress.

2. The suitability of the materials with the authentic principles

Not all of the number of authentic materials that contained In English Textbook Bahasa Inggris Work in Progress are appropriate based on input authenticity purposed by (Nunan, 2004) and authentic criteria by (Tomlinson, 2014). There are 6 chapters in English textbook Bahasa Inggris Work in Progress which contained authentic material whether in spoken language or in written language. The first chapter of textbook was found 6 authentic materials based on Gebhard (1996) classification, those are: two in spoken language and four in written language. Spoken language had two authentic listening/viewing material, meanwhile written language had one authentic and three authentic printed materials.

The example of the authentic materials in chapter one is authentic visual material. there are 67% of authentic principles be reached in the "none" category. Therefore, the complete category only has 33%. The authentic principle that contained in table 4.10 are genuine, related to pupil's interest, and content realistic reflecting topic and events from real world situation. Meanwhile, there are also several authentic principles which did not contain in that material such as: altered, simulated, minimal, etc. Because of this, the authentic principle in the authentic visual material on page 9 in this textbook was "poor" category.

The second chapter of English textbook "Bahasa Inggris Work in Progress" has 3 authentic materials, two in spoken language and one in written language. The spoken language are two authentic listening/viewing materials which audio recording about someone who was watching in live football match on page 31 and audio recording that discussing someone's experience of sport event on page 33. Furthermore, the authentic material in spoken language is authentic printed material that contained on page 50. For instance, there are 29% are in the "None" category. The principle of authentic material which were not in authentic printed material page 50 are; minimal, text exploit language in communicative way and the text generates real communicative process. Furthermore, the authentic principle in that materials is more in the "complete" category which got 67% of authentic principle. As a result, this fulfilment indicated that the authentic principles in the authentic printed material on page 50 was as fair" category.

Furthermore, there are 2 authentic materials were discovered in chapter three, one is in spoken language and the other one is in spoken language. The spoken language in this chapter is authentic listening/viewing material and the spoken language is an authentic printed material in written language. The example of authentic material in chapter three is authentic listening/viewing material on page 56. there are 67% of authentic principles be reached in the "none" category. Therefore, the "complete" category only has 33%. The authentic principle that contained in authentic listening material page 56 are genuine, adapted, and content realistic reflecting topic and events from real world situation. Meanwhile, there are also several authentic principles which did not contain in that material such as: altered, simulated, minimal, and activities related to pupil interest. Because of this, the authentic principle of the authentic printed material on page 56 in this textbook was in "poor" category.

Moreover, there was discovered 3 authentic materials based on Gebhard's classification, those are: one in spoken language and two in written language. Spoken language had authentic listening/viewing material which contained on page 82. Meanwhile, written language had 2 authentic printed materials that on page 84 and on page 96. For example, on page 84 The authentic principles that contained in this material are genuine, altered, adapted, and content realistic reflecting topic and event from real world situation. There are 55% of authentic principle in the "none" category. Meanwhile, 45% are in the "complete" category. In other hand, this fulfilment indicated that the authentic principles in the authentic Printed material on page 84 in this textbook was in "poor" category.

There are 5 authentic materials were discovered in fifth chapter, one in spoken language and four in written language. An authentic material in spoken language is authentic listening/viewing material which an audio recording. Moreover, there are 4 authentic materials in spoken language, all of them are authentic printed materials. For example, it was found that 67% of the authentic principle of authentic listening/viewing material on page 116 were in the "complete" category in table above. There are several of authentic principles that contained on page 116, for instance: genuine, adapted, simulated, content realistic reflecting topics and events from real-world situations, activities relate to pupils' interests and 'real-life' tasks, and the text generates real life communication processes. At the same time, the remaining 33% of the authentic principle are in the "none" category. So that, the authentic principles of authentic material on page 116 reached in "fair" category.

The last chapter of the textbook Bahasa Inggris Work in Progress the chapter six. There are 3 authentic materials were found in chapter VI which are one in spoken language and two others in written language. Spoken language in chapter VI is authentic listening/viewing material. Meanwhile, authentic material in written language in this chapter are 2 authentic printed materials. For example, the authentic material page 137, this authentic printed material reached 78% belong to "none" category, and only 22 % as the complete category. this fulfilment indicated that the authentic principle in the authentic listening material on page 31 in this textbook was "poor" category.

To conclude that not all of the authentic materials contained in the textbook "Bahasa Inggris Work in Progress" accordance with the authentic principle based on Tomlinsonn(2014) and Nunan (2004) theories. Furthermore, based on the analysis result, the average of authentic material on spoken language in textbook "Bahasa Inggris Work in Progress" achieved 51% off all the authentic principle. This fulfilment indicated that the authentic principle of spoken language in this textbook was "sufficient" category. Different with the spoken language, the average percentage of the authentic principles in written language in English textbook "Bahasa Inggris Work in Progress" which contained 14 material language reached 61%. As a result, all of the authentic materials in written language did not accordance with the authentic principle which caused getting the "fair" category.

Discussion

After the data were collected, this research discussed those finding by reflecting with number of theories. Gebhard(1996) classified authentic material into 4 types: authentic listening/viewing material, authentic visual material, authentic printed material and realia used in EFL. Moreover, the textbook "Bahasa Inggris Work in progres" based on Gebhard's classification was found only 3 types of authentic materials, those were: authentic listening/viewing material, authentic visual material and authentic printed material. Meanwhile, the realia used in EFL/ESL Classrom did not find in that texbook after being analysed.

Moreover, most of authentic materials that have been discovered in the textbook are authentic materials in written language which dominated by authentic printed materials. For examples, texts sport report, newspaper article, text report of graffiti. In line with Gebhard (1996) who mentioned the authentic printed materials such as: newspaper article, advertisements, sports reports, etc. Every chapter in English Textbook Bahasa Inggris Work in Progress was provided in minimum 1 authentic printed material. Those materials were adapted from the online sources that the author provided it's source. In line with Sumarsono & Masyhud (2017) that defined authentic materials are English text whether academic text of research result such as books and journals or non-academic such as magazines, advertisements, announcements, labels in food wrappers.

Furthermore, Omid and Azam, (2016) defined authentic material is as material that has not been specifically produced for the purpose of language teaching but used in the classroom. Brosnan et al. (1984) pointed out that the texts which discussed around the environment such as at the bank, on labels, in the mailbox, on shop doors and windows, packets, etc will need to read by learners.

Not all of the authentic materials that contained in the textbook "Bahasa Inggris Work in Progress" accordance with the input of authenticity based on Nunan (2004) and authentic criteria by Tomlison (2014). Consequently, the percentage's each material that contained in the english textbook Bahasa Inggris Work in Progress did not reache high of fulfilment score. In other hand, there is no "good" category of auhentic principle in the textbook Bahasa Inggris Work in Progress. Below are the explanation of Input of authenticity and authentic criteria:

1. Input authenticity

There are 5 input authenticity of authentic material purposed by Nunan (2004) which are genuine, altered, adapted, simulated and minimal. Genuine defined as creating only for the realm of real life, not for classroom, but used in language teaching. The second input authenticity is altered which defined there is no meaning changed. The next is adapted which means creating for real life (words and grammatical structures changed to simplify the text). The other authentic input is simulated which defined as written by the author as if the material is genuine; many genuine characteristics. The last input of authenticity is minimal/incidental that defined as creating for the classroom; no attempt to make the material seem genuine.

The input of authenticity which appropriate with the all of authentic materials was only Genuine. In the contatry, other input of authenticity those were altered, adapted, simulated and minimal only several material that appropriate with them. As the first input of authenticity, all of the materials that contained in the textbook appropriate with of genuine principle whether in spoken language or written language.

The author adapted the material whether spoken language or spoken language from the real situation for instance: the audio recording about Cristiono Ronaldho, the recording that discussed of someone who was watching in live football match, someone's experience of sport event, text report about Greysia Porly as the indonesia great athlete, text about Oktila Rarti as one of the paralympic heroes, and text that discussed about the Graffit. In line with Cunningsworth (1995) who stated that one of the criteria elements of genuine communication is opportunities to express real information, feeling, opinion, etc. As Cunningsworrrth's idea, the authentic materials in the textbook Bahasa Inggris Work in Progress are very closely related to the world situation that is happening in the present.

However, other input of authenticity those were altered, adapted, simulated and minimal only several materials that appropriate with them. For examples, the authentic listening/viewing material which was an audio recording about someone who sharing different ways on how to stay healthy with the length duration are 2 minutes 24 seconds. This authentic material did not accordance with altered principle. Other example is authentic printed material which was text about paralympic games that did not appropriate with the minimal principle. To conclude, that all of the authentic materials that contained in english textbook Bahasa Inggris Work in Progress did not accordance with the input of authenticity.

2. The authenticity criteria

Tomlinson (2014) mentioned several the authentic criteria of authentic materials which are: content realistic reflecting topic, activities relate to pupil's interest, tasks exploit language in communicative way and the text generate real life communication process. Furthermore, not all of the authentic materials that contained in English textbook "bahasa Inggris Work in Progress" suitable with the authentic criteria by (Tomlinson, 2014) especially two criteria: Task exploit language in communicative or real world way and the text generate real life communication process. There was only one authentic material in spoken language that accordance with the principle of Task exploit language in communicative or real-world way and the text generate real life communication process. Meanwhile, other authentic material in spoken language did not suitable with the principle of Task exploit language in communicative or real world way.

Moreover, the other authentic criteria that contained in the textbook "Bahasa Inggris Work in Progress" which are: content realistic reflecting topics and events from real world situation and activities relate to pupils interest and real-life tasks related with the authentic material. All of the spoken language accordance with both of them, except the authentic listening/viewing material which was an audio recording about someone who sharing different ways on how to stay healthy with the length duration are 2 minutes and 24 seconds. Meanwhile, most of authentic material in spoken language related both of them.

Furthermore, Authentic printed material that was found in the textbook such as : the text about Greysia Polly who is one of the Indonesian great athlete and Laeni Oktilla Ranti who is one of the paralympic heroes. Since those material was adapted from current situation, it was able to make students are interest in learning process. This is in line with Huda (2017) who argued that teaching materials should motivate the learners by stimulating their interests, encourage them to further explore the potential for language learning capacities, If the teaching materials are not interesting and motivating, they will learn nothing

As a classification by Gebhard (1996) there are only 3 types of authentic materials contained in english textbook "Bahasa Inggris Work in Progress". It showed that there were few authentic materials. In line with result of Rafa Salihah that the results of his research there were only a few authentic materials in the textbook "Buku Bahasa Inggris" Mata Pelajaran Wajib (Salihah, 2017). Furthermore, the number of authentic materials in written language more than spoken language. Hence, the criteria of authenticity in written language was as sufficient category. This is same with the Atika Dian Purwadani et al (2017) that the result of their research indicated that the authentic reading materials in selected textbook were compatible with the criteria of authenticity (Purwadani, 2017). This showed that the contents of the texts are appropriate to be used as teaching materials.

Not all of the authentic materials contained in the textbook “Bahasa Inggris Work in Progress” accordance with the authentic principle based on Tomlison and Nunan. Furthermore, based on the analysis result, the average of authentic material on spoken language are 51%. This fulfilment indicated that the authentic principle of spoken language in this textbook was “sufficient”. Furthermore, the average percentage of the authentic principles in writing language reached 61%, so that it categorized as the “fair” category.

Conclusion

The conclusion As classifications by Gebhard (1996), there are four types of authentic materials that used in the classroom activities. Those authentic materials are authentic listening/viewing material, authentic visual material, authentic printed material and realia used in EFL. Furthermore, authentic materials that were discovered in textbook “Bahasa Inggris Work in Progress” are authentic listening/viewing material, authentic visual material and authentic printed material. Meanwhile, realia used in EFL/ESL classroom did not find in that textbook. In addition, the authentic printed materials dominated in every chapter in the textbook whether in spoken language or written language.

The number of authentic materials in written language dominates a lot more rather than the authentic material in spoken language. There are 8 authentic materials in spoken language and 14 authentic materials in written language. The percentage of the result analysis every authentic material is different one another in each chapter. In consequence, the authentic materials that have been found are grouped in every chapter. To conclude, 22 authentic materials were found in the textbook written by the author.

Not all of authentic materials contained in the English Indonesia textbook “Bahasa Inggris Work in Progress” accordance with the authentic principle based on Tomlinson (2014) and Nunan (2003). Furthermore, based on the analysis result, the average of the authentic material on spoken language are 51%. This fulfilment indicated that the authentic principle of spoken language in this textbook was sufficient. Whereas, the average percentage of the authentic principle in writing language reaches a little bit more rather than spoken language that got 61%. Because of this, it categorized with the “fair” criteria.

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