

English Education Journal

Volume 11, Number 1, September 2022, pp. 1-16

ISSN: 2302-6413 (Print) 2716-3687 (Online)

Validating Research Findings: Strategies in Using Authentic Materials in Teaching Reading

Nur Sofianin Pratika, Martono, Kristiandi

nursofianin@gmail.com; martono.bs@gmail.com; kris_pradipta@yahoo.com

Received: 1 August 2022

Reviewed: 14 August 2022

Accepted: 19 August 2022

Abstract

This study aims to examine the types of pedagogical strategies for implementing authentic materials for teaching reading found in research studies and the strength of the validity of each of strategies. For these purposes, databases including ERIC, Science Direct, and Research Gate were reviewed. A total of nine articles were analyzed. The research methodology used in this study is systematic review. The articles were collected using PRISMA (Preferred Reporting Items for Systematic Review and Meta Analysis) and they were analyzed using a content analysis approach. The findings of the study showed that there are various teaching strategies used in implementing authentic materials in teaching reading and their validity is also varied. The most valid strategy when using authentic materials in reading classes is by doing some series of activities like first taking the students on a field trip or making the students read a text and then discuss it, followed by dividing them into groups and asking them to write texts, and lastly making the students present the results of their writing in the class; or asking the students to guess the meaning of unfamiliar words from the context; or letting the students choose the topic of the text based on their needs; or choosing the topic of the text that are interesting, familiar, and not too difficult for the students.

Keywords: teaching strategy; authentic materials; validity; teaching reading

INTRODUCTION

Teaching is the process of guiding and directing students in the acquisition of attitudes, knowledge, and skills in the learning process, as well as increasing their enthusiasm for learning and developing their capabilities fully in the current world as language learners (Newcomb et al., 1986). The teachers are required to use specific teaching strategies in order to be effective in the classroom. A teaching strategy is vital because, without it, the teacher would teach the pupils haphazardly and the specified academic goals would not be met. Because the teachers did not arrange teaching and learning activities adequately, the pupils would be unmotivated to participate in them. Furthermore, consistent and significant improvement in students' performance occurs from the implementation of techniques on a regular basis (Silver, Strong, and Perini, 2007).

The teaching strategy will assist teachers to exploit authentic materials so the benefits of them can be perceived. It is believed that authentic materials can bring benefits to the class. Some of the benefits of using authentic materials are: improving students' reading comprehension (Omar & Mekael, 2020; Akbari & Razavi, 2016; AbdulHussein, 2014; Beresova, 2015; Kung, 2017); improving students' vocabulary mastery (Omar & Mekael, 2020; Abdul Hussein, 2014; Guo, 2012; Al-Musallam, 2009); and enhancing students' familiarity with the grammar rules (AbdulHussein, 2014; Beresova, 2015; Al-Musallam, 2009).

Besides the advantages of using authentic material, there are also some advantages of it. Previous studies have listed some of the problems that arise when using authentic materials. Those are: authentic materials may contain difficult vocabulary items (Richards, 2001; Ciornei & Dina, 2015; Albiladi, 2019); the use of authentic materials can also lead students (especially lower-level students) to feel frustrated, confused, and demotivated (Guariento & Morley, 2001; AbdulHussein, 2014). From the teacher's point of view, the use of authentic materials as teaching materials will waste the teacher's time because the teacher has to collect them from different sources and still needs to make sure that the materials are appropriate for the students (Richards, 2001; Miller, 2005; AbdulHussein, 2014). Using teaching strategy can help the teachers to use authentic materials in the right way so it can reduce the possibility of the students facing the difficulties while using authentic materials. Hence, the use of teaching strategies in the implementation of authentic materials is regarded as critical.

There is a growing interest in using authentic materials as teaching materials. Many practitioners want to use authentic materials after some studies proved that using authentic materials brings benefits to the class. However, there is still a need to revisit the research studies conducted by researchers in order to ensure the validity and reliability of each of them. It's crucial to know whether those studies are genuine since they make claims that might be used by future researchers. If such studies are found to be invalid, any subsequent research that relies on them will be ruled invalid as well. Furthermore, these studies may be utilized by teachers who are seeking guidance on how to effectively implement authentic materials, so it's important to ensure that the strategies and claims presented in the researches are regarded as valid and reliable.

Based on the reasons stated above, the researcher conducted a systematic review to justify the validity and reliability of the claims made in studies about authentic materials. Therefore, the researcher seeks to obtain answers to the following questions:

1. What are the types of teaching strategies in implementing authentic materials for teaching reading found in research studies?
2. How strong are the claims of the researches in terms of their validity?

LITERATURE REVIEW

2.1. Authentic Materials

Authentic materials, according to Peacock (1997), are materials that are developed by native speakers in their daily activities and are not designed for educational purposes. In line with him, Morrow (1977) also describes authentic materials as a collection of original languages, developed for a particular audience by a real speaker or writer, and developed to convey some kind of authentic message. This definition also supported by other experts, for example Bacon & Finneman (1990) who describe that authentic materials are texts written by and intended for native speakers for non-pedagogical purposes. Authentic materials are not made for educational purposes. It is intended for real-life goals and communication between native speakers (Polio, 2014).

2.2. Teaching Strategy

According to Kindsvatter et al. (1996), a teaching strategy is an important element in teaching and consists of a combination of a variety of methods designed to

achieve learning objectives. In line with that, Sanjaya (2008) stated that a teaching strategy is a plan, a method, or a set of activities that are created to help the teacher accomplish particular academic goals.

Teaching strategy is strongly related to approach. One of the approach in English teaching is communicative language teaching (CLT). According to Richards and Schmidt (1985), CLT is an approach of teaching foreign or second languages that places a strong emphasis on the idea that communicative competence, or the ability to use language effectively, is the ultimate aim of language learning. This approach claims that language teaching and learning stresses communication that involves both linguistic and communicative skills (Larsen-Freeman, 2000). According to Richards and Rodgers (1986), there are some principles to it. One of them is creating teaching activities that facilitate real communication and motivating students to learn. Therefore, it is suitable to use authentic materials as the teaching material since authentic materials are materials that come from the daily life of the native speaker of the language which can provide the “real” aspect in the teaching and learning process.

2.3. Teaching Reading Skills

According to Johnson (2008), teaching reading entails providing a setting in which children may learn to read and improve their reading abilities. Teaching involves more than just reading a material to the pupils; there must be interaction between the reader and the written symbols (text). Additionally, a teacher should pay close attention to the students' prior knowledge while teaching reading since it is this knowledge that will help the students comprehend the information from the book.

Brown (2001) described that there are four types of reading. Those are perceptive reading, selective reading, interactive reading, and extensive reading. Perceptive reading entails focusing on the elements of longer passages of text, such as letters, words, punctuation, and other graphic symbols. In selective reading, the teachers want to measure one's reading recognition of lexical, grammatical, or conversational features of language. Then, interactive reading is the process of negotiating the meaning of a text in relation to the reader's comprehension of the text. Last, extensive reading is a term used to describe the types of reading activities utilized in casual reading materials such as articles, essays, technical reports, short tales, and books. The tasks are commonly accomplished outside of class time.

2.4. Criteria of Validity of The Methodology of Each Article

Action research

According to Burns (1999) in his book "Collaborative Action Research for English Language Teachers", there are five kinds of validity: democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Then, he also stated that there are various ways that may be used to determine the reliability of the data. Triangulation is one of them. There are five types of triangulation: multiple method triangulation, time triangulation, space triangulation, and theoretical triangulation.

Case study

According to Riege (2003), there are two types of design tests; both of them can and should be incorporated to enhance the quality of the case study method. For the first design test, there are four criteria: construct validity, internal validity, external validity, and reliability. Meanwhile, for the second design test, the criteria are: confirmability, credibility, transferability, and dependability.

Previous Studies

In previous studies, some of them mentioned the use of teaching strategies in implementing authentic materials. For example, Kung (2017) discovered that students were expected and trained to employ a variety of reading techniques, including meta-cognitive and cognitive strategies. The teacher assigned various assignments to the pupils in class, such as reading the topic and opening phrases and questioning each section. For the cognitive technique, students must: memorize the keywords in order to fully comprehend the passage; underline keywords in order to help them retain the material in the passage; and write a quick summary of each paragraph in order to help them grasp the primary concept. Furthermore, Aftab and Salahudin (2015) said in their mixed-method study that teachers begin the session by engaging students' previous knowledge. The purpose of this exercise is to introduce all pupils to the topic of the reading texts. The pupils then must read the material and answer the questions that are based upon it.

RESEARCH METHOD

3.1. Research Design

A systematic review was chosen as the design of the study. The systematic review approach was used in this study, which is a review of literature based on a particular research question that determines which articles from the current literature need to be considered using systematic procedures (Uman, 2011). According to Petticrew and Roberts (2006), a systematic review is a procedure that discovers, assesses, and synthesizes all relevant research on a given topic.

3.2. Data Collection

The systematic search was conducted in October and November 2021–November 2021 in some databases, such as ERIC, Science Direct, and Research Gate. The search terms used included "authentic materials AND reading" and "authentic text AND reading". While conducting the above-mentioned systematic search in the databases, the researcher used some filters. While searching in Science Direct, the researchers applied the filters "research article," "since 2000–2021," and "search in title, abstract, keywords containing authentic materials (for the first keyword) or authentic text (for the second keyword)" as the filters. In ERIC, the researcher uses some filters while searching, like "journal article" and "since 2002." Last, in the Research Gate, the researchers only applied "article" as the filter while searching for the journal article because that was the only option available. Those filters are applied both when searching using the first keyword and the second keyword. In doing this research, the researcher works independently from collecting the data to analyzing them.

3.3. Data Analysis

The researcher employed the content analysis approach for the analysis in this study, which is typically used for textual studies and allows for data comparison, contrast, and categorization (Frankel & Wallen, 2000). For the first research question, the researcher gathered all of the teaching strategies mentioned in the nine articles and put them in the matrix in Microsoft Excel. Then, to know the validity level of each of the strategies or the second research question, the researcher related each of the teaching strategies with the CLT theory, looked at the appropriateness of the methodology of each of the articles with the theory of case study and action research, and saw how often this strategy is mentioned in articles.

Our search for articles to be reviewed returned 1032 papers from three databases. Upon removing the duplicates, there were 890 articles to be reviewed. After screening by publication year, a total of 35 studies were excluded because they

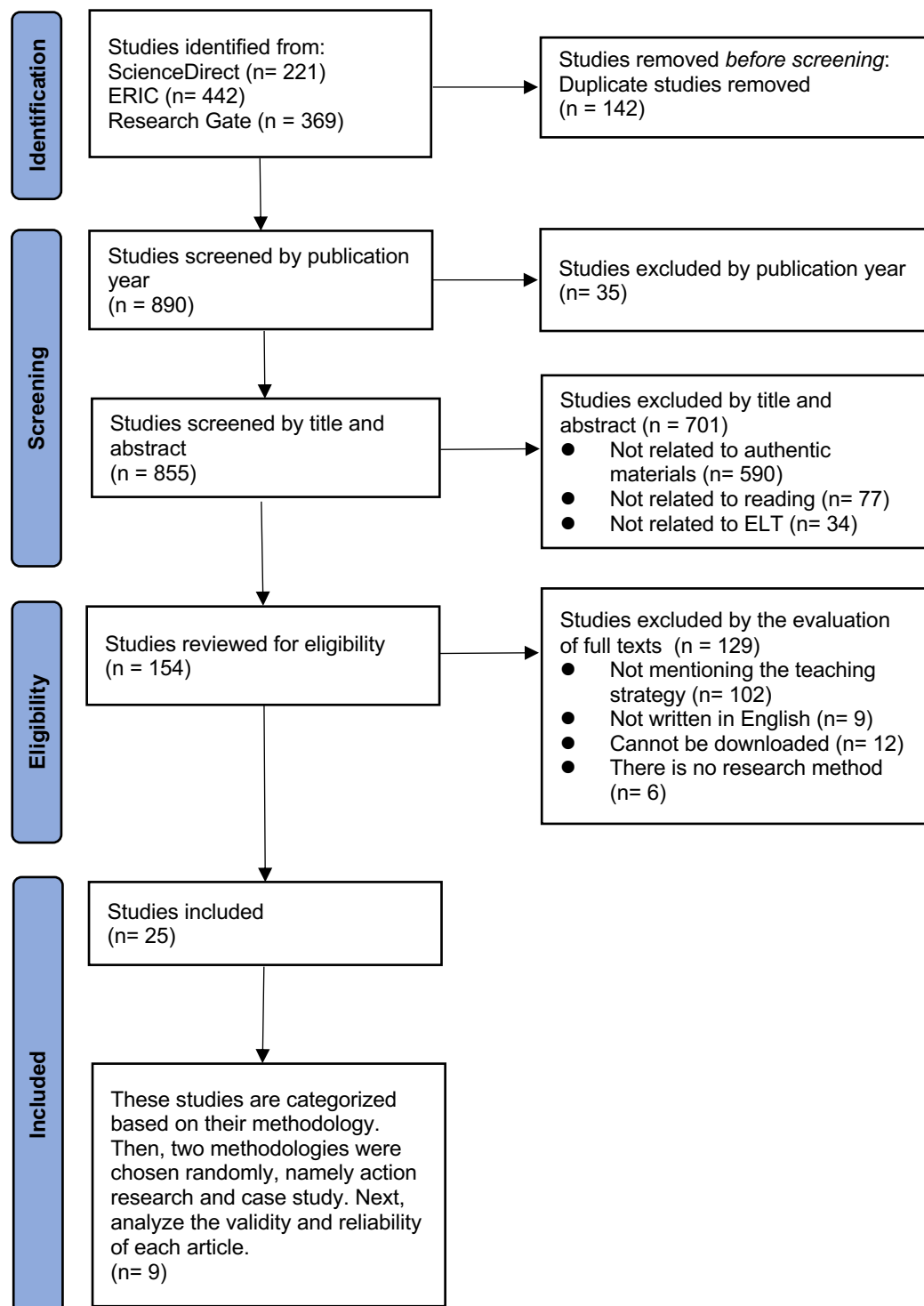


Figure 1. Diagram of Systematic Review Process

were published before 2000. After a thorough review of the titles and abstracts, 590 of the 855 articles were eliminated because they did not relate to authentic materials. Then 77 items were eliminated since they were no longer relevant to reading. Another 34 articles were excluded since they were not related to ELT. The

remaining 154 publications were checked for eligibility, and it was discovered that 102 of them did not include the teacher's technique in their research. Furthermore, the remaining nine publications were not published in English, the remaining twelve articles could not be retrieved, and the remaining six articles did not describe their study methodology. As a result, 129 items were eliminated from consideration in this round. Following this procedure, a total of 25 papers remained to be examined. However, because of the variety of research methods in those 25 articles, the researcher categorized all of them based on their research methods and selected two methodologies randomly. The two methodologies are action research and case study, with four action research articles and six case study articles. But after looking at the validity and reliability of the research, there is one article that is considered to have low validity and reliability. Therefore, there are only nine articles in total.

FINDINGS

4.1. Teaching strategies in implementing authentic materials in reading class

In response to RQ1, the researcher divides the teaching strategies based on the benefits given to the problems faced by students while using authentic materials, such as difficult vocabulary and grammatical features. After analyzing all of the articles, the researcher found that there are many strategies used by teachers in implementing authentic materials. Some of the strategies are good and some are not, so the researcher did not input them here. The strategies here are only those strategies considered as good as they are in accordance with the theory of CLT. The following section covers a description of the recommended strategies for each problem.

Strategies that can be used to solve students' vocabulary problem

After analyzing nine articles, the researcher found some strategies that have been used by the teachers in the reviewed articles and are believed to be beneficial for students' vocabulary problems. One of the strategies is dividing the students into groups and assigning tasks such as: writing a letter describing their trip to the carnival camp; writing a story in which someone benefits or suffers as a result of participating in the carnival; writing a poem on the theme of carnival; and/or writing letters to the editors of several daily newspapers offering their opinions on the discomfort and loss experienced by flood victims. Then, the teacher asks the students to do debates or present the results of their group discussion in front of the class.

Giving pupils tasks to produce texts or phrases has the goal of allowing them to practice their knowledge so that they are not only familiar with the vocabulary but also know how to utilize it. Students will learn terms using this method in a definitional and contextual manner. Learning a term not just by its definition but also the appropriate context in which to utilize it can help students acquire more vocabulary (Hiebert & Kamil, 2005). This is in line with the characteristic of CLT stated by Brown (2001), which is that language should be used productively and receptively. This strategy is mentioned in a study conducted by Seunarinesigh (2010). This study is considered to have strong validity since it checked all of the criteria proposed by Riege (2003). Moreover, this strategy is also used in different articles, which is the study held by Ryandani et al. (2018). Hence, this strategy has proven to be valid since it was related to the theory of CLT, methodologically correct, and used by many teachers.

The next strategy is to make the students identify the unfamiliar words that they or the teacher found while reading the texts and ask the students to guess the meaning of those words. Because they are asked to guess terms that are unfamiliar to them, this practice can help improve students' vocabulary abilities. Additionally, this is consistent with Shastri's suggested vocabulary-teaching exercise based on the CLT theory (2010). She claimed in her book that having pupils try to guess new words is an effective exercise for teaching vocabulary. This strategy was also used by teachers in the study conducted by Seunarinesigh (2010), which is considered to have strong validity. This strategy is also used by different teachers in different articles, that is, in the study conducted by Rusmawaty et al. (2018). Therefore, this strategy is considered valid since it is theoretically and methodologically correct and is also used by many teachers.

Then, there are other strategies which are letting the students choose the topic of the text based on their needs, choosing a text with an interesting and familiar topic, and having a difficulty level that is right at the students' level. Each of these two strategies is mentioned in two different articles. The intention is to shield the learners from vocabulary and grammatical requirements that are too advanced for them, since authentic material is material that comes from the daily life of the native speaker, which may contain vocabulary and grammatical features that are not suitable for their level. The learning process of students may be impeded by vocabulary and grammatical structures that are not appropriate for their level. It is believed that

students who encounter challenging vocabulary and/or grammatical elements frequently lose interest in what they are studying (Abdul-Hussein, 2014).

The strategies above are in line with the criteria for selecting authentic materials proposed by Nuttall (1996), which is the suitability of the content. She described that suitability of the content means the materials need to be interesting, relevant to the students' needs, and also motivate the students. The first strategy, which is letting the students choose the topic of the text based on their needs, is mentioned in two studies, held by Sukmawati (2020) and Seunarinesigh (2010). Meanwhile, the latter strategy is mentioned in studies conducted by Ridwan (2018) and Ryandani et al. (2018). Those four studies are considered to have at least strong validity. Studies held by Sukmawati (2020) and Seunarinesigh (2010) are considered to have very strong validity since, in Sukmawati's study (2020), the researcher checked nine out of ten validity criteria proposed by Anderson (1994) and in Seunarinesigh's study (2010), the author checked all of the validity criteria proposed by Riege (2003). Then, in Ridwan's study (2018), the researcher checked eight out of ten criteria of validity of action research proposed by Anderson (1994) and in the study held by Ryandani et al. (2018), the authors checked six out of eight criteria of validity of case study proposed by Riege (2003), which makes both of them deemed as having strong validity. Hence, these strategies are considered valid since they are in line with the theory, methodologically correct and are also used by many teachers.

There are also some strategies that are in accordance with the theory and deemed correct in terms of the methodology of their research. However, they are only mentioned in one article, which means these strategies are not good enough but can still be applied by future teachers. For example, ask the students to make a review of the given text; give the students an exercise to get the information by asking questions; use book covers to teach narrative text. Then, ask the students to guess and identify the character, mood, and tune of the narrative story; give stimulation words related to the sentences in the poster. Then, ask the students to write sentences using those stimulation words; use cards filled with vocabulary related to animals and give a short description of every single card before giving the text discussed about those animals; play a canning game to give stimulation words to the students; give pictures showing two different situations involving danger and ask the students to write two narrative texts based on those pictures; divide the students into groups and distribute the copies

of the text. Then, the teacher asks the students to write about the relevant and interesting things that they found during reading the text; and so on.

Strategies that can be used to solve students' grammatical problem

Similar to the strategies that can be used to solve students' vocabulary problems, there are also various strategies used by the teacher while using authentic materials that are beneficial for students' grammatical problems. The first strategy is similar to the strategies to solve students' vocabulary problems, which is dividing the students into groups and giving them tasks, such as making a letter describing what they experienced on their trip to the carnival camp; a story in which someone gains benefits or suffers as a result of taking part in the carnival; a poem on the theme of carnival; and/or letters to the editors of several daily newspapers offering their opinions on the discomfort and loss the people felt when they were affected by floods. Then, the teacher asks the students to do debates or present the results of their group discussion in front of the class.

The fact that teachers provide their students the chance to apply their grammar skills while creating sentences and also allow them to practice their fluency while performing or presenting their work to audiences is beneficial for the students' grammatical skills. In her work, Shastri (2010) noted the need to emphasize students' correctness and fluency when teaching grammar. She advised the teachers to provide opportunities for the learners to exercise their skills in meaningful situations. According to Shastri (2010), it is beneficial to expose pupils to a range of meaning and structure by having them produce sentences or paragraphs.

This strategy was used by two different teachers in Seunarinesigh's study (2010) and was also mentioned in another study, which was in Ryandani et al. (2018). Studies held by Seunarinesigh (2010) and Ryandani et al. (2018) were proved to be methodologically correct as they were described in the strategies to solve students' vocabulary problems section. Hence, this strategy is considered valid and recommended to be used by future teachers.

Then, the next strategies are also similar to the strategies to solve the students' vocabulary problems. They are letting the students choose the topic of the text based on their needs and choosing a text with an interesting and familiar topic and a difficulty level that is right at their level. Like what was described in the strategies to solve students' vocabulary problems section, these two strategies are useful for protecting the students from difficult vocabulary and grammatical features that can

hinder the learning process. From the explanation in the previous section, these two strategies are proven to be valid and should be used by future teachers.

There are still many strategies used by the teachers in the reviewed articles that can be beneficial for helping students with their grammatical problems. For example, ask the students to make a review of the given text; give the students an exercise to get the information by asking questions; give stimulation words related to the sentences in the poster and ask the students to write sentences using those stimulation words; give pictures showing two different situations involving danger and ask the students to write two narrative texts based on those pictures; divide the students into groups and then assign each group different tasks. The tasks were to write a factual description of Santo Domingo (the place where the storm happened) and its people, make a projection of what is likely to happen (for example, when a storm hits, there will be...), and write a letter to parents soliciting donations of money or supplies; and so on. The strategies are also in line with the theory and methodologically correct. However, those strategies were only mentioned in one study. Therefore, the strategies are not good enough to be recommended for use by future teachers.

DISCUSSION

In this study, nine articles retrieved from Science Direct, ERIC, and Research Gate were analyzed. The analysis showed various strategies had been used by the teachers while they were implementing authentic materials in their class. The strategies were divided into two categories: strategies that can be used to solve students' vocabulary problems and strategies that can be used to solve students' grammatical problems. The strategies that are recommended to be used by future teachers are the strategies that have strong validity in terms of their appropriateness with the theory and methodology, have been used the most by the teachers in the reviewed articles, and give benefit to the students' vocabulary and grammatical ability.

After looking at the findings of this study, we can see that teaching strategies in using authentic materials in teaching reading are varied in terms of their validity. There are some strategies that are considered very good and recommended, but there are also strategies that are not sufficient enough to be recommended to future teachers.

Strategies that are considered very good strategies are those that are theoretically and methodologically correct and are also mentioned in more than one article. Those strategies are: (1) dividing the students into groups and giving them

tasks, such as making a letter describing what they experienced on their trip to the carnival camp, a story in which someone gains benefits or suffers as a result of taking part in the carnival, a poem on the theme of carnival, and/or letters to the editors of several daily newspapers offering their opinions on the discomfort and loss the people felt when they were affected by floods. Then, the teacher asked the students to do debates or present the results of their group discussion in the class; (2) made the students identify the unfamiliar words that they/the teacher found while they were reading the texts and asked the students to guess the meaning of those words from the context; (3) let the students choose the topic of the text based on their needs; (4) and chose texts with an interesting and familiar topic and having a difficulty level that is right at the students' level.

There are also strategies found in the reviewed articles that are theoretically and methodologically correct but are only mentioned in one article. For example, ask the students to make a review of the given text; give the students an exercise to get the information by asking questions; give pictures showing two different situations involving danger and ask the students to write two narrative texts based on those pictures; and so on. These strategies are strategies that are considered not good enough since they are only mentioned in one article, but can be used by future teachers because they are in accordance with the theory and methodologically correct.

CONCLUSION

From the results of the systematic review that has been done on the nine articles, it can be concluded that there are many different strategies that have been applied by teachers in the articles and the validity level of the strategies is also varied. There are strategies that are very good, but there are also strategies that are not good enough to recommend to future teachers. The strategy that is recommended to be used by future teachers in using authentic materials is to divide the students into groups and give them tasks, such as making a letter describing what they experienced on their trip to the carnival camp, a story in which someone gains benefits or suffers as a result of taking part in the carnival, a poem on the theme of carnival, or letters to the editors of several daily newspapers offering their opinions on the discomfort and loss the people felt when they were affected by floods. Then, the teacher asked the students to do debates or present the results of their group discussion in front of the class.

The future teachers can also try the other strategies that are also beneficial for both the vocabulary and grammatical competence of the students, which are choosing texts with an interesting and familiar topic, having a difficulty level that is right at the students' level, and letting the students choose the text by themselves based on their needs. Besides that, activities like guessing the meaning of unfamiliar words were also widely used by the teachers, and they are effective for improving students' vocabulary.

REFERENCES

- AbdulHussein, F. R. (2014). Investigating EFL college teachers' and learners' attitudes toward using authentic reading materials in Misan. *Procedia - Social and Behavioral Sciences*, 136, pp. 330-343. 10.1016/j.sbspro.2014.05.338
- Aftab, A., & Salahudin, A. (2015). Authentic texts and Pakistani learners' ESL reading comprehension skills: A mixed-method study. *Language Education in Asia*, 6(2), pp. 122-134. 10.5746/leia/15/v6/i2/a4/aftab_salahuddin
- Akbari, O., & Razavi, A. (2016). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 4(5), pp. 105-116. 10.5861/ijrse.2015.1189
- Albiladi, W. S. (2019). Exploring the use of written authentic materials in ESL reading classes: Benefits and challenges. *English Language Teaching*, 12(1), pp. 67-77. 10.5539/elt.v12n1p67
- Al-Musallam, E. I. (2009). College instructors' and learners' attitudes to authentic EFL reading materials in Saudi Arabia [Master's thesis, King Saud University]. https://www.researchgate.net/publication/340629457_EFL_instructors'_learners'_attitudes_to_authentic_reading_materials/citations
- Anderson, G. L., Herr, K., & Nihlen, A. S. (1994). *Studying your own school. An educator's guide to qualitative practitioner research*. Thousand Oaks, CA: Corwin Press.
- Beresova, J. (2015). Authentic Materials – Enhancing Language Acquisition and Cultural Awareness. *Procedia - Social and Behavioral Sciences*, 192, pp. 195-204. 10.1016/j.sbspro.2015.06.028
- Brown H. D. (2001). *Teaching by principles: an interactive approach to language pedagogy* (2nd ed.). New York: Longman.

- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. Heinle & Heinle, Thompson Learning, Inc
- Ciornei, S. I. & Dina, T. A (2015). Authentic texts in teaching English. *Procedia - Social and Behavioral Sciences*, 180, pp. 274-279. 10.1016/j.sbspro.2015.02.116
- Fraenkel, J.R., & Wallen, N. (2000). *How to design and evaluate research in education (4th ed.)*. New York: McGraw-Hill.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th ed.)*. New York: Mc Graw Hill.
- Gebhard, J. G. (1996). *Teaching English as a foreign language: A teacher self-development and methodology*. Ann Arbor: The University of Michigan Press.
- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), pp. 347-353. <http://dx.doi.org/10.1093/elt/55.4.347>
- Guo, S. (2012). Using authentic materials for extensive reading to promote English proficiency. *English Language Teaching*, 5(8), pp. 196-206. <https://doi.org/10.5539/elt.v5n8p196>
- Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and learning vocabulary. Bringing research to practice*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Kindsvatter et al. (1996). *Dynamics of Effective Teaching*. New York: Longman.
- Kung, F. (2017). Teaching second language reading comprehension: the effects of classroom materials and reading strategy use. *Innovation in Language Learning and Teaching*, 13(1), pp. 93-104
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press
- Miller, M. (2005). *Improving aural comprehension skills in EFL, using authentic materials: an experiment with university students in Nigata, Japan* [Unpublished master's thesis]. University of Surrey, Guildford,
- Morrow, K. (1977). *Authentic texts and ESP*. In S. Holden (Ed.), *English for specific purposes*. London, England: Modern English Publications.
- Newcomb, L. H., McCracken, D., & Warmbrod, R. (1986). *Methods of teaching agriculture*. Danville, IL: Interstate Printers and Publishers
- Nuttall. C. (1996). *Teaching reading skills in a foreign language (New edition)*. Oxford: Heinemann

- Omar, F. R., & Mekael, H. F. (2020). Investigating EFL teachers' attitudes towards the use of authentic materials in teaching English in Iraqi Kurdistan region. *European Scientific Journal ESJ*, 16(23), pp. 131-150. 10.19044/esj.2020.v16n23p131
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), pp. 144-156. 10.1093/elt/51.2.144
- Petticrew, M., & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Malden, MA: Blackwell.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667220>
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Riege, A. (2003). Validity and reliability tests in case study research: A literature review with “hands-on” applications for each research phase. *Qualitative Market Research: An International Journal*, 6(2), pp. 75-86. 10.1108/13522750310470055
- Sanjaya, W. (2008). *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta: Kencana Prenada Media Group
- Shastri P. D. (2010). *Communicative approach to the teaching of English as a second language*. Mumbai: Himalaya Publishing House
- Silver, H. F., Strong, R. W. and Perini, M. J. (2007). *The strategic teacher selecting the right research based strategy for every lesson*. Alexandria: ACSD.
- Uman, L. S. (2011). Systematic reviews and meta-analyses. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 20(1), pp. 57–59.