

**THE QUALITY OF AUTHENTIC READING MATERIAL IN
STUDENTS' TEXT BOOK**

A Script

By:

Atika Dian Purwandani



**LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

ABSTRACT

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The objective of this research is to find out or examine whether the current authentic reading materials in students' textbook have been compatible with the criteria of a good authentic material or not. The research was conducted by asking twelve English teachers to fill the checklist instrument which consists of criteria of authenticity. The sources of the data were documents which were gathered from three authentic reading passages which were found in *Pathway To English 2* from Erlangga Publisher. The instrument was the checklist instrument which consists of criteria of authenticity proposed by McGrath (2002) and criteria of good reading material by Arias (2007).

The result shows that the authentic reading materials in selected textbook have been compatible with the criteria of authenticity. The compatibility of Text 1 to the first criteria of authenticity is 69.58%, Text 2 is 77.5%, and Text 3 is 85%. It means that the content of those texts are suitable for the learners. The language is easy to understand and it enables student to develop the language use in the real life. The available authentic reading materials in the selected textbook meet the students' interest, it motivates the students to learn. For the criteria number 2, the compatibility of Text 1 is 79.86%, Text 2 is 76.38%, and Text 3 is 84%. Authentic reading materials in selected textbook represent cultural fitness and social value from the students. The compatibility of the Text 1 to this criteria is 76.58%, Text 2 is 98.24%, and Text 3 is 75%. Authentic materials which match the learners' culture make them feel more confident to use the target language in their real lives.

Keywords: *Authentic Reading Materials, Quality of Authentic Materials, Students' Text book.*

**THE QUALITY OF AUTHENTIC READING MATERIAL IN
STUDENTS' TEXT BOOK**

By:

Atika Dian Purwandani

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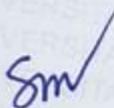
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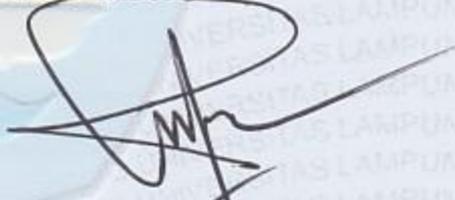
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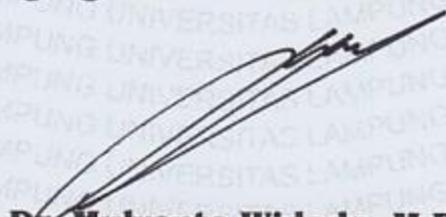
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CURRICULUM VITAE

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DEDICATION

*By offering my gratitude to Alloh SWT for His abundant blessing to my life, this script
is proudly dedicated to:*

❖ The light of my life: my beloved Father and Mother,
Sriyono and Sri Setianingsih

❖ My two knights,
Bima Adi Satria and M. Ichya Ulumudin

❖ My beloved friends
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MOTTO

Only the one who seeks well will find.

-Anonymous

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Last but not least, the writer admits that her writing is still far from perfection. Thus, comments and suggestions are always welcome for the better research. Moreover, the writer hopes this research can give a positive contribution to the educational development, the readers and those who want to accomplish further research.

Bandar Lampung, June 7th 2017
The Writer,

Atika Dian Purwandani

TABLE OF CONTENTS

	Page
ABSTRACT	i
TITLE	ii
APPROVAL	iii
LETTER OF DECLARATION	iv
CURRICULUM VITAE	v
DEDICATION	vi
MOTTO	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	x
LIST OF TABLES	xii
LIST OF APPENDIX	xiii
I. INTRODUCTION	1
1.1. Background	1
1.2. Research Question	4
1.3. Objective	5
1.4. Uses	5
1.5. Scope	5
1.6. Definition of Terms	6
II. LITERATURE REVIEW	7
2.1. Concept of Reading	7
2.2. Selecting Reading Material	9
2.3. Students' Text Book	11
2.4. Authentic Materials	12
2.4.1. Types of Authentic Material	14
2.4.2. Quality of Authentic Materials	14
2.4.2.1. Criteria of A Good Authentic Materials	17
2.5. Advantages of Using Authentic Materials	19
2.6. Disadvantages of Using Authentic Materials	21
2.7. Evaluation of Authenticity	22
2.7.1. Procedure of Evaluation	24
III. METHOD	26
3.1. Research Design	26
3.2. Research Procedure	26
3.3. Participants	27

3.4. Data Collecting Technique	27
3.5. Research Instruments	28
3.6. Data Analysis	31
IV. RESULT AND DISCUSSION	32
4.1. Result	32
4.1.1. The Compatibility of Text 1 with the Criteria of A Good Authentic Material	34
4.1.2. The Compatibility of Text 2 with the Criteria of A Good Authentic Material	36
4.1.3. The Compatibility of Text 3 with the Criteria of A Good Authentic Material	38
4.2. Discussion	41
V. CONCLUSSION AND SUGGESTION	47
5.1. Conclusion	47
5.2. Implication	48
5.3. Suggestion	48
REFERENCES	49
APPENDIXES	52

LIST OF APPENDIX

Appendix 1. The Selected Authentic Materials	53
Appendix 2. The Evaluation Sheet	56
Appendix 3. The Calculation of Checklist Evaluation (Text 1)	69
Appendix 4. The Calculation of Checklist Evaluation (Text 2)	70
Appendix 5. The Calculation of Checklist Evaluation (Text 3)	71
Appendix 6. The Sample of filled Evaluation Sheet	72

LIST OF TABLES

	Page
Table 3.1 List of Teachers who Participated in the Research.....	27
Table 3.2 The Distribution of Authentic Materials in the Text Book...	27
Table 3.3 Reliability of Checklist Analysis of Text 1	28
Table 3.4 Reliability of Checklist Analysis of Text 2.....	29
Table 3.5 Reliability of Checklist Analysis of Text.....	29
Table 3.6 Checklist Analysis Instrument	30
Table 4.1 The Result of Evaluation Checklist	33

I. INTRODUCTION

This chapter deals with the background, research question, objectives, uses, scope, and definition of terms.

1.1. Background

English is considered as a foreign language in Indonesia. Since the government realizes that mastering English is important, so the government of Indonesia has decided to make English as a compulsory subject in the curriculum. English is even being one of the main subject that is examined in the national examination. The students at junior and senior high schools should be able to pass English examination if they want to graduate from the school. To support the need of curriculum, there are so many textbooks which are produced either by curriculum designer or private publisher.

Textbook plays an important role in the process of teaching and learning English. 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. As the knowledge is developing, the curriculum designer or private publisher actively updates the material of textbook in order to serve the best source for English course. A textbook should be able to support the student to achieve the goal of learning English. Since English is a language, so the material

should be able to support the students to use language as a mean of communication.

It is true that text book has some beneficial either for teacher or student in language teaching. Text book makes teacher easier to make a lesson plan since it serves the ready-made material. Text book also gives the students comprehensible directions and the degree of task; students can independently feel how much they have understood and mastered a course. In addition, since course books are often written by experienced teachers, goals from the syllabus are included. Furthermore, text book also potentially helps the student to be more confidence in learning without depending on a teacher (Woodward 2001).

Text book also has disadvantages. Little et al (1995) cited in Lawrence (2011) write that some textbooks consist of materials which do not match with the characters, situation, and interest of the students. In addition, text book could also be bored for the student if the material is served in the same pattern yet predictable.

To cope 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'. Mitchell (1995) in Azri et al (2014) describes authentic material as material that was originally produced for native speakers. According to this criterion authentic teaching material can for example consist of magazines, newspapers or recordings of real-life conversations.

There are some printed authentic materials found in students' text book in Indonesia. Most of them are used to teach reading skill. Thus, the authentic text should meet the good criteria of authentic material in order to make the goal of lesson achieved. According to McGrath (2002) there are eight criteria of authenticity that need to be considered when choosing appropriate authentic texts. These are: (1) Relevance to course book and learners' need, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality, and (8) Exploitability.

Considering prepared materials for EFL context like Indonesia, Graves (2000) believes that materials must be chosen based on their authenticity principle so that the students get familiar with and have access to language as it is used in "real" world. As Horwitz (2008) states that learners have a range of needs and purposes which play an important part in preparing materials. One of the needs and purposes in English courses is to act properly and effectively in real-world situations and out of the instructional context according to (Dudley-Evans & ST John 1998) cited in Azri et al (2014). Therefore, authentic material is considered good when it meets those authenticity criteria.

Some studies have proven the usefulness of authentic materials in teaching English as a foreign language. Thus, teacher should be able to make sure that the authentic material which is being used is appropriate for the students. Meanwhile, Laba (2014) states, few studies have been conducted to examine the authentic reading texts used in the EFL context. Laba (2014) conducted a study to examine the authentic materials which are found in the text book of students in Kent University. He found that most of authentic material especially reading texts meet students' interest. Another research was done by Zohoorian (2014). He even

examined the authentic materials which established in ESP students' text book. He found that even authentic materials, especially reading materials in ESP students' text book in Iran do not follow the criteria of good authentic materials. Alshumaimeri (2015) also conducted a study dealing with evaluation of authentic materials found in secondary students' text book in Saudi Arabia. He examined all the text book authentic materials. These materials include authentic materials which are used to teach listening, speaking, reading, and writing activity. In his finding, he mentions that the available reading comprehension materials introduce real life texts that serve real life purposes.

Therefore, the researcher is interested in conducting a study dealing with the analysis of authentic materials in student's text book in order to contribute the insight for teachers who want to choose authentic materials provided in students' text book. Thus, this research entitled as "The Analysis of Quality of Authentic Reading Material in Students' Text Book". Since the previous studies were conducted in University level, and ESP course, the researcher will conduct the research in the public senior high school in Indonesia. The researcher will also focus on printed reading materials which are found in students' text book.

1.2. Research Question

Based on the explanation stated above, the researcher formulates the research question as: to what extent are the current authentic reading materials in students' textbook compatible with the criteria of a good authentic material?

1.3. Objective

In relation to the background of the problem above, the researcher proposes the objective of the research as to find out or examine whether the current authentic reading materials in students' textbook has been compatible with the quality criteria of authentic material or not.

1.4. Uses

Theoretically, the research focuses on examining whether the current authentic reading materials in students' textbook have been compatible with the quality criteria of authentic material or not. The result of this research will bring the additional information related to the area of authentic material analysis in EFL students' textbook.

Practically, it is hoped that this research may be useful for EFL teacher. Hopefully this research can be a guide for teacher to choose the suitable authentic material especially for teaching reading from students' textbook.

1.5. Scope

This research focuses on examining the quality of printed authentic reading materials found in Indonesia senior high school students' text book. The degree of quality will be analyzed by using the combination of good authentic material criteria which states by some researchers. The evaluators will be some teachers who experienced in teaching by using authentic material for years.

1.6. Definition of Terms

Here are some definitions of terms which are used in this study :

Analysis

It is the action which is done by the researcher in order to find out whether a certain material has met the appropriate criteria or not.

Authentic Material

It is a material which is originally made for the native speaker, it is usually taken from magazine, newspaper, tape recorder, movie, and etc.

Textbook

It is a book which consists of material, instruction of tasks, or some exercise for a certain subject, it is used as the source of knowledge for the students.

Quality of Authentic Material

It refers to the qualities of a given text. Quality of authentic texts are any sources of data which serves as a mean to help the learner to develop an authentic interpretation.

Those are the brief explanation of background, research question, objectives, uses, scope, and the definition of terms for this research. Further explanation will be discussed at the next chapter.

II. LITERATURE REVIEW

This chapter discusses literature review that will be used in this study, namely concept of reading, selecting reading material, students text book, authentic materials, types of authentic materials, quality of Authentic Materials, advantages of using authentic materials, disadvantages of using authentic materials, criteria of a good authentic material, evaluation of authentic material, procedure of evaluation.

2.1. Concept of Reading

Reading is one of the important skill that students have to master when learning language. Suparman (2007) states that the most important keywords in definition of reading are to take in, to understand, to interpret, and to attribute an interpretation.

Reading has an important role in the communication way. Besides obtaining the information, the others roles of the readers are to understand and interpret the information. According to Suparman (2005) there are two major reasons for reading; those are reading for pleasure and reading for information. The readers do not only see the printed symbols but also they must understand the text in order to find out something or do something with the information that the readers have obtained. Dallman (1982) in Lawrence (2011) adds that reading is more than knowing what each letter of the alphabet stands for, and it involves more than word recognition. As Faradiaswita (2012) says that reading is difficult to analyze

because it involves the most intricate working of human mind, it is a genuine cognitive process.

Basically the readers are started their interactive process that involves the readers' background knowledge. Background knowledge is a knowledge that the reader has known before reading the text. Therefore it can support the reader in order to comprehend the text. There are five reading aspects (Nuttal: 1985) in (Azri et al: 2014) which help the students to comprehend the English text well, i.e. main idea, specific information, references, inference, and vocabulary. These aspects are explained below:

1. Main Idea

Main idea is called the topic sentence. It tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. It is left to the reader to infer or reason out. So, main idea is the very important idea that the author develops throughout the paragraph.

2. Specific Information

Specific information or supporting sentence develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

3. References

References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. So, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or known and what he does not know.

5. Vocabulary

Vocabulary is the stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

Thus, mastering reading is a must for a language learner since reading is the skill that has a very important role in transferring meaning and doing the communication. In teaching process, teacher should be able to select the suitable reading material for the student in order to make them able to master all aspects of reading.

2.2. Selecting Reading Material

Teacher should be able to choose the reading material that will be used for teaching in the class. Reading material should follow some criteria in order to make the goal of learning reading achieved. According to Arias (2007), there are factors that need to be considered when choosing the reading material for ESL learner. Those factors are:

1. Content

The most important criterion for selecting reading material for the ESL class is content. Content of the text should relevance to the learners' need. Choosing reading materials need to consider the text itself. The topic, the type of text and

the information it sustains make the text relevant. Students must find that the reading material used in the course is relevant for their professional lives. The task or activity which follows the reading text should apply the suitable teaching principle and match to the goal of the course. Moreover, the content of the text should suit the students' level. Asking the students to read material that goes beyond their level might be counterproductive since learners may feel that they are simply incapable of reading in the target language. Thus, the content of the text should not be too complex for the students.

2. Students' Interest

Students' interest also an important factor that teacher needs to consider when selecting text to the students. Papalia (1987) in Arias (2007) states that material for the ESL/EFL class should be selected on the basis of students' interests. The reading text should be able to motivate and grab students' attention. Similarly, Lotherington (1988) in Arias (2007) states that no matter how difficult or easy a text might be, it would be boring or difficult to read if it is not interesting to the learner. Thus, the text can develop the learners' reading skill if the text chosen meet the students' interest.

3. Students' Background Knowledge

Another significant criterion for selecting appropriate material for the EFL reading class is students' background knowledge. In order to provide the students with suitable material, the teacher must be familiar with the students' background knowledge. Smith (1988) in Arias (2007) states that reading cannot be separated from the readers' previous knowledge. Lotherington (1988) in Arias (2007) affirms that the lack of background knowledge may cause more difficulties for the ESL

reader than language complexity does. Therefore, a teacher should be able to consider the background knowledge of the students when selecting the text.

It can be said that teacher should be able to consider those three factors namely content of the text, students' interest, and students' background knowledge when bringing the text material in the class. Many kinds of text can be easily found in students' text book but there is no guarantee that those texts have followed the important factors that need to be considered when selecting the text. Therefore, the teacher should be able to choose the appropriate text for the students.

2.3. Students' Text Book

A textbook can be referred to as a published book especially designed to help language learners to improve their linguistic and communicative abilities (Sheldon 1987) in Lawrence (2011). In addition to being a learning instrument, textbooks are also used as a supporting teaching instrument (O'Neil 1982, Ur 1996) in Lawrence (2014). The student's book usually comes with other materials such as a workbook, a teacher's book or even additional multimodal texts for reference as a textbook package (Masuhara& Tomlinson 2008). They are designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students (Mares, 2003) and foster effective and quick learning of the language (Cunningsworth 1995) in Lawrence (2011).

The wide spread use of textbooks in different English Language Teaching (ELT) contexts requires little further explanation. It continues to play an essential role in ELT classrooms all over the world (Dendrinos 1992, Lee 1997, Williams 1983) in Lawrence (2011). The importance of textbooks in the ELT classroom is so extensive that it is almost a universal element in ELT teaching (Hutchinson & Torres 1994) in Lawrence (2011) and it is crucial to any ELT program (Litz 2005). Research has suggested that it is extremely common to see ELT professionals incorporating the use of textbooks for daily teaching purposes and very few of them would not use published ELT materials at some stage of their career (Byrd 2001, Litz 2005).

It can be stated that text book is designed and published for being the learning instrument in any courses. In language teaching, the existence of text book should be able to fulfill the main objective of learning language. It should be able to help the students to improve their ability to communicate in the target language. Therefore, curriculum designer tries to provide the learner with the real life experience of using target language by adding authentic material in students text book.

2.4. Authentic Materials

The purpose of learning a foreign language is to be able to benefit from using it in the real world, in real situations. To cope with this issue, nowadays many language teachers decide to use authentic material in teaching language. The curriculum designer also realizes that authentic material is important in teaching

and learning process. Therefore, nowadays it is so easy to find authentic materials in students' course book.

Peacock (1997) cited in Azri et al (2014) defines authentic materials as the materials that have been produced to fulfill some social purposes in the language community. The language used in authentic material is original and fit to the common language which is used by a certain native language user.

While Nunan (1999) in Azri et al (2014), has another definition for authentic materials. He defines authentic material as the spoken or written materials, which are not intended for teaching purpose. Authentic materials are materials which are taken from the real world situation. The material is originally used for transferring information among the native speaker but then it is taken as the teaching material.

Widdowson (1990) in Azri et al (2014) believes that "authentic" would be the materials designed for native speakers of English and used in the classrooms in a way similar to the one it was designed for. Therefore, a teacher could not randomly choose the authentic materials that they are going to use for teaching. The teacher should choose the appropriate authentic materials for teaching a certain objectives in the class.

Similar to the previous explanation, Jordan (1997) in Azri et al (2014) defines authentic texts as the ones which are not designed for pedagogical aims. Jacobson et al (2003) sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life. In other words,

Stubbs (1996) in Azri et al (2014) defines authentic texts as actual, and they have real authentic instances of use.

From those explanations, it can be said that authentic material is the material which is not designed as the teaching materials. It is designed for the native speaker. Therefore, the language used is original and applicable for the real life situation.

2.4.1. Types of Authentic Materials

These days, the resource of authentic materials can be easily gotten from the internet. Thus, Genhard (1996) in Azri et al (2014) classified authentic materials into three categories as follows:

1. Authentic listening materials, such as radio news, cartoons, songs, etc.
2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

At this research, the authentic material which will be discussed is authentic printed material. The authentic printed material can be easily found in students' text book. This material is usually used for teaching reading skill.

2.4.2. Quality of Authentic Materials

Some studies show that authentic materials bring the positive impact towards the development of learners' skills in learning language, but some studies show that authentic materials do not contribute a lot. It is because sometimes, the authentic materials consist of material with high level of language and do not match to the

level of student. Thus, the teacher should be able to choose authentic material which has a good quality. Here are some definitions of quality of authentic materials cited by some experts.

Quality of Authentic material relates to the language produced by native speakers for native speakers in a particular language community (Porter & Roberts 1981; Little et al. 1989) in Azri et al (2014). The material is considered authentic when it is not originally designed for educational purpose. The material is originally used by native speaker in their daily life.

Widdowson (1978); Breen (1983) in Azri et al (2014) state that quality of authentic material relates to the qualities provided on a text by the receiver, in that it is not seen as something inherent in a text itself, but is delivered on it by the reader/listener. When the readers/ listeners feel the material matches to their level of comprehension and suit their need, this material already has a god quality.

Another definition of authentic material quality comes from Guariento& Morley (2001); and Rost (2002) who state that authenticity relates to the social situation of the classroom. Authentic material which is brought to the classroom should fit to social situation of the student.

In addition, Kramsch (1998) in Azri et al (2014) states that quality of authentic material relates to culture, and the ability to behave or think like a target language

group in order to be recognized and validated by them. A material can be considered authentic when it is acceptable in the target language culture.

The concept of authentic material quality is also introduced by Breen (1985) cited in Azri et al (2014), he classified quality of authentic text into four types:

1. *Quality of the texts*

This refers to the authentic qualities of a given text. Authentic texts for language learning are any sources of data which serves as a means to help the learner to develop an authentic interpretation.

2. *Quality of the learners*

Learner quality means that the learner must discover the conventions of communication in the target language which will enable him or her to gradually come to interpret meaning within the text in ways which are likely to be shared with fluent users of the language.

3. *Quality of tasks*

Task quality reflects the purpose to which language input is put. It means that the chosen tasks should involve the learners not only in authentic communication with texts and others in the classroom, but also in learning and the purpose of learning.

4. *Quality of the actual social situation of the classroom language.*

The quality of the classroom is a special social event and environment wherein people share a primary communicative purpose that is learning. The authentic role of the language classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as a social activity.

In this study, the researcher will analyze the quality of authentic reading material in students' textbook, thus the researcher uses the definition of authentic material quality which is stated by Breen (1985) in Azri et al (2014). It is stated that quality refers to the qualities of a given text.

2.4.2.1. Criteria of A Good Authentic Material

Some researchers have stated some criteria of good authenticity for authentic material.

According to McGrath (2002) there are eight criteria of a good authentic text. These are: (1) Relevance to syllabus and learners' needs; (2) Intrinsic interest of topic/theme; (3) Cultural appropriateness; (4) linguistics demands; (4) Logistical considerations: e. g. length, legibility;(5) Cognitive demands;(6) Linguistic demands; (7) Quality (as a model of use or as a representative token of a text-type); and (8) Exploitability.

There are three main criteria of a good authentic material according to Nuttall (1996) in Azri et al (2014): suitability of the content, exploitability, and readability. Suitability means that reading materials must raise the learners' interest, meet their needs and motivate them. Exploitability stands for the way in which the text is used to develop the reading competence of learners, while readability refers to the difficulty and complexity of a text. The reading text must not contain too difficult or demanding words and structures. It must also suit the learners' level of English. Otherwise, it might de-motivate the learners and have a negative effect.

Berardo (2006), states that there are two important criteria of a good authentic material. They are variety and presentation. Using a variety of texts can make the reading course more interesting. Moreover, authentic presentation of those texts is vital. To present the texts authentically there must be the use of pictures, charts, photographs to build a context for the text being presented.

Fei and Yu-feng (2008) propose three criteria of good authentic material. The first criterion is readability. It means a combination of structural and lexical difficulty which is an important issue in selecting texts for pedagogical purposes since very difficult texts can demotivate learners since the learning process may be hindered. For the second criterion they explain that learners' needs must be taken into account particularly when the reading materials are provided for learners who learn English in academic settings. The third criterion is considering learners' interests.

Karpova (1999) in Azri et al (2014) provides a list of the criteria which need to be considered when using authentic materials as follows:

1. Content: the content of authentic materials has to be appropriate for learners' age, interest, needs and goals.
2. Tasks: tasks must be sequenced and differentiated" and must include communicative and cognitive procedures so that the learners' background and new knowledge can be integrated.
3. Teacher-learner relationship: the materials must be structured in a way that a reciprocal interaction between the instructor and the learner takes place.

4. Learning strategies: cognitive abilities of the learners must be improved by paying attention to learning strategies.
5. Learning environment: the environment provided must in a way encourage risk taking and idea sharing.
6. Social Values and Attitudes: authentic materials must be a reflection of social values and attitudes.
7. Culture issue: authentic materials must further learners' cultural, sociolinguistic, and paralinguistic awareness.

Since this research is aimed to evaluate the printed authentic material in students' textbook, so the criteria of good authentic materials which will be used in this study are the criteria which match to the printed materials. The criteria are also selected based on reading text criteria selection which has been stated in previous subchapter. The criteria that will be used are the suitability of content, students' interest, and cultural fitness and social values.

2.5. Advantages of Using Authentic Materials

Some studies have proven that authentic materials bring the advantages towards language teaching.

Underwood (1989) in Azri et al (2014) mentions that authentic materials invite students to understand the real communication with the interactional features which cannot be found in unauthentic materials. It makes the student find a true representation of real spontaneous speech with its hesitations, mistake will make

them more adapted to the 'real life' speech when they are facing it in outside learning situation. By listening to the real audio of native speaker, the students would be able to expose how people speak, and how they display hesitations, pauses, falsestarts, topic shifting, incomplete structures.

Furthermore, A.Papalia, (1986) in Azri et al (2014) states that authentic materials can stimulate students' willingness to persevere learning task since it is believed that authentic materials can give significant improvement towards students' motivation.

Another positive support towards authentic materials comes from Shrum and Glisan(1994) in Azri et al (2014):

“Students process information in meaningful ways, take responsibility for their own learning, and become independent learners”

In addition to this, and as mentioned in Little et al (1989) in Azri et al (2014), the introduction of authentic materials serves three important functions, enhancing motivation, promoting language acquisition and contributing to language immersion.

To sum up, it can be seen that authentic materials are beneficial to the students. Authentic materials can bring the students to the real life situation. Authentic materials can also motivate students to learn language since they can see how the target language is actually used in the real circumstances. They also can be an independent learner since authentic materials stimulate their willingness to practice the language outside the classroom.

2.6. Disadvantages of Using Authentic Materials

Even if some studies have proven that authentic material is effective to be used for teaching language, but some studies against the claim.

Kilickaya (2004) states that authentic materials add a burden on teachers, as they may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners. He also believes that using authentic materials with weak learners frustrate and demotivate them, because they lack the required skills and vocabulary to deal with presented text, successfully.

Mihwa (1994) in Azri et al (2014) found that type of text, whether it is authentic or not, do not contribute to the development of students' reading comprehension. In reading comprehension, the level of their capability will matter a lot in achieving the successfulness of target language learning.

Similar to the previous statement, Guariento and Morley (2001) assert:

At lower levels... the use of authentic texts may not only prevent learners from responding in meaningful ways, but can also lead them to feel frustrated, confused and... de-motivated

In addition, Kienbaum et al. (1986) in Azri et al (2014) states that there are no significant differences in learners' performance : between learners using authentic materials and others whose traditional materials. Furthermore, it is a challenging issue for teachers to search for suitable authentic materials to design tasks for their learners.

Miller (2005) also states that authentic materials are:

"Too difficult and time consuming to select, edit and prepare."

In addition, Martinez (2002) argues that authentic materials are regarded too culturally biased and difficult to comprehend by learners in the classroom. He also adds concerning the cultural effect, that

Authentic texts from one culture may give a false impression to students from another, unless they are presented in an authentic context which makes it clear precisely what they exemplify.

In summary, there are some negative arguments related to the use of authentic materials in teaching language. Moreover, some of those arguments can be overcome by giving some treatments to the students. When authentic materials are considered as culturally bias, the teacher could give such a schemata for the student before facing the activity. Moreover, it is believed that authentic materials would burden the teacher by consuming time for preparation. This problem could be overcome easily by choosing the authentic materials which are easily found from the internet. Since internet already develops rapidly, so it is not difficult to find the source.

2.7. Evaluation of Authentic Material

Recently, some studies have done several researches related to the evaluation of authentic materials in students text book.

Laba (2014) conducted a study to examine the authentic materials which were found in the text book of student in Kent University. At this research, he examined the authentic texts that were used in teaching reading with students in the ESL center at Kent State University. The participants in this study were seven ESL instructors and 74 male and female students in the ESL Center at Kent State

University in Ohio. Text analysis of the reading textbooks that were used in teaching reading was one way to collect the data. The second source for the data collection was meeting instructors as focus groups. The analysis included five reading textbooks used to teach the students in all levels of proficiency starting from the beginner level to the advanced level at the ESL Center. The finding shows that authentic materials are generally used in the reading textbooks; however, in many cases they lack appropriate citations. Other Findings of the study are in accord with existing research that both instructors and students believe that authentic materials are valuable for reading classes.

Zohoorian (2014) did research to examine the authentic materials from Iranian ESP students' text book. To collect the data concerning the current ESP textbooks, a group of 58 ESP teachers from different cities (10 cities) of Iran were asked to fill in the questionnaire. There also 10 teachers were randomly chosen to be interviewed. These teachers had from 2 to 10 years of teaching experience in ESP courses. The instrument used to collect data was the authenticity evaluation checklist proposed by Canado and Esteban, 2005. Based on the data gathered from ESP teachers on their views about the authenticity of the ESP courses in levels such as teacher, student, content, context and target situation, it may be concluded that the courses do not follow the criteria of authenticity.

Alshumaimeri (2015) also conducted research dealing with the evaluation of authentic materials found in secondary students' text book in Saudi Arabia. He examined all the authentic materials which are used to teach listening, speaking,

and writing activity. He used the descriptive analytic method. English textbook (Flying High for Saudi Arabia-level1) that is taught in public schools in Saudi Arabia was the first population of this research and all the units of this textbook represented the participants of the research. The second participants in this study are (112) secondary EFL female teachers selected out of (593) Secondary English language teachers working in (189) public Secondary school in Riyadh to be the purposeful sample in this study. Alshumaimeri built a content analysis instrument as data collection tool for the study after reviewing the related studies to the research topic.

The instrument consists of three major dimensions which are *Material Objectives*, *Content and Activities*. Each dimension consists of a number of items that investigates certain the availability of certain elements related to their dimension. The results of the analysis process show that the authentic materials found in selected textbook represent in its objectives, content and activities. It can provide practices of the target language as it is used by native speakers in its actual contexts. The available materials can develop the learners' communicative skills and prepare EFL learners for the future uses of the target language in real life.

Thus, it can be said that study from Laba (2014) shows that the current authentic materials in students text book at Kent State University have followed the criteria of authenticity. So did the research which was done by Alshumaimeri (2015). However, the study which was done by Zohoorian (2014) shows that the current authentic material in Iran ESP course have not followed the criteria of authenticity.

2.7.1. Procedure of Analysis

In conducting this study, the researcher uses some procedure of analysis. Those procedures are:

Checklist Analysis

This research will be conducted by using checklist based approach. One major advantage of using the checklist approach is that it can provide a very economic and systematic way to ensure all relevant items are considered for evaluation (Cunningsworth 1995, McGrath 2002) in (Azri et al 2014). A well-designed checklist should contain evaluation criteria that are clear and concise. Evaluation items can also be customized according to one's needs so as to provide flexibility during the evaluation process (Mukundan&Ahour 2010).

In this research, the researcher will use checklist analysis instrument. The checklist items which will be used are the development of authenticity evaluation proposed by Canado and Estaben (2005) and Almagro (2004) with the adoption of criteria of a good authentic materials which are introduced by McGrath (2002) and criteria of selecting reading material by Arias (2007).

III. METHODS

This chapter describes the method, research design, research procedure, subjects, data, data collection and data analysis.

3.1 Research Design

Descriptive analytic method was used in this research. According to Sandelowski (2000), descriptive method not only describes a certain phenomenon but also collects, arranges and categorizes the data about the phenomenon quantitatively that leads to a better understanding of the relationships between this phenomenon and other phenomena. Arranging and categorizing collected data aim to reach certain conclusions that help in developing the reality that the researcher studies.

3.2 Research Procedure

In order to collect the data, the researcher did several steps:

1. Prepared the checklist evaluation instrument.
2. Chose the authentic reading material from students' text book.
3. Asked twelve English teachers to fill in the checklist analysis.
5. The result of analysis was counted.

6. Made the report of the research.

3.3 Participants

The participants in this study were twelve English teachers who have had at least two years' experience in teaching English at Senior High School level.

Here is the list of teachers who participated in this research:

Table 3.1 List of teachers who participated in the research

No	Initial Name	Gender	Teaching Experience (Years)
1	E A	Male	12
2	S R	Female	15
3	W W	Male	5
4	R R	Female	5
5	D J	Male	11
6	R Y	Female	16
7	T W	Female	10
8	H S	Male	10
9	F S	Female	7
10	N K	Female	3
11	CS	Male	31
12	US	Male	31

3.4. Data Collecting Technique

To collect the data, the researcher used document as the source of data. The documents were gathered from three authentic reading passages which were found in Pathway to English 2 from Erlangga Publisher (Appendix 1). There are seven authentic reading texts found in the text book.

Table 3.2 The distribution of Authentic Material in the text book

No	Title of The Authentic Material	Page	Type of the Text	Original Source
1	Garage Sale	52	Article	http://en.wikipedia.org/wiki/Garage_sale
2	Ocean Liners	88	Article	Golden Home Encyclopedia
3	Anne Frank	123	Short Biography	www.biography.org
4	The Early Life of Abraham Lincoln	130	Short Biography	www.bio.truestory.com
5	Sanusi Pane	132	Short Biography	www.wikipedia.com
6	Little Match Girl	205	Short Story	www.shortstories.com
7	Paper Kite	206	Short Story	www.shortstories.com

Source: Pathway to English 2, Erlangga

Among seven texts, there are two texts which classified as article, three texts are classified as short biography and two texts are classified as short story. In this study, the researcher randomly chose one text from each category to be analyzed. So, the texts which were analyzed were Garage Sale from article, The Early Life of Abraham Lincoln from short biography, and Little Match Girl from Short Story. Ten English Teachers and two experts were invited to analyze the texts by using checklist instruments which has been developed. Triangulation of researchers was used to measure the reliability of the data.

3.5. Research Instruments

To collect the data for this study, the checklist analysis instrument was used. The checklist items are the development of good criteria of authentic material evaluation proposed by McGrath (2002) and criteria of selecting reading material by Arias (2007). These theories were chosen since the theories provide the criteria of a good authentic reading material. Checklist analysis is used to analyze whether the current authentic material has been compatible with the criteria of good authentic material or not.

One common way to ensure reliability of a measure is to report the Cronbach Alpha. Thus, a high Cronbach Alpha shows the close relatedness of the items in a test (VanderStoep & Deirdre, 2009). To ensure the reliability of the instrument for the present study, the data from the checklist which was administered were analysed through SPSS for obtaining the Cronbach Alpha (table 3.4, 3.5, and 3.6). A Cronbach Alpha of over 0.70 is considered as acceptable (Kent, 2001; George & Mallery, 2003). Thus, the reliability of the checklist instrument is acceptable.

The reliability of checklist analysis of text 1 and text 2 were measured as 0.975 and the reliability of checklist analysis of text 3 was measured as 0.961.

Table 3.3 Reliability of checklist analysis of text 1

Reliability Statistics

Cronbach's Alpha	N of Items
.975	11

Table 3.4 Reliability of checklist analysis of text 2

Reliability Statistics

Cronbach's Alpha	N of Items
.975	11

Table 3.5 Reliability of checklist analysis of text 3

Reliability Statistics

Cronbach's Alpha	N of Items
.961	11

According to McGrath (2002), checklist consists of a list of items which is referred to for comparison, identification or verification, the items being checked off (or ticked) once their presence has been confirmed. Three authentic reading materials from students' text book (Appendix 1) were analyzed by using criteria of a good authentic material from the checklist. The first column has four response options – 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree) – for evaluating the quality of authentic materials in students' text book.

Table 3.6 Checklist Analysis Instrument

EVALUATION CHECKLIST	TEXTBOOK PROPOSAL				REASON
	1 (Strongly Disagree)	2 (Disagree)	3 (Agree)	4 (Strongly Agree)	
1. Suitability of Content					
- The content of the text is relevance to the learners' need					
- Apply the suitable principle of teaching and learning					
- Match the goal of the course					
- The text consists of language which matches the students' proficiency level					
- The structure of the text is too complex for the student					
2. Students' Interest					
- The text can motivate the learners to read					
- The text can develop the learners' reading skill					
- The text can grab students' attention					
3. Cultural Fitness and Social Values					
- The text matches to the learners' background knowledge					
- The text is culturally acceptable for the learners					

Source: Criteria of A Good Authentic Material by McGrath (2002) and Arias (2007)

3.6. Data Analysis

The data was analyzed by using content analysis technique. Content analysis is better to be done by more than one person. The people who are involved in the analysis should have the same insight and understanding towards the criteria and category which are selected. In this research, the chosen texts were grouped into certain category on the selected instrument of analysis. These data were quantified using frequencies of percentages. Percentages and frequencies are used to count the collected data by using index formula. The items which reach the value among 0-24.99% are considered as strongly disagree, the items which reach the value among 25%-49.99% are considered as disagree, the items which reach the value among 50%-74.99% are considered as agree, and the items which reach the value among 75%-100% are considered as strongly agree. Moreover, Zohoorian (2014) categorized items which reach value more than 50% (agree and strongly agree) as compatible items while items which reach value under 50% (disagree and strongly disagree) as incompatible items.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses some points related to the result after conducting the research. Here are the final findings which deal with conclusions and suggestions as follows:

5.1. Conclusions

Referring to the discussion of the research findings on previous chapter, the researcher draws the conclusions as follow:

1. Text 1, text 2, and text 3 are compatible with the first criteria of good authentic material. It means that the content of those texts are suitable for the learners. It is because the language is easy to understand and it enables student to develop the language use in the real life. The compatibility of text 1 towards the first criteria is 69.58%, text 2 is 77.5%, and text 3 is 85%.
2. Text 1, text 2, and text 3 are compatible with the second criteria of good authentic material. It means that the texts chosen have met students' interest. The texts chosen motivate students to learn. The compatibility of text 1 towards the second criteria is 79.86%, text 2 is 76.38%, and text 3 is 84%.
3. Text 1, text 2, and text 3 are compatible with the third criteria of good authentic material. Authentic materials which match the learners' culture make the learner feel more confident to use the target language in their real

life. The compatibility of text 1 towards the third criteria is 76.38%, text 2 is 98.24%, and text 3 is 75%.

5.2. Implication

Summarizing from the research result, it is expected that teachers can use the authentic materials in the textbook chosen for teaching because the selected authentic texts have been compatible with the criteria of a good authentic material.

5.3. Suggestions

Referring to the data in the previous chapter and conclusion, some suggestions are recommended:

1. Future research can make another instrument which is addressed to the student in order to make the result of analysis more justifiable because it comes from either teachers' view or students themselves.
2. Future research should gather more participants as the evaluators to make the data more reliable.

Those are the conclusions, implication, and suggestion that could be drawn from this research.

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