ENGLISH TEACHERS' BELIEF ON THE USE OF ONLINE NEWS AS AUTHENTIC MATERIALS

A Thesis



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STATEMENT OF WORK'S ORIGINALITY

I declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta,18 June 2020

The writer,



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MOTTO

"As a magician, I try to show things to people that seem impossible. And I think magic, whether I'm holding my breath or shuffling a deck of cards, is pretty simple. It's practice, it's training, and it's –(sobs) It's practice, it's training and experimenting –(sobs), while pushing through the pain to be the best that I can be. And that's what magic is to me".

(David Blaine)

DEDICATION

To my mother, the first person to embrace me with love and compassion

To my father, my number one hero who teaches me wisdom and joy

To my brother, my partner who sparks bravery and creativity

Thank you for the best time of my life

I love you all

This undergraduate thesis is dedicated for you

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ENGLISH TEACHERS' BELIEF ON THE USE OF ONLINE NEWS

AS AUTHENTIC MATERIALS

ABSTRACT

This research aims to investigate English teachers' belief toward online news as authentic materials. Thematic analysis was used in this research. This research used Jacobson, Degener, & Purcel-Gates (2003) and Tomlinson (2010) frames to investigate the teachers' belief in identifying the function of online news as authentic materials. The data were collected through interview toward teachers assigned in public and private schools in Yogyakarta in order to investigate the use of online news as authentic materials used during the teaching. The researcher found that there are contributing experiences that play role in constructing teachers' belief on online news as authentic materials used to teach English in EFL context, including the teachers' beliefs, linguistic background, past teaching experiences, and cultural value held by the teachers.

Keywords: Teacher Belief, Authentic Materials, Online News

CHAPTER 1

INTRODUCTION

1.1 Introduction

The current studies related to authentic materials mostly highlighted about the characteristics of authentic materials (Ahmed, 2017), the advantages of authentic materials applied in classroom context (Akbari & Razavi, 2015). Tomlinson (as cited in Ahmed, 2016) found that authentic materials are inclusive which can be used as a facilitator to the teaching and learning of a language. It is said that authentic materials have rich and varied input, and it is closer to the actual world for students to learn (Ahmed, 2017). Online news as authentic materials are categorized as auditory and printed (Ianiro, 2007). It has real information about what is happening in the world, and plays an important role as authentic materials in English classroom. In brief, authentic materials are effective in exposing learners to rich input of the language use outside the classroom.

In Indonesia context, authentic materials are considered helpful in facing the problems in the classroom, though it has advantages and disadvantages. The utilization of preferred authentic materials for learning English at Islamic State College in Indonesia depends on the learning goals(Mudra, 2014). It could be beneficial when the goal is to improve English abilities that it provides real language and cultural-based since it is designed for public use, otherwise it could turn disadvantageous when the materials are specific and difficult for EFL learners. To this extent, authentic materials in Indonesia context should be aiming learning objective effectively and teachers should pay more attention to students' English proficiency in order to adjust difficulties of the materials.

Studies on authentic materials mostly discuss the characteristics of authentic materials (Ahmed, 2017) and how teachers select them by adapting and adopting it (Halim, 2016). However,

there is a little attention regarding English teachers' belief toward online news as authentic materials on the previous studies. Whereas, in Indonesia, the education policy has been working on education 4.0 in order to increase global competitiveness by putting education and technology as two of ten national priorities (Kementerian Perindustrian Republik Indonesia, 2019; Satya, 2018). Thus, the research aims to investigate the English teachers' belief on the use of online news as authentic materials. This research attempts to question how are the teachers' belief on the use of online news as authentic materials.

1.2 Formulation of the Problem

How is the English teachers' belief on the use of online news as authentic materials?

What are the contributing experiences which influence the construction of belief?

1.3 Objective of the Research

This research aims to investigate the teachers' belief toward online news as authentic materials.

1.4 Significance of the Research

This research is expected to have practical contribution in a way to describe teachers' belief in using online news as authentic materials before teaching language. This research is also aimed to have empirical contribution by expanding the issue of online news as authentic materials in Indonesia context.

CHAPTER II

LITERATURE REVIEW

2.1 Authenticity in Authentic Materials Use

The term ‘authentic’ and ‘authenticity’ occasionally triggered debates among researchers over the past three decades (Mishan, 2007). The discussion of Communicative Language Teaching (CLT) in 1970s (Akbari & Razavi, 2015) might be the one. The historical background of authenticity in language learning divided into three group of approaches. They are 1) communicative approach, 2) materials-focused approach in which, the language learning mainly involves text, and 3) humanistic approach which highlights the individual development and is focused to the learners (Mishan, 2007) Communicative approach happened as the effect of the needs of communicating toward speakers. It had been happened since the civilizations. This kind of language learning and teaching had happened in colonial context. It is said to be authentic due to directly communicating with native speakers. Moreover, the language acquisition process might happen in non-classroom situation sort of living together with the local people (Mishan, 2007). Thus, it is seen not just as historical origin of language purpose, but also as a means of how the language is taught. Materials-focused approach also has quiet long history from Latin was international language, until English showed up. By the middle ages, the teaching method had turned to scholastic method. The popular method was learning alphabet, memorizing section. The changes continued to what so called ‘double translation’ where learners need to translate the target language text to mother language and then translate it again to target language. All these changes mostly highlight the dependency to the textbook material (Mishan, 2007). As for the humanistic approach, it involves in responding more mechanistic teaching method. The assumption “learning by doing” could be promising gambling in this approach because the idea of the humanistic

approach is how the learners educe the fullest potential. In Mishan (2007) the sub approaches are Suggestopedia, Total Physical Response (TPR), which both require relaxed condition for human brain grasping a large amount of new information, and Neuro-Linguistic Programming (NLP). They are mainly focused on sense perception sort of visual, auditory, kinesthetic, olfactory, and gustatory. However, it is also better to admit the changes of the learners' characteristics. One that might be popular is where the learners are responsible for self-directed learning progress they made (Mishan, 2007). These approaches and characteristics may implicitly induce learners' real life personality, and that is why it is called authentic.

2.2. Teachers' Belief in using ELT Authentic Materials

In English Language Teaching, materials are the fundamental needs for teacher. One's belief is imperative in order to make sense of the world and take action in daily life. It is most likely applied the same for teachers in designing lesson plan, materials and so forth for classroom context. Belief is included in one of the three aspects of recognizing the teaching self, other than teacher value and teacher identities (Kumaravadivelu, 2012). Belief held by teachers is responsible foundation if the quality of teaching attempts to be improved (Thompson, 1984). He, also points that belief plays essential role in influencing teacher's effectiveness between subject and learners. Although some teachers' beliefs may not be constructed through journey of literature reading philosophy of teaching, teachers may find the ideas through sharing with peers and actual practices (Zahorik, 1987). At this point, it is wise to keep in mind that teacher believes on own experiences. Kagan and Kagan (2010) also suggest that teacher belief utilizes as personal knowledge. It is implicit and consists of assumption of people and events. Thus, teacher belief is foundational in determining the materials for teaching. It creates foundational construct in response to what is included in consideration when it comes to preparing materials and how would teachers use it in order to stimulate language use in the classroom.

Many believe that one of the accessible ways to get materials are on textbook provided by institution or government. Through textbooks, teachers may find materials designed for teaching purposes. It is argued that proposed simplified texts or dialogues allow students to encounter target language, whereas those texts implicitly omit the possibility where students can actually encounter language used often in reality through rich authentic materials (Tomlinson, 2013) (Tomlinson, 2013). The term of authentic materials has varied definitions throughout literature. Jacobson, Degener, & Purcell-Gates (2003) remarked that there four frames, the first two is the purpose of reading and writing, the last two are to support the use of contextually situated education: 1) function of language, 2) literacy practices, 3) functional context education, 4) situated cognition and constructivism. In frame one, Jacobson, Degener, & Purcell-Gates adopt seven Halliday's language functions which captures the social purposes that language use provides. Literacy practices discuss influential aspect of literacy outside classroom that literacy might differently defined by certain social group, sort of race and gender. Moreover, implementing authentic materials leads to increase learners' motivation (Kilickaya, 2004). In Ianiro (2007) authentic materials help students to bridge the gap between classroom and outside world. Even though authentic materials might lead to be culturally biased, it takes time for teachers to adjust the materials in order to meet students' proficiency (Rusmawaty et al., 2018). It is argued in Berardo (2006) that authentic materials have great influence to increase students' listening and reading skills. According to Tomlinson (2013) authentic materials are the ones which are produced in the purpose of communicating, rather than teaching. He preferred that learners need to encounter authentic text, unless the learners may less prepared to the language used often in reality. However, it is also wise for teachers to adjust the authentic materials that may be too difficult for learners (Mudra, 2014) which makes the use of the materials effective. According to Ianiro (2007), there are two main categories of authentic materials, they are printed and auditory. Printed materials

could be newspaper, magazine, or street sign, while auditory could be movie, podcast, audiobook and so forth.

2.3 Authentic Materials: Role and Criteria

Rupert Murdoch's speech on American Society of News Editors (ASNE) in 2005 led to the question of the role of newspapers in digital age. As he described that his two daughters will be 'digital native' who will never know the world without unlimited access of internet, he considered himself as 'digital immigrant' who witnessed the disruptive change on media. One to be main concern is that 'the ability to make necessary cultural changes to meet the new demands'. At this point onward, Murdoch's speech reminded the new possibility use of online news for other sectors.

To use online news as authentic materials, it is best to first identify the criteria of authentic materials. According to Tomlinson (2010) materials should: (1) gives learners authentic language use exposure, (2) be as attention getter of students to authentic input, (3) provide learners opportunities to use the target language in order to attain communicative purposes (4) provide outcome feedback, (5) be impactful the way they prompt and maintain learner's curiosity and attention.

These five criteria propose that authentic materials provide rich language exposure. These should be based on organic matters usually encounter in daily life. They are expected to be a problem solver in a way they should have clear authentic outcome at the end of the learning. In classroom context, there is a distinct difference between using authentic materials and using authentic materials authentically. (Jacobson, Degener, & Purcell-gates, 2003) differentiate the purposes into school based use and authentic use. For instance, the students are provided with TV

schedule, school based use might instruct students to look for proper nouns as a capitalization review, meanwhile the authentic use might ask students to look for a favourite show.

Researchers (Guth & Helm, 2011) involve the role of online news as the one of the main online resource in task stage of tele collaboration in intercultural learning. It was conducted by students from different nations which use English as lingua franca. Not merely information exchange, the objective of task stage expects students to compare and analyze the information. So, in order to synchronize the discussion, students were required to look at the media reports in both their national and English language newspaper sort of *Guardian, Al Jazeera, New York Times* and so forth for further comparison and analysis. In brief, online news as materials are possible to use due to its actual world information.

In Indonesia, researchers (Putra & Weny, 2013) compare between printed news and online news in six different aspects:

Table 1. Characteristics of online news and printed news

Characteristic	**Printed News**	**Online News**
Layout	News are displayed in compilation	Separated single pages
Image Oriented	One – three images in a news	More than three images in a news
Engagement	No crosslink, hyperlink, or tagging	Crosslink, hyperlink, or tagging
Length	Limited by characters	Limitless
Interaction	Reader cannot interact directly	Reader can comment directly
Updateness	Daily	Up-to-minute update

The result of research reports 1) that most of EFL learners are aware of development of technology which lead to habit shifting, which is called screen-reading, 2) reading online news brings benefit such as enriching vocabulary, can be as resourceful knowledge, and can be coped toward current issues, trend of the world, 3) online news is fruitful and beneficial as reading extensive reading materials. These study shows that the benefit of online news is in line with criteria of authentic materials which are providing real language use based on world latest actual issue

2.4 Theoretical Framework

After empirical and conceptual review, this research utilizes Jacobson, Degener, & Purcell-Gates (2003). These frames focus on function of language, literacy practices, functional context education, and situated cognition and constructivism. Utilizing Jacobson, Degener, & Purcel-Gates' frames can directly measure and inspect the English teachers' beliefs toward online news as authentic materials. Frame one includes function of language and frame two includes literacy practices. Those frames cover the linguistic nature and meaning of online news in literacy practices. Moreover, the implementation and practice of online news and the value in teacher belief will be covered in frame three and frame four. They discuss functional context education and situated cognition and constructivism. This research employs Tomlinson (2010) as the second theoretical review due to its relevance of fundamental principle of authentic materials. It is expected to measure in-depth conceptual aspects for the instrument.

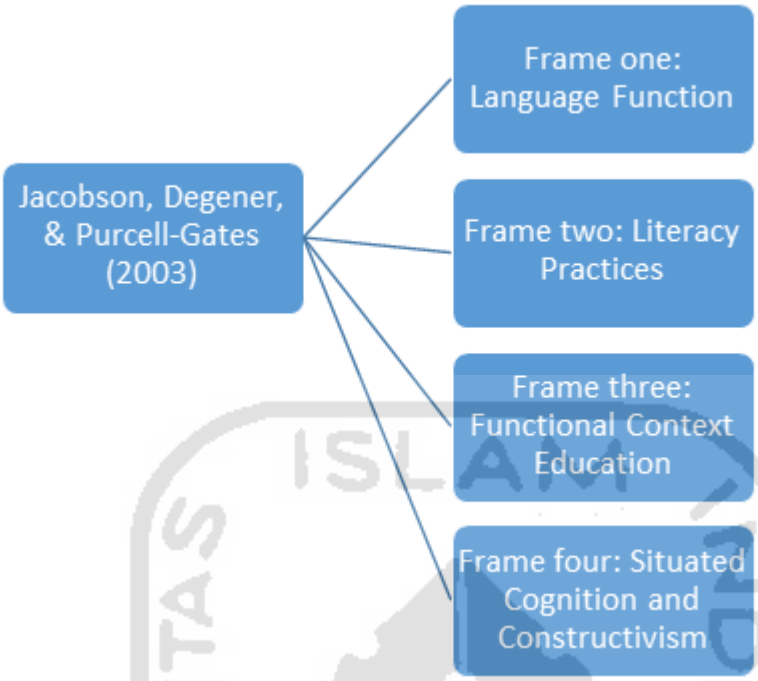


Figure 1. Theoretical Framework 1

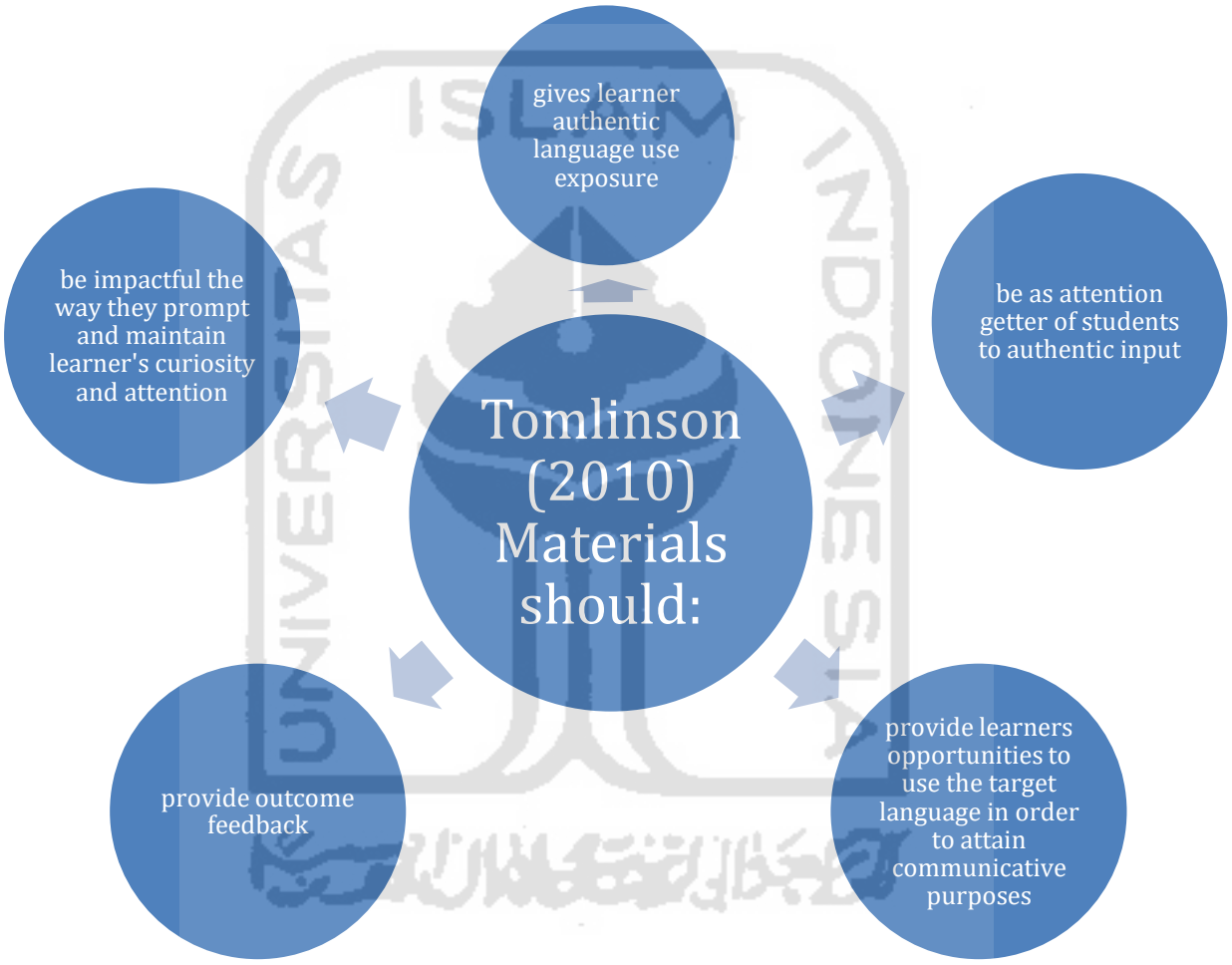


Figure 2. Theoretical Framework 2

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research employs qualitative research method. It used thematic analysis to investigate English teachers' belief toward the use of online news as authentic materials. I chose this design because of its suitability to investigate and to categorize participants' belief based on their experience through analytical process of thematic analysis. Thematic analysis has been widely used due to its flexibility and core skills provided for many forms of qualitative research (Braun & Clarke, 2006). In investigating the English teachers' belief, thematic analysis is used to identify the occurred pattern based on the interview transcription analysis.

3.2 Setting and Participant

In this research, two teachers are chosen to be the subject of the research. These teachers have experienced teaching in school in Yogyakarta. They are Mr. Fan and Ms. Nana (pseudonym name). Mr. Fan has taught English for 5 years in school A. It is a private Islamic-based school in Yogyakarta. This private school has adapted Cambridge curriculum and national curriculum as the main curriculum. The aim of the curriculum focuses on religious value, academic, social skill, and language output. School A provides high quality facility such as comfortable classes, jogging track, studio, internet access to support learning activity. Here, Mr. Fan teaches international class which allows him to teach social science. Students on this class are focused to do mini research for the project.

With his students, Mr. Fan discusses many global issues which promotes a lot of news reading for both teachers and students. In short, Mr. Fan tends to be familiar on online news used for teaching. Ms. Nana has taught English for more than 25 years including English course, junior

and senior high school, universities, and now she is an assessor for professional teacher and teaching in School B which is public Islamic-based senior high school. She uses online news in a form of video that is simple, yet interesting for digital native. Not only video, she also mixes it with online news in a form of text as examples for students as their final product. Another activity from Ms. Nana class is news anchor where students make video of it.

Not just have employed online news in their teaching, both Mr. Fan and Ms. Nana have obtained linguistic background proven by their Master Humanities Degree and are familiar of online news that make them capable to be participants of this research. The participants are expected to sign the consent form and agreed to cooperate in interview session in order to collect the data.

3.3 Research Instrument and Data Collection

The data were collected through interview toward teachers assigned in public and private schools in Yogyakarta in order to investigate the use of online news as authentic materials used during the teaching.

Table 2. Interview questions

No	Subject	Concept	Component	Interview Question
1	Frame one: Language Function	Halliday's (1978) seven functions of language to capture all the social purposes that language use serves	1)Instrumental 2) Regulatory 3) Interactional 4) Personal 5) Heuristic 6) Imaginative 7) Informative	What do you think about the social purpose of online news in general? What kind of online news that used to be your platform? What language use that serve in

				the online news? especially the online news platform that you usually read.
2	Frame two: Literacy Practices	Literacy practices means reading and writing of specific texts for socially-situated purposes and intents. It includes people's awareness of literacy, constructions of literacy and discourse of literacy, how people talk about and make sense of literacy		How do you reflect literacy practices that you have done through reading online news? How is the literacy practices that you have (so-far) implemented through reading online news in your classroom?
3	Frame three: Functional Context Education	This is sometimes referred to as "functional context education," which integrates objects of study into "the functional contexts that engage people in the world outside the classroom, including the world of work" (Reder)		How do you think a teacher integrate online news to their teaching-learning practice?
4	Frame four: Situated Cognition and Constructivism	Cognitive activities occur in socially structured situations that involve values about the interpretation and management of social relationships. Individuals' attempts to solve problems are		How do you make sense of online news as learning materials to your students?

		intrinsically related to social and societal values and goals, tools, and institutions in the definition of the problems and the practice of their solution (Rogoff) "Constructivism contends that people construct meaning through their interpretive interactions with and experiences in their social environments" (Brown)		
5	Authentic materials	Tomlinson (2010) materials should: (1) gives learners authentic language use exposure, (2) be as attention getter of students to authentic input, (3) provide learners opportunities to use the target language in order to attain communicative purposes (4) provide outcome feedback, (5) be impactful the way they prompt and maintain learner's curiosity and attention.	Language use	What authentic language does online news provide?
			Attention getter	How do you manage to draw learners attention by online news?
			Opportunities to use target language	How do you consider online news to be selected into materials?
			Outcome feedback	What is the clear output of using online news as authentic materials?
			Impactful to prompt curiosity and attention	How do you manage to use online news in order to maintain learners'

attention?

3.4 Data Analysis

Thematic analysis focuses on identifiable themes or patterns of living behaviour (Aronson, 1994). The main role of analysis in the research is to differentiate data to be included in different finding in order to identify common themes within (Tuckett, 2005). The first step is to collect the data through transcribed interview, second is identifying the related data toward classified patterns, the third step is to combine and to categorize into sub-themes, and last is to construct valid argument in choosing the themes (Aronson, 1994).

After interviewing the participants, the researcher transcript the interview. Here, researcher started to get familiar with the data by relistening the audio recording and rereading the transcript. The researcher started to found the pattern and noticed the most frequent answers. And then the researcher highlighted the component of theoretical review by determining different colours for each component. Next, the researcher analysed the essence of the answers and added the colours according to the theoretical review component. After collecting all those coded data, the researcher categorized the data into sub-themes. Finally, the researcher reported the sub-themes as the findings. The data gathered can be used to construct valid argument in writing the findings and discussion.

3.5. Data Trustworthiness

There are four criteria in establishing data trustworthiness. In naturalistic term, they are: 1) Credibility; to ensure how confident the truth within the data 2) Transferability; how it can be fitted into another context, 3) Dependability; relies on stability of the data in different time and different condition, and 4) Confirmability; is where the findings are not based on biased or personal motivation (Guba, 1981).

The research employed one of triangulation in order to ensure the data trustworthiness by investigator triangulation. It refers to involvement of more than one interviewer, observer, investigator, researcher, or data analyst in a research (UNAIDS, 2010). In this research, it refers to supervisor who were invited to review the findings to confirm that it is biased-free and to establish confirmability.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The data was collected through online interview due to security issue during the pandemic. The researcher contacted Mr. Fan and Ms. Nana via WhatsApp for appointment and confirmation. Mr. Fan was interviewed via Zoom, as for Ms. Nana was interviewed via WhatsApp. The interview for Mr. Fan was done in one session consists around 30 minutes, as for Ms. Nana, the researcher sent a file consisted of the interview questions. The researcher has reflected and reviewed through the process of re-listening, rereading, and rechecking data. In the process of writing this chapter, the researcher –consulted with supervisor – and he found several interesting findings that led to follow up interview which made the researcher experienced back-and-forth interview. The findings are based on the data analysis through theoretical codification, the researcher translated the data into several coding as follow:

Table 3. Coding Translation

Construct	Themes	Codes	Coding Translation
Jacobson, Degener, & Purcell-Gates (2003) & Tomlinson (2010)	Teacher Belief On the Use of Online News as Authentic Materials	INT1/AM3/P1/059 INT1/LF-INF/P1/018 INT1/LF-INF/P2/002 INT1/AM4/P2/022	INT: Interview P1: Mr. Fan P2: Ms. Nana LF: Language Function
	Teachers' Linguistic Competence in accordance to their belief in using Authentic Materials	INT1/LP/P1/020 INT1/LP/P2/008 INT/LP/P2/010	

Teachers' Teaching Experiences to use Authentic Materials	INT1/SCC/P1/034 INT1/LP/P1/041 INT1/AM5/P5/066 INT1/LF-INF/P1/016 INT1/AM3/P1/080	INF: Informative INS: Instrumental LP: Literacy Practices
Teachers' Cultural Background to use Authentic Materials	INT2/SCC/P1/001 INT3/SCC/P1/018 INT3/SCC/P1/011 INT3/FCE/P1/017 INT3/FCE/P1/029	SCC: Situated Cognition and Constructivism FCE: Functional Context Education

The transcript of the interview which is in Bahasa Indonesia was translated into English and was thematised. The researcher found four themes according to the transcript. Below is an example of translated transcription of the interview.

Table 4. Sample of Translated Transcript

T	001	**Ada, misalnya pada materi teks Biografi. Pilihan tokoh yang diajukan untuk dikerjakan mempertombangkan unsur keseimbangan sex (jenis kelamin) agar ada pemahaman bahwa tokoh perempuan juga boleh menjadi inspirasi. Pertinbangan kedua variasi bidang..mis tokoh yang achievmentnya di bidang teknologi, hiburan, sport, jurnalistik, science, perjuangan Hak asasi/ dari peperangan, lingkungan, politisi, dll**
		"I did consider the cultural value of the news. For example, on biographical text. The considered figure is supposed to have value of gender equality, so that it brings understanding that female figure can be inspiration, too. The second consideration is the variation of genre. For instance, the figure who has achievement in technology, entertainment, sport, journalism, science, human rights or war, environment, politician etc."

The researcher themed all the participants' answers according to the analysis of what the answers imply. The researcher found four main themes based on the transcripts. The categorized themes are identified as the contributing experiences that influence teachers' belief to use of online news as Authentic Materials.

Through the interview with Mr. Fan and Ms. Nana, the researcher found that online news as authentic materials tend to be applicable to use in classroom by several considerations related to the language and relevant topic for students. It is proven by how the teachers recall their previous linguistic background, teaching experiences, and cultural ideological that play pivotal role in influencing it. Also, teachers' belief simply move teacher to voluntarily choose online news as teaching materials without coercion from any elements.

4.2 Discussion

4.2.1 Teacher Belief On the Use of Online News as Authentic Materials

Belief –which is identical with abstract form that is complex and consisted of values– is believed as implicit force that moves one to take certain action, including English teacher in choosing materials for teaching. Bovellan (2014) mentioned that one of the main features of beliefs is its force to lead a person's activity towards the direction shown to be desirable by her beliefs.

> *"I **never modify it when I use authentic materials, unless if the materials are from books**. But because we make our own books for English class, we often modify it during the writing process,"*
> (INT1/AM3/P1/059)
> *"**I used** BBC video and news article,"*
> (INT1/LF-INF/P1/018)

The teacher seems to have faith that online news as authentic materials that the teacher is assured to not modify the authentic materials. It provides better authentic language, rather than what Jacobson, Degener, & Purcel-gates (2003) describe as school-based use materials provided in educational textbook.

"Online news has faster wide range and it can be produced by anyone. It is different compare to offline news. The response pattern between news producer and consumer are faster and more free. This makes ***online news changes social behavior in consuming news.*** *The positive effects are in line with negative effects that filtering information is getting weaker which makes false information spread,"*

(INT1/LF-INF/P2/002)

"The ***expected output*** *by using online news* ***are students are able to proceed, filter, and comprehend the information*** *based on scientific approach critically,"*

(INT1/AM4/P2/022)

The social behaviour in consuming electronic media is shifting throughout the development of ICT (Kurniasih, 2016) and also supported by the fact that less printed media consumed and more time spent on online media (Liu, 2005) included the shifting from newspaper to online news. As matter of fact, this shifting also lead to education sector, for instance education policy in Indonesia has been putting education and technology as two of ten national priorities (Kementerian Perindustrian Republik Indonesia, 2019; Satya, 2018).

The data above shows that Ms. Nana are aware that online news can be produced by anyone, therefore the online news will have varied quality. This –which in line from what Jacobson, Degener, & Purcel-gates (2003) point that integrating objects of study to real life are possible –makes students who are part of society need to be educated for their further literacy practices outside the classroom. By this reason, expected output such as filtering and comprehending information mentioned by Ms. Nana are important to avoid information gap. And therefore Ms. Nana believe that using online news as authentic materials is relevant because sooner or later students will face the social behaviour change.

4.2.2 Teachers' Linguistic Competence in accordance to their belief in using Authentic Materials

Jacobson, Degener, & Purcel-gates (2003) underpinned the four frames into the language functions, literacy practice, functional context education, and situation cognition and constructivism. These four frames were found in both participants of this research. Due to their

background as linguistic graduates, it apparently influences their practices in using authentic materials to teach English. The first participant, Ms. Nana was graduated as bachelor of education, yet she continued her master and doctoral degree to linguistics. Similarly, Mr Fan was graduated as bachelor of literature and continued his master degree on linguistics. These backgrounds cordially construct their belief in bringing the literacy practice to their students. For example, when they work on materials selection, they have already concerned linguistic features as the main consideration.

> *"Just typed 'BBC' in google search. There you will find a lot of news.* ***I would then sort them based on how relevant the topic*** *was for my students. I used the sorted ones then"*
> (INT1/LP/P1/020)
>
> *"However,* ***a teacher should have language sensitivity and discourse criticality*** *to assess online news. It is to make sure that the news as teaching resources should be retrieved from valid and qualified sources"*
> (INT1/LP/P2/ 008)

Based on the data above, both teachers agreed to employ the most reliable news sources. They defined reliable or qualified news are those of valid and presenting current issues. One of teaching resources that provide online news is BBC or British Broadcasting Corporation is a national news corporation managed by the government of United Kingdom. It has an affiliation to the British kingdom. Thus, the news represented in BBC tend to be neutral regardless their affirmation to the incumbent government. Although finding topic relevancy is not directly into linguistics features, yet, Mr. Fan is confident enough to choose BBC- British English- which has complex clauses in each news. Without having comprehensive linguistic background, the teacher will be less confident, especially when their students may ask further inquiries in understanding complex sentences.

The data above shows that Ms. Nana apparently had more focus on language sensitivity in choosing online news as authentic materials. This consideration is accord to what Tomlinson (2010) explains that authentic materials should provide authentic language use exposure.

"I often use online news as materials ***or as comparing reference*** *in developing materials and assessment. Video is one of the attractive and acceptable materials for digital native,"*
(INT/LP/P2/010)

Its richness of authentic language exposure does not only bring online news into classroom as materials, but also be comparing reference for teacher for further materials. In other word, teacher more likely to trust online news in developing materials or assessment when it comes to authentic language exposure. Thus, their linguistics backgrounds influence them on using online news as authentic materials in classroom.

4.2.3 Teachers' Teaching Experiences as the reference to use Authentic Materials

In order to integrate Authentic Materials into teaching practices, the teachers research the materials in order to meet the students' needs.

*"Before teaching, I sort (****the materials) which have simple language and are not too long.*** *So I select those which have minimum content and less difficult vocab. So students know what structure text is and what language is used"*
(INT1/SCC/P1/034)

The data above reflects the process of how the teachers integrate Authentic Materials into teaching practices. Before teaching, the teachers do research on authentic materials, focusing on adopting them –means that there is no modification done by teachers upon the materials in order to adjust the students' needs (Halim, 2016). The consideration taken to make the materials authentic by not modifying it.

"For those who are intermediate, I instructed them to analyse the text, what language style does the text have, what language feature does the text have. At the end, I asked them to conclude. As for the beginner, yesterday I started by asking them to translate the text in to Bahasa"
(INT1/LP/P1/041)

*"****The other teachers said teaching using text is boring****. As for the intermediate students, while they were analysing text; looking for the register, I started discussion, question and answer. During the class, I let them listen to their music on individual task"*
(INT1/AM5/P1/066)

In teaching practices, teachers differentiate the treatment based on English proficiency level with the same Authentic Materials. According to this, the teachers seem to understand the actual potential of individuals such in line with Vygotsky's (1978) Zone of Proximal Development (ZPD).

The teachers aware that maintaining attention to students who are dealing on authentic text materials is necessary because in teaching practices, teachers put effort to make the materials relevant to the students. It is in line with Tomlinson (2010) that materials should be impactful through prompting and maintaining learner's curiosity and attention. However, the teacher still need to figure out how to maintain attention to the beginner level students since the activity was only translating the text. This classroom activity, actually, is one similar example from what Mishan (2007) described as double translation in materials-focused approach. On the other hand, teaching using text appears to have negative perspective among teachers. This might be influenced by the nature of the news itself that it is to inform.

*"News has the same function both online and offline. But **the text is to inform actual events, to tell the facts**"*
(INT1/LF-INF/P1/16)

However, it is unfair to tell like so, without considering Indonesia's reading habit, especially in high school. The current report of Programme of International Student Assessment (PISA) in Schleicher (2019) contain reading score for about 371. According to this, having discussion through learning the text –from what Mr. Fan did –is one recommended option to maintain students' attention in reading class. So, it is expected that teachers also have variation of activity that allow students to use language, which in this case, in line with Tomlinson (2010) that materials should stimulate language use in classroom.

"Last year, I asked year 12 students to do news anchor and dubbing video"
(INT1/AM3/P1/080)

Here, the teacher attempts to practice what Jacobson, Degener, & Purcel-gates (2003) call as authentic use and school-based use. For instance, the students are provided with TV schedule, school based use might instruct students to look for proper nouns as a capitalization review, meanwhile the authentic use might ask students to look for a favourite show. In this case, students being news anchor could mean school-based use, while students who listen to them mean authentic use.

4.2.4 Teachers' Cultural Background to use Authentic Materials

Belief is supposed to be responsible for teachers' choices, although it is seen underscored by some researchers due to its complexity and abstract form. Here, teacher past personal experiences also play crucial role in how they perceive the nature of learning as stated by Huerta (2011).

> *"I did consider the cultural value of the news. For example, on biographical text.* ***The considered figure is supposed to have value of gender equality, so that it brings understanding that female figure can be inspiration, too****. The second consideration is the variation of genre. For instance, the figure who has achievement in technology, entertainment, sport, journalism, science, human rights or war, environment, politician etc."*
>
> (INT2/SCC/P2/001)

Belief is identical to what issues we are fighting for. Thompson (1984) points that belief functions as driving force which reflects teachers' choice held implicitly. Here, Ms. Nana has belief that female figure can be role model for pupils to look up to. This value tends to be appeared as a reaction to patriarchy value held by society.

> *"I partially agree; the nature of male is leading. But does that mean women can't lead? I don't think so. We should see the definition of leader first, what is being led, these could also be concerns. Women are not underestimated.* ***Now, there are many women who have strategic position****."*
>
> (INT3/SCC/P1/018)

The data shows that throughout the time, patriarchy value is left behind. By all these changing perspective, it's not impossible that the value contained in materials which is used by teachers will give positive impact for students as validity that female figure can be inspiring and

leading role model. The issues affect how teachers make consideration upon their teaching materials based on the news. It is said that variation of different achievement of figure also be consideration, it better that those genres will be selected to fit the cultural needs for classroom life. And it also possible to bear in mind that personal experience and literacy journey play pivotal roles on teachers' cultural backgrounds.

"Politeness and ethics as Indonesian."
(INT3/SCC/P1/011)

*"**In international class, we discuss issues** sort of racism (Papuan in Indonesia), colourism, body shaming, interfaith marriage, and so on, which are based on curriculum contained social research."*
(INT3/FCE/P1/017)

According to the data above, the value of politeness and ethics as Indonesian have been passed down to Mr. Fan since he was younger from his surroundings. Moreover, those values are not just internalized in Mr. Fan's, but he attempts to conserve the values on classroom teaching as well.

"Respect. The class should respect those who are doing presentation. Don't talk while someone is presenting. Greet when entering the class. If you have question, you should raise your hand and so on. The school also promotes 5S."
(INT3/FCE/P1/029)

Although he shows no concern on any particular issue, in international class, he brings up some issues to be discussed for both teachers and students sort of racism, body shaming or interfaith marriage. Social research is one of the subjects taught by Mr. Fan according to the curriculum from his school. This condition will likely lead him to be exposed to different values, from different issues he has discussed in the classroom. By that, it is possible for him to be aware of one issue which will help him constructing teacher value better. This is condition can be equipped by what Zahorik (1987) mention that teachers' belief may not be constructed through literature reading, but rather sharing with peers and experiencing the practices.

Teaching experiences dynamically construct teachers' belief in adjusting how to use the materials in the classroom. So, the data above shows the cultural value held by teachers as a result of past personal and professional experiences which constructs teacher's belief to take certain action in teaching, including using online news as authentic materials.

CHAPTER V

CONCLUSION

The aim of this study is to investigate English teachers' belief on the use of online news as authentic materials and what are the contributing experiences that construct belief itself. The researcher found that with linguistic background and past teaching experiences, both participants believe that online news are applicable to teach English in EFL context, although Mr. Fan found that some teachers have negative perspective that teaching text is boring. The other contributing experiences that construct English teachers' belief to use internet news as authentic materials is belief that is assured to have main role in determining teachers' actions. The last is cultural background which related to the teachers' past personal professional experiences. The limitation of this study is located on the complexity of the belief that makes it difficult for participants to communicate it explicitly and the other limitation is that the data in this study shows online news are applicable for teaching EFL context reflected through teachers' belief, whereas this research does not prove how effective the online news used in the classroom since teachers' beliefs are believed as powerful force to give impact on classroom environment. Thus, the researcher suggests for further research to investigate how effective the classroom would be if the teachers have strong belief on authentic materials.

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