

**AN ANALYSIS OF AUTHENTIC MATERIALS IN TEXTBOOK  
ENTITLED *BAHASA INGGRIS WORK IN PROGRESS***



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Education and Teacher Training of State Islamic  
University of Prof. K. H. Saifuddin Zuhri Purwokerto as a Partial Fulfilment  
of Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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### STATEMENT OF ORIGINALITY

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Purwokerto, May, 16 2023

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### OFFICIAL NOTE OF SUPERVISOR

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*Assalamu'alaikum Wr.Wb.*

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## APPROVAL SHEET



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### APPROVAL SHEET

This thesis, entitled:

**AN ANALYSIS OF AUTHENTIC MATERIALS IN TEXTBOOK**  
**ENTITLED *BAHASA INGGRIS WORK IN PROGRESS***

Written by Zaenun Nadhif (Student Number 1917404052) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on 29 Mei 2023 and declared qualified for achieving the Sarjana Pendidikan (S.Pd) Degree.

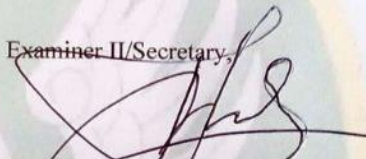
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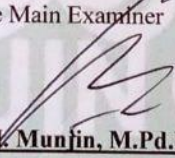
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## MOTTO

انا ما زلت طالبا

*I am still learner*

*(Prof. Dr. Abuya Sayyid Muhammad bin Alawi Al-Maliki Al-Hasani)*



## **DEDICATION**

*I dedicate my thesis for my teachers, my family and all the people who have supported me.*



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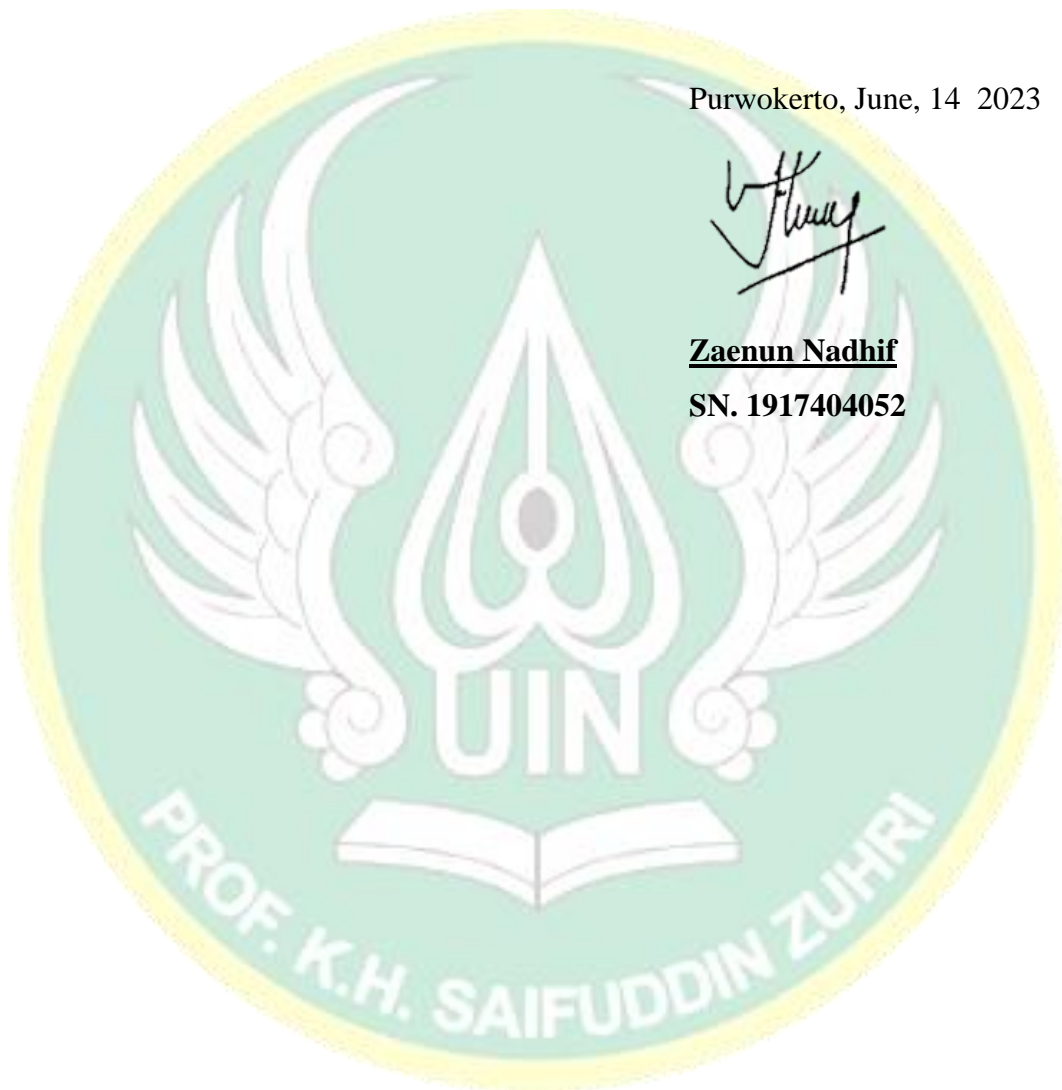
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Purwokerto, June, 14 2023



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

**Keyword:** *Authentic Material, Authentic Principles, Textbook*



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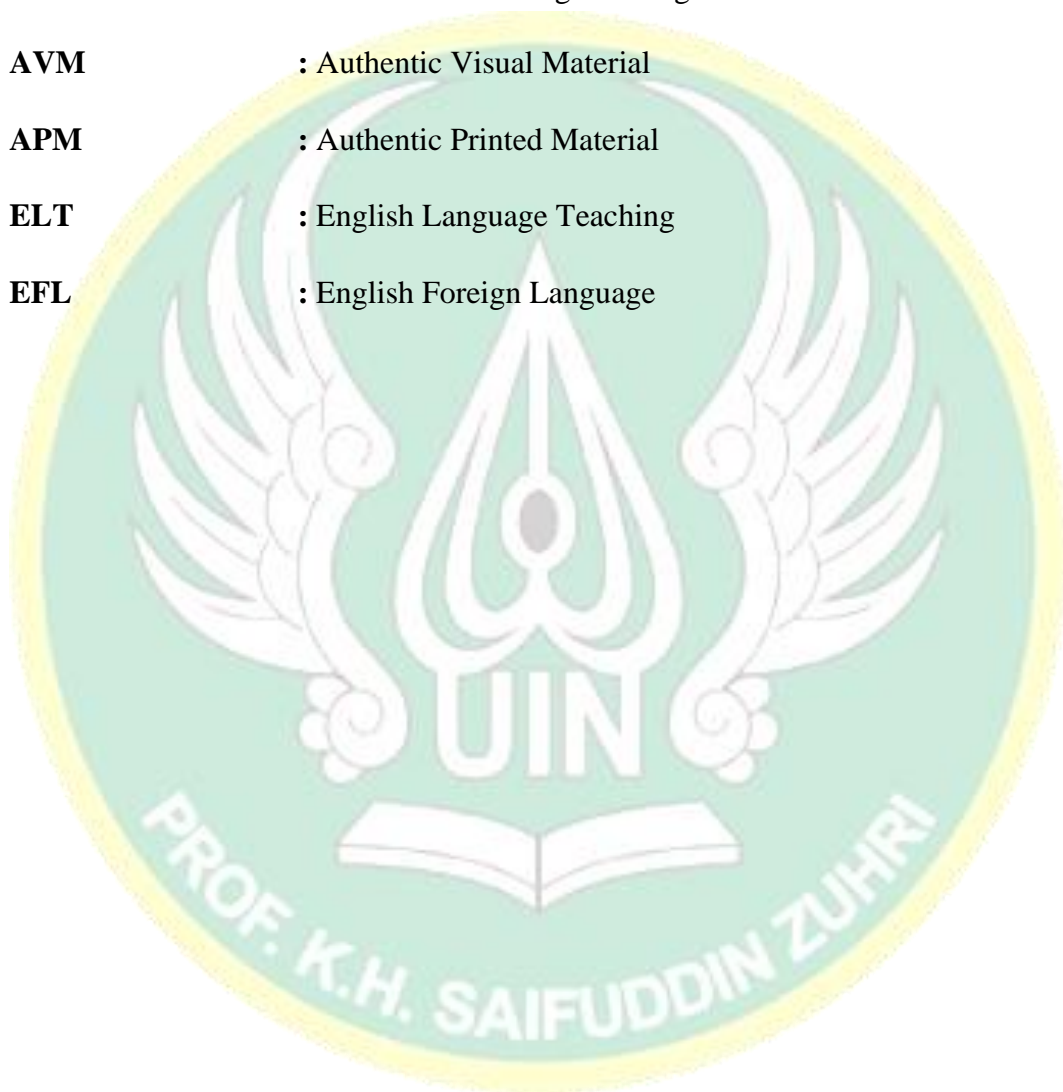
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## LIST OF ABBREVIATION

<b>The Term</b>	<b>Stands For</b>
<b>AMs</b>	: Authentic Materials
<b>AML</b>	: Authentic Listening/Viewing Material
<b>AVM</b>	: Authentic Visual Material
<b>APM</b>	: Authentic Printed Material
<b>ELT</b>	: English Language Teaching
<b>EFL</b>	: English Foreign Language





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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

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

One of the challenges of EFL teachers is how to elicit the interest and to explore the creativity of their students so that they will be more motivated to learn in classroom moreover in outside. Kirana (2013, p. xx) stated that teacher supposed to be pay attention student's need and improvement. Moreover, teacher did not have to emphasize vocabulary building, grammar structures, but they should be well prepared with the student's materials. This idea is also argued by Safitri (2017, p.24) that students need to be familiarized with the real English usage, where real forms of communication and cultural knowledge are crucially exposed. As a result, EFL teacher must stimulate and bring out this real world in the classroom. One way of doing that is to utilize the use of authentic materials in classroom activities. Furthermore, Gebhard (1996, p. 99) stated that the direct connection between the language in the classroom and the outside world can be reinforced for students through authentic materials and media.

With the development of communicative methods and the use of technology in ELT, authenticity term has been reused over and over again (Tevdovska, 2018, p. 60). Terms like authentic texts, authentic tasks, authentic instruction, authentic context, authentic testing, etc are frequently

mentioned by most foreign language experts defending the communicative methods of teaching (Sumarsono P. & Masyhud, 2017, p. 29). Therefore, many scholars want to re-use authentic teaching materials for English learning. According to Nunan (2004, p. xx) authentic created only for the real of real life, not for classroom, but used in language teaching. To conclude that the definition of authenticity is slightly different in literature. What is common in these definition shows to real language and its use in its own community.

Numerous of researchers had given several definitions about authentic materials. Authentic materials are any materials which has not been specifically produced for the purpose of language teaching. It means that these materials are different with materials written in the text books because their main goal is not as teaching material (Nunan, Task-based Language Teaching, 2004). To conclude that authentic material shows the language use in real life and communication.

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

One example of materials which often used by a teacher in learning process is a textbook. There are many kinds of textbooks written based on curriculum used at school that teaching and learning process focus on the

book and monotone (Safitri , 2017, p. 23). Textbook plays an important role in teaching and learning process especially in English classroom. The teacher uses a textbook as the source to deliver a material while the students use textbook as the source of knowledge. Thus, the content of textbook must be good.

In addition, a textbook could also be bored for the student if the material does not be used in real world. Huda, (2017:1992) stated that teaching materials should motivate the learners by stimulating their interests, encourage them to further explore the potential for language learning capacities, If the teaching materials are not interesting and motivating, they will learn nothing. To address with this issue, the curriculum designer provides the alternative material in the textbook. Alternative material is mainly referred to as authentic or real-life material (Purwadani, 2017, p. 2). Therefore, using the textbook which contained authentic materials in EFL/ESL classroom can help the teacher shows the real language use and teach communicatively.

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

Regarding the explanations above, this research focused on find out the types of authentic materials and analyse incorporate of authentic principle in authentic materials which contained in English textbook “Bahasa Inggris Work in Progress” For X grade senior high school published by ministry national education. This textbook was considered as

the subject of this researcher because it was published by ministry national education in March 2022. Since this textbook published by kemendikbud, it used by the teacher to deliver the materials in teaching English for class X Senior High School in Indonesia.

## **B. The Scope of Study**

The scope of study is crucial thing to give a guideline of the current research that was conducted. Based on the concept of this research, and to avoid misleading of concept, in general this research explained about research as follow:

### **1. Authentic Material**

Using the authentic materials in foreign language learning has a long history that make definition of authenticity is slightly different in literature (Gilmore, 2018, p. 97). Authentic materials created only for the real of real life, not for classroom, but used in language teaching (Nunan, Task-based Language Teaching, 2004). Omid & Azam (2016, p. 106) as cited in Bacon and Finnemann (1990) stated that authentic materials are those texts which are made by native speakers for non-pedagogical purposes

There are four types of authentic materials that can be used in teaching English. Gebhard (1996, p.100) classified authentic material into 4 categories, those are: authentic listening/viewing materials, authentic visual materials, authentic printed material and realia (real world object/miniatures). Teacher can obtain the materials from English newspaper, TV, brochure, magazine, radio, etc. Furthermore, with the development of technology such as internet, it will be easy for teacher to adapt an authentic material in the classroom.

### **2. Textbook**

Cunningsworth (1995) stated that a textbook is a material designed as a teaching learning material in order to accumulate the learners' knowledge and experience. They contribute to the basic content of a lesson as well as the types of activities in which students participate. For

teacher, textbook is required as important instructional material for students. Whereas, textbook becomes one of the basis materials for students in their learning process.

### 3. English Textbook “Bahasa Inggris Work In Progress”

An English textbook *Bahasa Inggris Work in Progress* is a student English book for class X Senior High School in which published by the Ministry of Education and Culture. This book has been published in Bandung, 10 March 2022. This textbook has 6 chapters and each chapters comprises name of the chapter, topic of the chapter, instructional objective, question to think about, chapter, reflection, assessment and also Enrichment.

## C. Research Questions

Based on the background of the study above, the research questions are formulated as follow:

1. What are the types of authentic materials found in English Textbook “Bahasa Inggris Work in Progress” published by kemendikbud based on Gebhard’s classification?
2. How does authentic material in textbook “Bahasa Inggris Work in Progress” incorporate the authenticity principles?

## D. Aims and Significances of the Study

### 1. The objective of the Research

The objective of this study based on the research questions are:

- a. To find out the types of authentic materials found in English Textbook “Bahasa Inggris Work in Progress” published by kemendikbud based on Gebhard’s classification.
- b. To analyze the authenticity principle in English Textbook “Bahasa Inggris Work in Progress based on Nunan and Tomlison theories?

## 2. The significant of the Research

### a. Theoretically Significant

This research is expected to add and develop insight especially for the writer and the readers about the types of authentic materials and analysing authentic principles which contained in English textbook “Bahasa Inggris Work in Progress”

### b. Practically Significance

#### 1) For English Teacher

The teacher can get information about the criteria of authentic materials and authentic principle that contained in English textbook “Bahasa Inggris Work in Progress”

#### 2) For other researchers

For researcher, this study can be a source and reference to get further information about authentic materials contained in English textbook Bahasa Inggris Work in Progress.

## E. Previous Studies

Based on a large number of sources such as journals and previous studies related to this research that have relevance with the research topic, the following are the comparison result among previous researches:

The first, a thesis entitled “Authentic Materials Existed In The Textbook By Intan Pariwara For Senior High School” written by Putri Rafa Salihah faculty of Teacher Training And Education Language Education Department Study Program Of English Education State Islamic Institute Of Palangka Raya in 2017 ( Salihah , 2017). Hence, it can be acknowledged for this research. This thesis has similarities in the strategies used. The distinctive of this study is Putri’s thesis discussed about the authentic material that existed in commercial textbook for XI grade that published by Intan Perwira, but on this study the writer discuss about non-commercial book that used for IX grade which published by ministry of National Education. The results of Salifah’s research revealed that there were only a

few authentic materials in the textbook “Buku Bahasa Inggris” Mata Pelajaran Wajib

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

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



with the authentic reading materials in selected textbook. This indicates that the contents of the texts are appropriate to be used as teaching materials.

The fourth study was conducted from International Journal of English Research Volume 3 issue 6 November 2017 Page No. 29-31 that written by Puji Sumarsono, Masyhud, Agista Wardhani, Rafika Rabba Farah English Department, University of Muhammadiyah Malang, Malang, Indonesia. This article is entitled the development of authentic English Language Teaching (ELT) textbook of vocational school. This research aimed at finding a good construction of authentic ELT textbook of vocational school especially for subject of Automation and Management Office. The results indicated that there were various authentic materials could teacher present according to the existing curriculum. The similarity discussing the authentic materials in textbook. Meanwhile, the distinctive of this study is this paper focus on textbook of vocational school and this study focus on textbook which is not from vocational school.

Based on all previous studies above, those researches had different subject and object of this study. The subject of this study is an English textbook entitled “Bahasa Inggris Work in Progress” for X grade senior high school. While the object of this study is analysing the types of authentic materials and their principles that contained in the textbook.

## **F. Methodology**

### **1. Research Design**

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

as the approach of this research. Descriptive quantitative is the type of study that provide data in the form of words and numbers.

## 2. Research Object

The object of this research was an English Indonesian textbook “Bahasa Inggris Work in Progress” that published by the Ministry of Education and Culture. This textbook has 6 chapters and consist of 182 pages. Each chapter of that textbook has own topic material. The textbook is provided based on themes and it is begun by Instructional objective, questions to think about, task, chapter review and reflection.

## 3. Data Collection Technique

In collecting the data, this research used document analysis. The authentic materials in spoken language contained in textbook were looked for in this research. Here are several ways collecting data of this research:

### a. Reading

As the first step in collecting the data, it is reading all of the material in the textbook “Bahasa Inggris Work in Progress”.

### b. Note Taking

After reading all the materials in textbook, this research Finds out the authentic in spoken language materials to collect the data provide in textbook.

### c. Classifying

After note taking the data, this research classified authentic materials based on Gebhard in the spoken language. The classification of authentic materials using table, as follow:

**Table 1.1 Classifying of Types Authentic Materials**

No	Types of AMs by Gebhard	Kind	Page
Chapter I			
Spoken Language			
1			
2			
3			
Written language			
1			
2			
3			

4. Technique of Analysis Data

After collecting and classifying the data of this research, it analysed using the input authenticity by Nunan (2003) and the criteria of authenticity by Tomlinson (2014) which have been made as instrument of this research. To justify the validity of the instrument, the researcher was helped by the 2 experts. Below are the steps of analysing data:

a. Analyse textbook

After collecting and classifying the data of this research, it analysed using the input authenticity by Nunan (2003) and the criteria of authenticity by Tomlinson (2014) which have been made as instrument of this research. To justify the validity of the instrument, the researcher was helped by the 2 experts.

Below is the instrument of this research:

**Table 1.2 The Instrument spoken and written of this research**

No	Types of AMs	Page	Input Authenticity					Authenticity Principle			
			Genuine	Altered	Adapted	Simulated	Minimal	Content realistic reflecting topics and events from real-world situations.	Activities relate to pupils' interests and 'real-life' tasks.	Tasks exploit language in a communicative or 'real-world' way.	Texts generate 'real-life' communication processes.
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

To measure two authentic principles in spoken language which are *tasks exploit language in a communicative or 'real-world' way* and *the texts generate 'real-life' communication processes* was helped by the expert. The expert was needed because the competence of researcher was not sufficient to measure the authentic materials are feasible with the authentic principle or not.

b. Percentage of the Data

Furthermore, every authentic material if complete with part of input authenticity and authentic criteria was rated 1. Meanwhile, if the authentic material is not appropriate with the authentic principles whether Input authenticity or authentic criteria rated 0. Afterwards, it is multiplied by 100% to achieve the sum point. The formulation of the calculation used in the evaluation process is presented as follow:

$$P \% = \frac{f}{n} \times 100\%$$

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

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

$n$  : The amount of the authentic principles

c. Grouping the score by category

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

**Table 1.2 Range of score and its category**

Range of Fulfilment Score	Category
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 49%	Poor

The percentage of data was then narrated and concluded in order to the answer to the research question. The conclusions are drawn based on the data with the highest and lowest percentages. For this stage, the calculation of data as explained in chapter 4 later was used as the basis of conclusion drawing.

### **G. Organization of the Paper**

The research's structure as the following:

This study is begun by a cover, abstract and its keywords. After that the statement of originality by writer, then official note of supervisor. Next is motto, acknowledgement, table of content, list of pictures, list of the table and the last is list of appendices.

The main parts of this research consist of:

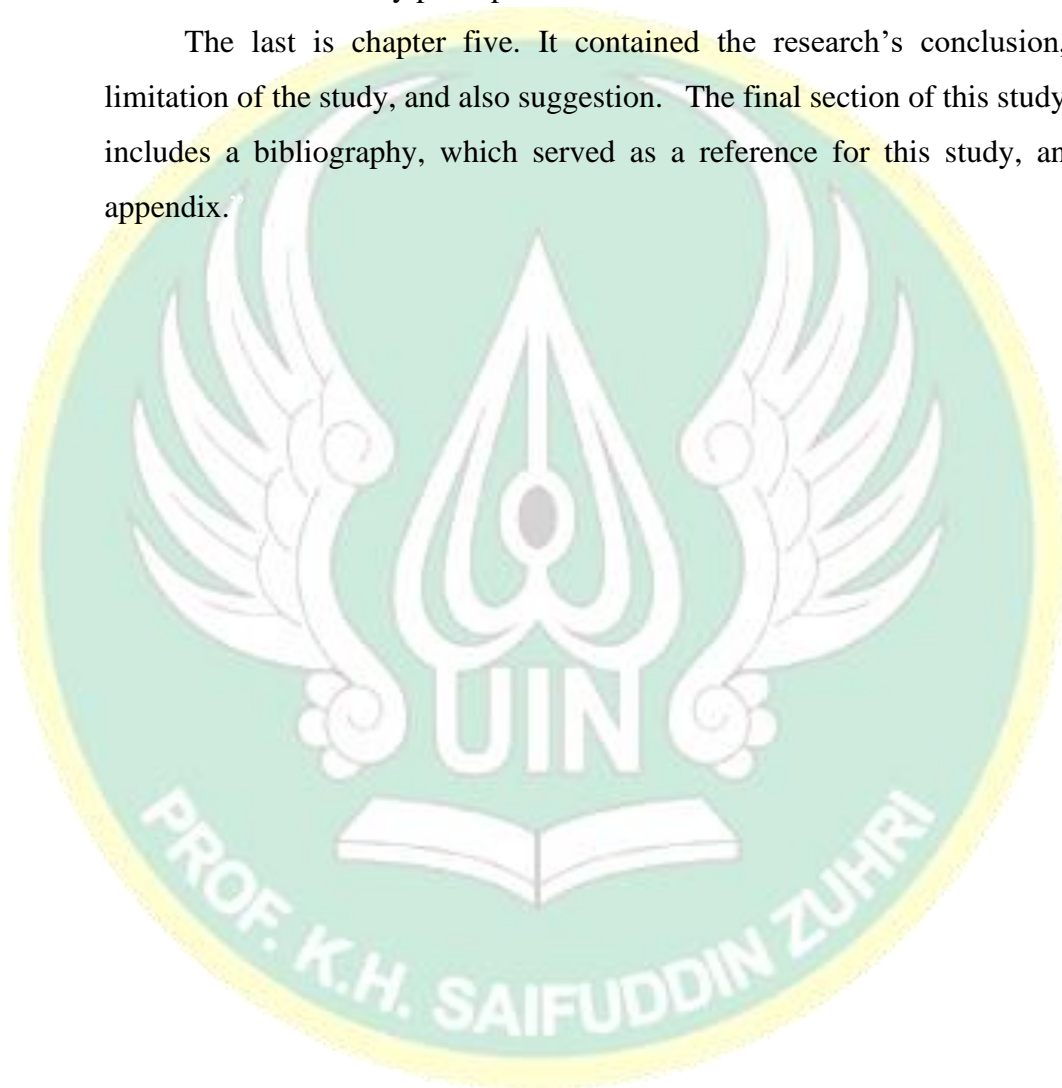
The chapter one serves an introduction which will discuss of background of the study, the scope of the study, research questions, aims and significances of the study, methodology, and the last is organization of the paper

The second chapter is a literature review. An overview of relevant theories about authentic materials and textbook This chapter discussed such as the definition, the types, the principle, the advantages and disadvantages of authentic material. This chapter also include the definition, the role, the and the criteria of the good textbook.

The third chapter is a research methodology. It explains the sort of research, data sources, techniques of data collection, and data analysis strategies used in the study.

The fourth chapter revealed the funding and discussion of the research. It includes of classification authentic material and incorporate that textbook in authenticity principle.

The last is chapter five. It contained the research's conclusion, limitation of the study, and also suggestion. The final section of this study includes a bibliography, which served as a reference for this study, an appendix.



## CHAPTER II

### LITERATUR E REVIEW

#### A. Authentic Material

##### 1. Definition of Authentic Materials

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

Furthermore, Tomlinson (2014, p. 131) stated that an authentic text is one text that was created to communicate rather than to teach. It does not have to be created by a native speaker and it might be a version of an original which has been simplified easier communication. Sumarsono & Masyhud, (2017, p. 29) argued that authentic English teaching materials are English text whether academic text of research result such as books and journals or non-academic such as advertisement, labels in food wrappers magazines, and announcements.

Due to there are several experts had their definitions of authentic material, this study assumed Nunan’s definition. In brief, the term “authentic materials” refers to material which do not intend for the classroom but are utilized in language learning.

##### 2. Types of Authentic Materials

There are several authentic materials which usually used by teacher in order to help achieving learning objective in the classroom. stated that authentic materials include anything that is used as a part of communication. Gebhard (1996, p. 100) stated that anything that used



as part of communication is authentic materials. Moreover, He classified authentic material that usually used in learning process into 4 classifications. Here are partial lists classification of authentic materials EFL/ESL by Gebhard:

1. Authentic Listening/Viewing Materials

Gebhard (1996) gave the examples of authentic listening/viewing material such as: movies, radio news, comedy shows, TV commercials, quiz shows, dramas, audio recording, home video, children's song, dramas, pop, rock, country, folk, professionally videotaped travel logs, documentaries, and sales pitches, etc.

2. Authentic Visual Materials

This authentic material includes slides, photographs, calendar, paintings, drawings by children, wordless street signs, pictures, popular magazines, pictures, silhouettes, pictures from travel, etc.

3. Authentic Printed Materials:

There are examples of authentic printed material which mentioned by Gebhard (1996) such as: newspaper articles, cartoons, advertisements, sports reports, science, math, and history books; short stories; novels; books of photographs, obituary columns, and advice columns; travel magazines, etc

4. Realia (Real world objects/miniatures)

Gebhard (1996) provides the examples of realia that used in teaching process. For examples: dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, phones, balls, purses, wallets, umbrellas, bowls, glasses, dishes, combs, stuffed and toy animals, wall clocks, balloons, walkie talkie, candles, fly swatter, string, thread, chewing gum, glue, rulers, tacks, paper clips, rubber bands, trays, aprons, plastic forks and spoons, etc.

### 3. The Authenticity principle

Using the textbook which contained an authentic material in EFL/ESL classroom can help the teacher shows the real language use and teach communicatively. In order to achieve that issue each skill contained in textbook should be appropriate with the authentic principle. Tomlinson, (2014, p. 52) had given the authentic criteria in is textbook that entitled *Developing Materials for Language Teaching*. Those criteria as follow:

1. The content realistic, reflecting topics and events and texts from real-world situations.
2. The texts generate 'real-life' communication processes.
3. The activities relate to pupils' interests and 'real-life' tasks.
4. The tasks exploit language in a communicative or 'real-world' way.
5. The materials provide extensive exposure to authentic English through purposeful reading and/or listening activities.

There are several inputs of authenticity that usually considering, those were genuine, adapted, altered, simulated and minimal/incidental (Nunan , 2003, p. 52). Below are the definitions of each input of authenticity:

#### 1. Genuine

This is defined as the material was created only for the realm of real life, not for classroom, but it used in language teaching.

#### 2. Altered:

The second input of authenticity is altered. It means that there is no meaning change, but the original is no longer as it was (glossing, visual resetting, pictures or colours adapted).

#### 3. Adapted

The authentic material that suitable with input of adapted means created for real life (words and grammatical structures changed to simplify the text).

#### 4. Simulated

This input defined as the authentic material written by the author as if the material is genuine; many genuine characteristics.

#### 5. minimal/incidental:

The last input is minimal/incidental. This is created for the classroom; no attempt to make the material seem genuine

Furthermore, (Cunningsworth , 1995) mentioned the criteria elements of authentic in communication, below are the criteria:

- a. Unpredictability
- b. An opportunity to express real information, feelings, ideas, etc.
- c. A chance for students to shape their own speech.
- d. Need to formulate and use communication strategies
- e. Emphasis on collaboration among speakers in communication interaction.

The arguments for using authentic written texts in the classroom are similar to those advanced for using authentic spoken texts (Nunan, 2004, p. 51). In second language contexts, Brosnan et al. (1984) pointed out that learners will need to read the text which related real life in the environment around them, for instance at the bank, on shop doors an window, in the mailbox, on labels, packets, etc. Those texts do not have to be created by the teacher. According to Nunan (2004, p. 52) as cited in Brosnan et al. (1984: 2–3) offer the following justifications for the use of these real-world resources.

- a) The language of that material is natural which simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.)
- b) The materials offered the learner the chance to deal with small amounts of print which, at the same time, contain complete, meaningful messages.

- c) The materials provided students an opportunity to make use of non-linguistic clues (layout, pictures, colours, symbols, the physical setting in which it occurs) and so more easily to arrive at meaning from the printed word.
- d) The students need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life reading material treated realistically makes the connection obvious

#### **4. The Advantages and Disadvantages of Authentic Materials**

The use of authentic materials is also common in current coursebooks in order to simulate the use of language in real contexts (Nunan , 2003). Using authentic materials and media has disadvantages and advantages. One disadvantage is that it takes time and effort to locate authentic materials and sometimes difficult to make authentic materials and media comprehensible to the students (Gebhard , 1996, p. 101). Even though using authentic materials has disadvantages, there are several advantages using them. Gebhard , (1996, p. 102) stated that Authentic materials and media can substantiate for learners the direct relation between the language in the classroom and the real situation.

Additionally, authentic materials and media offer a way to contextualize language learning. When lessons are centered on comprehending a repair manual, a menu, a TV weather report, a documentary, or anything that is used in the real world, students tend to focus more on content and meaning than on language (Gebhard , 1996).

## **B. Textbook**

### **1. Definition of textbook**

It is widely believed that teacher always using several media in the classroom that can make easier in achieving learning objective. One of the media that have been used is textbook. According to Patel and Jain (2008, p. 68) textbook is the area in which the language materials are provided for teaching and learning English, it boards of respective state develop the material required. From Dawn's statement it be concluded that a textbook is a resource that is specifically designed for a specific group of students

Furthermore, Cunningsworth (1995) stated that a textbook is a material intended as a teaching learning material in order to accumulate knowledge and experience of students. Furthermore, Permendiknas No 11 (2005) mentioned that textbooks play a strategically important role in improving the quality of education, especially in primary and secondary education. They contribute to the basic content of a lesson as well as the types of activities in which students participate.

### **2. Role of textbook**

As a resource in achieving aims and objectives that have been created in terms of learners' need, Cunningsworth (1995, p. 7) had listed several roles of textbook as follow:

- a. A source of presenting material (both oral and written)
- b. An activity source for learner practice and communication interaction.
- c. A syllabus (where they reflect learning objectives which have already been determined).
- d. A grammar, vocabulary, and pronunciation reference source for students.
- e. A source of inspiration and ideas for language exercises in the classroom.

- f. A resource for self-directed learning or self-access work.
- g. A support for less experienced teachers who have yet to gain in confidence.

Furthermore, Graves (2000, p. 174) in his book entitled *Design Language Courses A Guide for Teacher* stated the advantages using textbook in learning activities as follow:

1. Since the author have made decision about what will be learned and what in order, textbook provides syllabus for the course.
2. Textbook provides security for the students because they have a kind of road map of the course: they know what to expect, they know what is expected of them.
3. Textbook provides a set of visuals, activities, reading, etc and save the teacher time in finding or developing such as materials.
4. Textbook provides a teacher with basis for assessing students' learning. Some texts include text or evaluation
5. Textbook may also include supporting materials, for examples teacher's guide, cassettes, worksheets and videos.

## **6. Criteria of Good Textbook**

With a good textbook, there is a high probability that the language, content and sequencing in the book will be appropriate, the topics are interesting, and the skill of the language will be attractive (Harmer, 2010 , p. 149). A good textbook makes EFL student enthusiastic in their learning process and not bored. In the contrary, textbook which does not have criteria of good textbook students are frequently bored.

There are several criteria Patel & Jain (2008, p. 69) of good textbook based, as the following:

- 1) The content of the textbook should be according the individual difference of students.
- 2) The subject matter should he well graded.

- 3) Exercise work and practical work should be given at the end of the chapter.
- 4) Textbook must develop moral qualities in the students.
- 5) There should be no printing mistake in the textbook
- 6) Textbook must not be very costly.
- 7) The paper of textbook should be qualitative.
- 8) The cover of textbook should be attractive and qualitative.

Moreover, According to Cunningsworth (1995) there are four guidelines the criteria of good textbook criteria, as the following:

- a) Textbook should be appropriate for the learners' need.
- b) The textbook should present the uses (Present or future of the language that learners will make of it.
- c) Textbook should consider students' need as learners to support their learning process, rather than dogmatically enforcing a hard method.
- d) Textbook should have a very specific purpose for teaching and learning.

## **7. English Textbook Bahasa Inggris Work in Progress**

An English textbook “Bahasa Inggris Work in Progress” is a student English book for class X Senior High School in which published by the Ministry of Education and Culture. This book has been published in Bandung, 10 March 2022. This textbook has 6 chapters and each chapters comprises name of the chapter, topic of the chapter, instructional objective, question to think about, chapter, reflection, assessment and also Enrichment.

### CHAPTER III

#### PROFILE OF THE TEXTBOOK

##### A. Identify of the Textbook

###### 1. Textbook Identify

The English textbook “Bahasa Inggris Work in Progress” is title of the Textbook as primarily source which discussed. This textbook has been published by the Ministry of Education, Culture, Research and Technology in Jakarta June 2022. Below are the further explanations:

- a. Author : Budi Hermawan, Nining Suryaningsih, Dwi Haryanti
- b. Reviewer : Windi Hastasasi, Putri Almira Hamid,
- c. Editor : M. Rizal Abdi, Nurman,
- d. Ilustrator : MA. Czarina Gemzon Espiritu
- e. Desainer : Imee Amiatun
- f. Publisher : Pusat perbukuan badan standar, kurikulum dan Assesmen Pendidikan kemendikbud

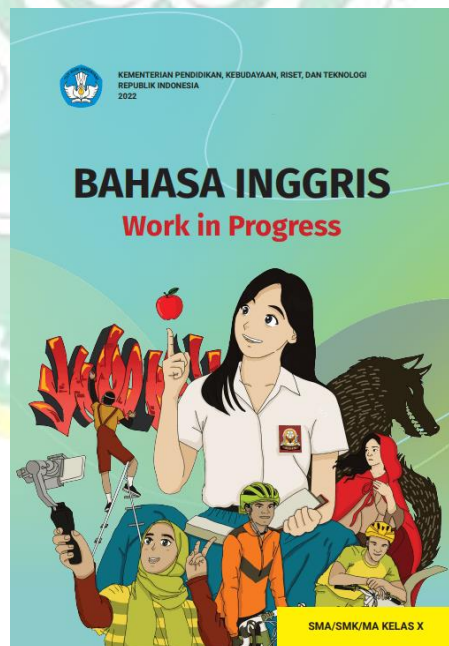


Figure 3.1. Cover of the textbook



## 2. Position of the Textbook

As the media in the teaching and learning process, textbook placed as important position to be used. The position of textbooks in learning process is contained in the Regulation of the Minister of National Education number 11 of 2005 in article 2 verses 1-3. Below are the regulations:

- a. *Buku teks pelajaran digunakan sebagai acuan wajib oleh guru dan peserta didik dalam proses pembelajaran.*
- b. *Selain buku teks pelajaran sebagaimana dimaksud pada ayat (1) guru menggunakan buku panduan pendidik dan dapat menggunakan buku pengayaan, dan buku referensi dalam proses pembelajaran.*
- c. *Untuk menambah pengetahuan dan wawasan peserta didik, guru dapat menganjurkan peserta didik untuk membaca buku pengayaan dan buku referensi.*

In accordance with the regulation, textbook must include required criteria for teacher and students in the learning supported by other sources such as enrichment book and reference book. This indicates that textbook becomes primary learning source. Therefore, since the textbook becomes learning resource, choosing a textbook should pay attention to the student's needs and their skills

### **B. Profile of the textbook**

The English textbook “Bahasa Inggris Work in Progress” is one of the textbooks that used for X grade senior high school. Moreover, it used by teacher to deliver the materials for first and second semester which contained 6 chapters. Each chapter has own specific theme. The distribution of the textbook can be seen as follow:

**Table 3.1 Profile of The Textbook.**

Semester 1 Theme: Sports			
No.	Chapter	Topic	Learning objective
1	I	Great Athletes	<ol style="list-style-type: none"> <li>1. To identify context, main ideas and detailed information from an oral and verbal descriptive text presented in multimodal form about great athletes.</li> <li>2. To communicate simple ideas and opinions in various discussions, collaborative activities, and presentations orally to describe great athletes.</li> <li>3. To write a descriptive text about an athlete with an appropriate structure of organization and linguistic features and present it.</li> </ol>
2	II	Sport Events	<ol style="list-style-type: none"> <li>1. To identify context, main ideas and detailed information from an oral and verbal recount text presented in multimodal form about sports event.</li> <li>2. To communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally to tell about a sports event.</li> <li>3. To write a recount text about a sports event with an appropriate structure of organization and linguistic features and present it.</li> </ol>
3	III	Sport and Health	<ol style="list-style-type: none"> <li>1. To identify context, main ideas and detailed information from an oral and verbal procedure text presented in multimodal form about sports and health.</li> <li>2. To communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about sports and health.</li> <li>3. To write a procedure text about sports and health with an appropriate structure of</li> </ol>

			organization and linguistic features and present it.
4	IV	Healthy Foods	<ol style="list-style-type: none"> <li>1. To identify context, main ideas and detailed information from an oral and verbal procedure text presented in multimodal form about healthy foods.</li> <li>2. To communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about healthy foods.</li> <li>3. To write a procedure text about healthy foods with an appropriate structure of organization and linguistic features and present it.</li> </ol>
Semester 2 Theme: Art			
5	V	Graffiti	<ol style="list-style-type: none"> <li>1. To identify context, main ideas and detailed information from an oral and verbal expository text presented in multimodal form about graffiti.</li> <li>2. To communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about graffiti.</li> <li>3. To write an expository text about graffiti with an appropriate structure of organization and linguistic features and present it.</li> </ol>
6	VI	Fractured Stories	<ol style="list-style-type: none"> <li>1. To identify context, main ideas and detailed information from an oral and verbal narrative text presented in multimodal form about fractured stories.</li> <li>2. To communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about fractured stories.</li> <li>3. To write an expository text about fractured stories with an appropriate structure of organization and linguistic features and present it.</li> </ol>

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The elucidations of the research introduction, method, research subject and object, and profile of the textbook have been conveyed in chapter I-III. This chapter presented the research finding and discussion which answered the two research questions in chapter I, those were *What are types of the authentic materials find in the English textbook Bahasa Inggris Work in Progress based on the Gebhard classification?* and *How does authentic material in textbook Bahasa Inggris Work in Progress incorporate the authenticity principles?*

#### **A. FINDING**

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

##### **1. Types of Authentic Material**

The number of authentic materials in written language dominates a lot more than the authentic material in spoken language. There are 8 authentic materials in spoken language and 14 authentic materials in written language. The percentage of the result analysis every authentic material is different one another in each chapter. In consequence, the authentic materials that have been found are grouped in every chapter. To conclude, 22 authentic materials were found in the English textbook “Bahasa Inggris Work in Progress”. The explanation of authentic material based on Gebhard (1996) classification in each chapter as follow:

**Table 4.1 Types of Authentic Material in Textbook “Bahasa Inggris Work in progress”**

No	Types of AMs	Kind	Page
<b>Chapter I</b>			
Spoken Language			
1	Authentic Listening Material	Audio Recording	7
2	Authentic Listening Material	Audio Recording	15
Written Language			
1	Authentic Visual Material	Picture	9
2	Authentic Printed Material	Text Sport Report	11
3	Authentic Printed Material	Text Sport Report	23
4	Authentic Printed Material	Text Sport Report	27
<b>Chapter II</b>			
Spoken Language			
1	Authentic Listening Material	Audio Recording	31
2	Authentic Listening material	Audio Recording	33
Written Language			
1	Authentic Printed Material	Text Sport Report	50
<b>Chapter III</b>			
Spoken Language			
1	Authentic Listening Material	Audio recording	56
Written Language			
1	Authentic Printed Material	SS of a twitter	68
<b>Chapter IV</b>			
Spoken Language			
1	Authentic Listening material	Audio Recording	82
Written Language			
1	Authentic printed material	Newspaper article	84
2	Authentic printed material	Newspaper article	96

Chapter V,			
Spoken Language			
1	Authentic Listening Material	Audio Recording	107
Written Language			
1	Authentic Printed Material	Text report about graffiti	109
2	Authentic Printed material	Text report about graffiti	111
3	Authentic Printed material	Short story from fb	116
4	Authentic Printed Material	Text report about graffiti	126
Chapter VI			
Spoken Language			
1	Authentic Printed material	Audio Recording	131
Written Language			
1	Authentic Printed materials	Folktale	135
2.	Authentic printed material	Folktale	137


Every chapter in textbook discovered at least one authentic material in spoken language and 2 authentic materials in written language. as in the table above, the finding of types of authentic materials in the textbook “Bahasa Inggris Work in Progress” divided into 2 parts, those are spoken language and written language. Below are the following explanations:

**a) Spoken Language**

There are 8 authentic materials in spoken language in English textbook “Bahasa Inggris Work in Progress” that were discovered. The author provided in at least 1 authentic listening/viewing material in every chapter. All of the authentic listening/viewing materials that contained in textbook are the audio recording discussing with the different topic depend on the theme of that chapter.

The spoken language at the first chapter in the textbook are two authentic listening/ viewing materials at page 7 and page 15. At the page 7 the author provided an audio recording with length of duration are 1


minute and 33 seconds that discussed about great athlete. The other authentic listening/viewing material is audio recording the description of Cristiano Ronaldo. At the same time, the length of audio duration of that audio on page 15 are 1 minute and 42 seconds.

 **Task 2**

**A Listen and Check**

Listen to an audio recording of a great athlete. Decide whether these statements are true or false.

No.	Statements	True	False
1.	It is a male athlete.		
2.	The athlete is from Brazil.		
3.	The sport played is football.		
4.	The athlete is stylish.		

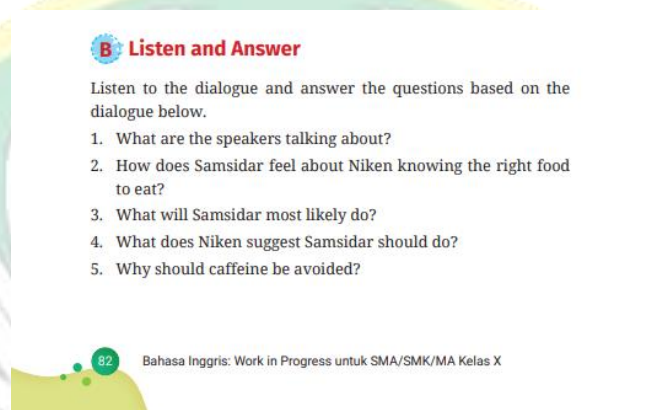
Chapter 1 Great Athletes 

**Picture 4.1 authentic listening material on page 7**

Similar with the first chapter, the authentic material in spoken language in the second chapter of this textbook had two materials which are authentic listening/viewing material on page 31 and authentic listening viewing material on page 33. On page 31, the authentic listening/viewing material displayed an audio recording about watching in live football match. The length of the audio duration is 1 minute and 55 seconds. The other authentic listening material that contained in chapter II is on page 33. The length of the audio duration are 1 minute 55 second that discussed about someone's experience of watching a sport event.

In the third chapter, the author provided 1 authentic material related with the spoken language which is authentic listening/viewing material on page 56. Moreover, this material is also audio recording about someone who sharing different ways on how to stay healthy with the length duration are 2 minutes and 24 seconds.

The other authentic materials in spoken language that contained in textbook “Bahasa Inggris Work in Progress” is in the chapter 4 on page 82. There is an authentic listening/viewing material that had been provided by the author. Moreover, that authentic listening/viewing material is audio recording of the dialogue 2 people discussed about procedure of healthy eating. 1 minute and 35 seconds



**Picture 4.2 Authentic listening material on page 82**

In chapter 5, there only one authentic material in spoken language, which is authentic listening/viewing material on page 107. The author provided an audio recording about graffiti. The length of the audio duration is 2 minutes and 27 seconds. The last chapter of this textbook only had 1 authentic material in spoken language. That authentic material is an authentic listening/viewing material audio recording about Malin Kundang on page 123 with the duration 1 minute and 40 seconds.

In brief, the author provided authentic material in spoken language in that textbook 8 material. All of them are authentic listening/viewing materials that discussing with the different topic based on each chapter.

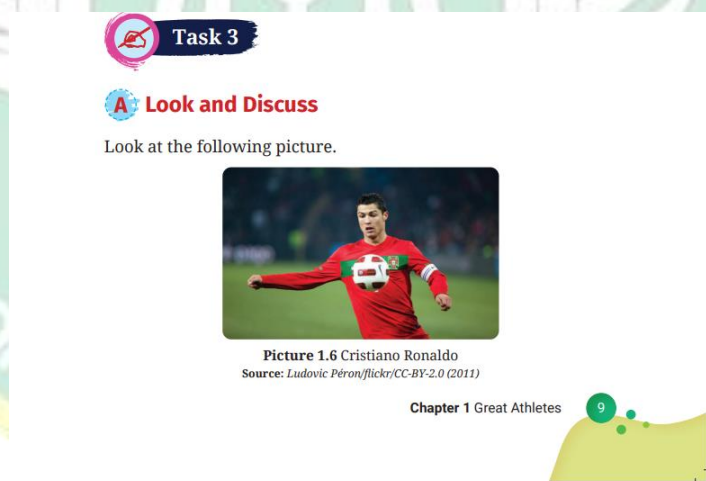
#### **b) Written Language**

The number of authentic materials in written language is more than the number of authentic materials in spoken language. There are 14 authentic materials in written language were discovered in English



textbook “Bahasa Inggris Work in Progress”. Furthermore, authentic material that contained in textbook are authentic visual material and authentic printed material. Most of them are authentic printed materials which each chapter of the textbook contained at least 2 authentic printed materials.

The authentic materials in written language of the first chapter are 4 materials which 1 authentic visual and 3 authentic printed materials. The authentic visual material in the first chapter is the picture of Cristiano Ronaldo which is on the page 9. The authentic printed material that contained in textbook is on page 11 that the text sport report adapted from online source explained about the Cristiano Ronaldo. On page 23, there is also authentic printed material which explained about Greysia Polli, one of the Indonesian great athletes in badminton. Meanwhile, the last authentic printed material in chapter I on page 27 is the text about Laeni Oktilla Rarti who is one of the paralympic heroes. Both of text on page 23 and 25 are adapted from online source.



**Picture 4.3 Authentic visual material on page 9**

In chapter II there is only 1 authentic material in spoken language that discovered. The material is authentic printed material on page 50. Furthermore, the author adapted text about paralympic games which from online source. As the second chapter, chapter III also had 1

authentic material in written language. There is an authentic printed material on page 68 which was screenshot of a text from twitter. Furthermore, the author adapted that authentic material from the online source.

The fourth chapter of textbook “Bahasa Inggris Work in Progress” had 2 authentic materials in written language. Those material are authentic printed materials on page 89 and on page 96. The authentic printed material on page 89 is an article discussed simple tips for healthy eating which adapted from the online source. The other authentic printed material in chapter IV is an article entitled my healthy meal on page 69 that taken also from online source.

There are 4 authentic materials in written language were discovered in textbook “Bahasa Inggris Work in Progress”. The first material is authentic printed material on page 109 which is a text article about graffiti entitled *Why Should Graffiti be Considered Art?* that adapted from online source. The second authentic material in written language is authentic printed material on page 111. That material is an article discussed about graffiti entitled *Graffiti is Always Vandalism* which taken from the online source. Another authentic material in written language is on page 116 which is short story of someone that was taken from facebook. The last authentic material in written language at the V chapter is authentic printed material on page 126. That article was adapted from online source that entitled *Responding to Graffiti*.

### Task 3

#### A Let's Read

##### Expository Text 1:

###### Why Should Graffiti be Considered Art?

In this article, I will explain why graffiti is art, and I will explain how graffiti is essential in our culture. There are some reasons why graffiti shows us the potential that life has to offer.

First, graffiti enables the public to see something they may have never seen before. It connects them to the artist, and the artist gets to know that their work is loved and affects those who see it. They can take a simple old building or any piece of art on the side of a building and turn it into a masterpiece by putting their mark on it. The artists who paint graffiti have made this art form what it is today. Graffiti artists can change the meaning of what they are drawing to the public.

Second, graffiti has the power to affect people positively. The people who create it are expressing themselves. They are expressing their artistic abilities and their voices through a canvas. Their voices are the voices of our future. You can



Picture 5.6 Graffiti is art.  
Sumber: Darshan Patel/  
unsplash/7parrUBye2A (2020)

Chapter 5 Graffiti

109

#### Picture 4.4 Authentic Printed Material on page 109

The last chapter in textbook “Bahasa Inggris Work in Progress” is chapter VI that has 2 authentic materials in written language. The two authentic materials are authentic printed materials on page 135 and 137. The authentic material on page 135 is a text about folktale that adapted from the online source. Similar in on page 123, there is an authentic printed material on page 137 which is a folktale that adapted also from the online source.

## 2. The Suitability of The Materials with the Authentic Criteria

Not all of the number of authentic materials that contained in English Textbook “Bahasa Inggris Work in Progress” are appropriate based on input authenticity purposed by (Nunan, 2004) and authentic criteria by (Tomlinson, 2014). There are 6 chapters in English textbook “Bahasa Inggris Work in Progress” which contained authentic material whether in spoken

language or in written language. Here are the analysis results of authentic material that have been discovered in each chapter.

a. Chapter I

This chapter was found 6 authentic materials based on Gebhard (1996) classification, those are: two in spoken language and four in written language. Spoken language had two authentic listening/viewing material, meanwhile written language had one authentic and three authentic printed materials. Below are the percentage

1) Spoken Language

There are two authentic materials which were discovered of spoken language in chapter, those are authentic listening/viewing materials on page 7 and authentic printed material on page 15. Below are the explanations:

a. Authentic listening material page 7

**Table 4.2 Percentage of authentic principle in ALM Page 7**

Analysis	Frequency	Percentage
None	5	55%
Complete	4	45%
Amount	9	100%

The first authentic material in spoken language is authentic listening/viewing material. It can be seen from the table 4.2 that the “complete” percentage of authentic principle in authentic listening material on page 7 is only 45%. This material only contains several principles such as: *genuine, adapted, and realistic and relate to pupil’s interest*. Meanwhile 55% belongs to “None” percentage. In other hand, this fulfilment indicated that the authentic principle in the authentic listening material on page 7 in this textbook was “poor” category.

b. Authentic listening/viewing material page 15

**Table 4.3 Percentage of authentic principle in ALM page 15**

Analysis	Frequency	Percentage
None	5	55%
Complete	4	45%
Amount	9	100%

Similar to previous the authentic listening/viewing material on page 7, this authentic listening material which is discussing the audio recording about Cristiano Ronaldo reached 55% as the “none” category. Not all of the authentic principles contained in this material for instance: *altered, simulated, minimal*, etc. Moreover, the “complete” category of that material got 45 % from authentic principles. It indicated that, the authentic principle of the authentic listening/viewing material on page 15 was categorized as “Poor” category.

2) Written Language

The are 4 authentic materials in written language that were found in the first chapter, those were authentic visual material on page 9, and three others are authentic printed material which contained on page 11, 23 and page 27. The authentic visual material in chapter one is Cristiano Ronaldo’s photograph that was taken from online source. Therefore, the 3 authentic printed material at the first chapter are the text report about Cristiano Ronaldo that adapted from the online source and about Greysia Polly, one of the Indonesian great athletes and Laeni Oktilla Rarti, one of the paralympic heroes. Below are the further explanations:

a. Authentic Visual Material Page 9

**Table 4.4 Percentage of authentic principle in AVM page 9**

Analysis	Frequency	Percentage
None	6	67%
Complete	3	33%
Amount	9	100%

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

b. Authentic Printed Material page 11

**Table 4.5 Percentage of authentic principle in APM page 11**

Analysis	Frequency	Percentage
None	2	22%
Complete	7	78%
Amount	9	100%

As shown in table above, the “complete” category of the authentic material dominated rather than “none” category. This material was adapted from the online source which discussing text about Cristiano Ronaldo. Therefore, the authentic principles that don’t contain in this material are *task exploit language in a*

*communicative way and generate real life communication process.* The percentage of the authentic principle in “complete” category are 67% and 33% of authentic principles belong to “none” category. Hence, this fulfilment indicated that the authentic principles in the authentic printed material that discussed text about Cristiano Ronaldo on page 11 is as “fair” category.

c. Authentic Printed material page 23

**Table 4.6 Percentage of authentic principle in APM page 23**

Analysis	Frequency	Percentage
None	1	11%
Complete	8	89%
Amount	9	100%

As the result analysis of the authentic printed material on table 4.5, it can be seen that the number of authentic principles in the “none” category achieved 11%. On the contrary, the authentic principles in “complete” category more than “none” category that reached 89%. Furthermore, this material only did not contain one authentic principle which was *task exploit language in communicative way*. Meanwhile, other authentic principles contained in this authentic printed material. As a result, the authentic principles indicated that the authentic printed material on page 23 was as “good” category.

d. Authentic Printed Material page 27

**Table 4.7 Percentage of authentic principle in APM page 27**

Analysis	Frequency	Percentage
None	1	11%
Complete	8	89%
Amount	9	100%

As the result analysis of the authentic printed material on table 4.6, it clearly be seen in the table above that the result analysis was same with the previous authentic printed material. The “complete” category dominated in the authentic printed material on page 27, it reached 89 %. Meanwhile, the authentic principle in “none’ category is just 11 %. This authentic printed material only did not contain one authentic principle which was *task exploit language in communicative way*. Meanwhile, other authentic principles contained in this authentic printed material. In other hand, this fulfilment indicated that the authentic principle in the authentic printed material on page 27 was in “good” category.

b. Chapter II

The second chapter of English textbook “Bahasa Inggris Work in Progress” has 3 authentic materials, two in spoken language and one in written language. The spoken language are two authentic listening/viewing materials which audio recording about someone who was watching in live football match on page 31 and audio recording that discussing someone’s experience of sport event on page 33. Furthermore, the authentic material in spoken language is authentic printed material that contained on page 50. Here are the percentage and further explanation of the authentic principles:

1) Spoken Language



a. Authentic Listening/Viewing Material page 31

**Table 4.8 Percentage of authentic principle in ALM page 31**

Analysis	Frequency	Percentage
None	4	45%
Complete	5	55%
Amount	9	100%

It was found that 55% of the authentic principle were in the "none" category in authentic listening/viewing material on page 31. Not all of the authentic principle contained in the spoken language on page 31. The authentic materials which did not contain in that material such as: *simulated, minimal, text exploit language in communicative way and the text generate real communicative process*. At the same time, the remaining 45% of the authentic principles are in the "none" category. So that, this fulfilment indicated that the authentic principle in the authentic listening material on page 31 in this textbook was “sufficient” category.

b. Authentic Listening/Viewing Material page 33

**Table 4.9 Percentage of authentic principle in ALM page 33**

Analysis	Frequency	Percentage
None	4	45%
Complete	5	55%
Amount	9	100%

Similar with the previous authentic material in spoken language, it was found that 55% of the authentic principle of authentic listening/viewing material were in the "complete" category on table above. At the same time, the remaining 45% of the authentic principle are in the "none" category. Not all of

the authentic principles contained in the authentic listening/viewing material on page 33. The authentic materials which did not contain in that material are *simulated, minimal, text exploit language in communicative way* and also *the text generates real communicative process*. In other hand, the authentic principle in authentic listening/viewing material on page 33 in this textbook got as “sufficient” category.

2) Written Language

a. Authentic Printed material page 50

**Table 4.10 Percentage of authentic principle in APM page 50**

Analysis	Frequency	Percentage
None	3	33%
Complete	6	67%
Amount	9	100%

Regarding the authentic principle in authentic material on page 50, there are 29% are in the "None" category. The principle of authentic material which were not in authentic printed material page 50 are; *minimal, text exploit language in communicative way* and *the text generates real communicative process*. Furthermore, the authentic principle in that materials is more in the “complete” category which got 67% of authentic principle. As a result, this fulfilment indicated that the authentic principles in the authentic printed material on page 50 was as fair” category.

c. Chapter III

There are 2 authentic materials were discovered in chapter III, one is in spoken language and the other one is in spoken language. The spoken language in this chapter is authentic listening/viewing material

and the spoken language is an authentic printed material in written language.

1) Spoken Language

a. Authentic Listening/Viewing Material Page 56

**Table 4.11 Percentage of authentic principle in ALM page 56**

Analysis	Frequency	Percentage
None	6	67%
Complete	3	33%
Amount	9	100%

It can clearly be seen from the table that there are 67% of authentic principles be reached in the “none” category. Therefore, the “complete” category only has 33%. The authentic principle that contained in authentic listening material page 56 are *genuine, adapted, and content realistic reflecting topic and events from real world situation*. Meanwhile, there are also several authentic principles which did not contain in that material such as: *altered, simulated, minimal, and activities related to pupil interest*. Because of this, the authentic principle of the authentic printed material on page 56 in this textbook was in “poor” category.

2) Written Language

a. Authentic Printed Material Page 68

**Table 4.12 Percentage of authentic principles in APM page 68**

Analysis	Frequency	Percentage
None	4	45%
Complete	5	55%
Amount	9	100%

The authentic material in written language of chapter III is authentic printed material. It can be seen from the table 4.11 that the complete category of authentic principle is 45%. Furthermore, not all of the authentic principles contained in this material for instance: *simulated, minimal, text exploit language in communicative way* and *the text generates real communicative process*. Meanwhile, 55% belong to “none” category. Hence, this fulfilment indicated that the authentic principle in the authentic printed material listening material on page 68 in this textbook was “sufficient” category.

d. Chapter IV

This chapter was discovered 3 authentic materials based on Gebhard’s classification, those are: one in spoken language and two in written language. Spoken language had authentic listening/viewing material which contained on page 82. Meanwhile, written language had 2 authentic printed materials that on page 84 and on page 96. Below are the percentage of both authentic principles:

1) Spoken Language

a. Authentic Listening/viewing Material page 82

**Table 4.13 Percentage of authentic principles in ALM page 82**

Analysis	Frequency	Percentage
None	5	55%
Complete	4	45%
Amount	9	100%

The authentic principle that contained in authentic listening/viewing material on page 82 are *genuine, adapted, content realistic reflecting topic and event from real world situation* and *activities relate to pupil’s interest*. As shown in table above, the “complete” category reached 45% of the

authentic principle. However, at the same time, the remaining 55% of the authentic principle are in the "none" category in that material. So, this fulfilment indicated that the authentic principle in the authentic listening material on page 82 in this textbook was “poor” category.

2) Written Language

a. Authentic Printed Material page 84

**Table 4.14 Percentage of authentic principle in APM page 84**

Analysis	Frequency	Percentage
None	5	55%
Complete	4	45%
Amount	9	100%

The authentic material in written language of the chapter IV is authentic printed material on page 84. The authentic principles that contained in this material are *genuine*, *altered*, *adapted*, and *content realistic reflecting topic and event from real world situation*. Regarding of the table above there are 55% of authentic principle in the “none” category. Meanwhile, 45% are in the “complete” category. In other hand, this fulfilment indicated that the authentic principles in the authentic Printed material on page 84 in this textbook was in “poor” category.

b. Authentic Printed Material page 96

**Table 4.15 Percentage of authentic principles in APM page 96**

Analysis	Frequency	Percentage
None	3	33 %
Complete	6	67%
Amount	9	100%

Not all of the authentic principles contained in this material such as: *minimal, tasks exploit language in a communicative or 'real-world' way and the texts generate 'real-life' communication processes*. As shown in table above, the “none” category reached 33% of authentic principle in authentic printed material. However, there are authentic principle that contained in the authentic material page 96 for instance: *genuine, altered, adapted, simulated, and content realistic*, etc. However, the complete category of the authentic principle reached 67%. In other hand, this fulfilment indicated that the authentic principle in the authentic printed material on page 96 in this textbook was “fair” category.

e. Chapter V

There are 5 authentic materials were discovered in this chapter, one in spoken language and four in written language. An authentic material in spoken language is authentic listening/viewing material which an audio recording. Moreover, there are 4 authentic materials in spoken language, all of them are authentic printed materials. Below are further explanations:

1) Spoken Language

a. Authentic Listening/Viewing material on page 107

**Table 4.16 Percentage of authentic principles in ALM page 107**

Analysis	Frequency	Percentage
None	5	45%
Complete	4	55%
Amount	9	100%

The authentic principles that contained in authentic listening/viewing material on page 107 are *genuine, altered, content realistic reflecting topics and events from real-world*

*situations and activities relate to pupils' interests and 'real-life' tasks.* Regarding of the table above, there are 45% of authentic principle in the “complete” category. Meanwhile, 55% are the percentage of the authentic principle in material on the page 107. So, the authentic principle of authentic listening/viewing material in chapter V in this textbook was “sufficient” category.

2) Written Language

a. Authentic Printed Material Page 109

**Table 4.17 Percentage of authentic principles in APM page 109**

Analysis	Frequency	Percentage
None	2	22%
Complete	7	78%
Amount	9	100%

As shown in table above, the “complete” category of the authentic principles dominated rather than “none” category. It can be seen from the table above that the “none” category of authentic principle only reached 22 %. This authentic printed material did not contain the principle *minimal and tasks exploit language in a communicative or 'real-world' way*. Furthermore, the authentic principle that contained in authentic printed material page 109 more than the “none” category such as: *genuine, altered, adapted* etc. Furthermore, the complete category reached 78% of authentic principles. As a result, the authentic principles of authentic printed material on page 109 were in “fair” category.

b. Authentic Printed Material Page 111

**Table 4.18 Percentage of authentic principles in APM page 111**

Analysis	Frequency	Percentage
None	2	22%
Complete	7	78%
Amount	9	100%

As the previous table, the table 4.17 is same result analysis. The authentic principle that did not contain on page 111 are *minimal* and *tasks exploit language in a communicative or 'real-world' way*. It can clearly be seen from the table that 78% are the number percentage of the authentic principle in “complete” category. However, the authentic principle that contained in the table 4.17 more than the authentic principle of “none” category such as: *genuine, altered, adapted* etc. As a result, this fulfilment indicated that the authentic principle in the authentic Printed material on page 111 in this textbook was “Fair” category.

c. Authentic Printed Material Page 116

**Table 4.19 Percentage of authentic principle in APM page 116**

Analysis	Frequency	Percentage
None	3	33%
Complete	6	67%
Amount	9	100%

It was found that 67% of the authentic principle of authentic listening/viewing material on page 116 were in the "complete" category in table above. There are several of authentic principles that contained on page 116, for instance: *genuine, adapted, simulated, content realistic reflecting topics*



and events from real-world situations, activities relate to pupils' interests and 'real-life' tasks, and the text generates real life communication processes. At the same time, the remaining 33% of the authentic principle are in the "none" category. So that, the authentic principles of authentic material on page 116 reached in "fair" category.

d. Authentic Printed Material Page 126

**Table 4.20 Percentage of authentic principles in APM page 126**

Analysis	Frequency	Percentage
None	2	22%
Complete	7	78%
Amount	9	100%

The last authentic material of written language in chapter V is an authentic printed material on page 126. The authentic principles that did not contain in table 4.19 are *minimal* and *the text generates real life communication process*. It can be seen clearly that the complete category dominated rather than in none category which got 78% authentic principle in that material. Meanwhile, the none of the result analysis of the none category is only 22 %. In other hand, this fulfilment indicated that the authentic principle in the authentic Printed material on page 126 in this textbook was "fair" category.

f. Chapter VI

There are 3 authentic materials were found in chapter VI which are one in spoken language and two others in written language. Spoken language in chapter VI is authentic listening/viewing material. Meanwhile, authentic material in written language in this chapter are 2 authentic printed materials. Below are further explanations:

1) Spoken Language

a. Authentic Listening/Viewing Material 131

**Table 4.21 Percentage of authentic principles in ALM page**

Analysis	Frequency	Percentage
None	2	22%
Complete	7	78%
Amount	9	100%

The table above illustrated that more than half of the total authentic principle was analysed 78% belong to "complete" category in authentic listening/viewing material. Then, only 22% authentic principle are in the "none" category. The authentic principle that contained in listening/viewing material are *genuine, altered, adapted, content realistic reflecting topics and events from real-world situations, activities relate to pupils' interests and 'real-life' tasks and tasks exploit language in a communicative or 'real-world' way*. Hence, this fulfilment indicated that the authentic principles that contained in the authentic listening material on page 131 in this textbook was "fair" category.

2) Written Language

a. Authentic Printed Material Page 135

**Table 4.22 Percentage of authentic principles in APM page 135**

Analysis	Frequency	Percentage
None	7	78%
Complete	2	22%
Amount	9	100%

There are only 2 authentic principles were found in authentic printed material on page 135, those are *genuine* and

*adapted.* As shown in table above, the “none” category dominated in authentic printed material on page 135, it reached 67 %. Meanwhile, the complete category of the authentic principle in that material is only 22 %. As a result, the authentic principle of authentic printed material on page 135 was in “Poor” category.

b. Authentic Printed Material Page 137

**Table 4.23 Percentage of authentic principles in APM page 137**

Analysis	Frequency	Percentage
None	7	78%
Complete	2	22%
Amount	9	100%

Similar to previous the authentic printed material on page 137, this authentic printed material reached 78% belong to “none” category, and only 22 % as the complete category. this fulfilment indicated that the authentic principle in the authentic listening material on page 31 in this textbook was “poor” category.

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

the authentic materials in written language did not accordance with the authentic principle which caused getting the “fair” category.

## **B. DISCUSSION**

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

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

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

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

a) **Input Authenticity**

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

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

The author adapted the material whether spoken language or spoken language from the real situation for instance: the audio recording about Cristiono Ronaldho, the recording that discussed of someone who was watching in live football match, someone’s experience of sport event, text report about Greysia Porly as the indonesia great athlete, text about Oktila

Rarti as one of the paralympic heroes, and text that discussed about the Graffiti. In line with Cunningsworth (1995) who stated that one of the criteria elements of genuine communication is opportunities to express real information, feeling, opinion, etc. As Cunningsworth's idea, the authentic materials in the textbook Bahasa Inggris Work in Progress are very closely related to the world situation that is happening in the present.

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

#### **b) The Authenticity Criteria**

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

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

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

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

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





## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. CONCLUSSION

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

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

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

## **B. LIMITATIONS OF THE STUDY**

There are several limitations experienced and could be factor that considered by future researcher. Some restrictions in this research include:

1. This study was conducted only in the textbook Bahasa Inggris work in Progress for X senior high school. Moreover, the result might not be same as the other English textbook for same level. Hence, further research needs to conduct by further researcher.
2. This research was only conducted the English textbook for grade X senior high school, the result may be different as the English book research at the high school level which is more numerous and varied. it will be different.

## **C. SUGGESTION**

After the discussion and explanation above, there are several suggestions related to the analysis in the study. This research proposed several suggestions below:

1. For the English teacher, teachers have to be more selective in choosing textbooks. The textbook that contained authentic materials will be beneficial for student. The teacher ought to be able to bring the materials that can stimulate the real situation in the classroom. One way of doing that is to adapt some authentic materials in classroom.
2. Since there was one audio recording which did not appropriate with the authentic listening materials, the writers of this textbook should be accurate when provide the materials.
3. For the further researcher who want to conduct relevant research, this research only focused on analysing the types of authentic materials and their principles. It will be better if other researcher who want to conduct relevant study can analyse other textbooks for the same or different

grades and also analyse the authentic principle. this study as additional information pr reference.



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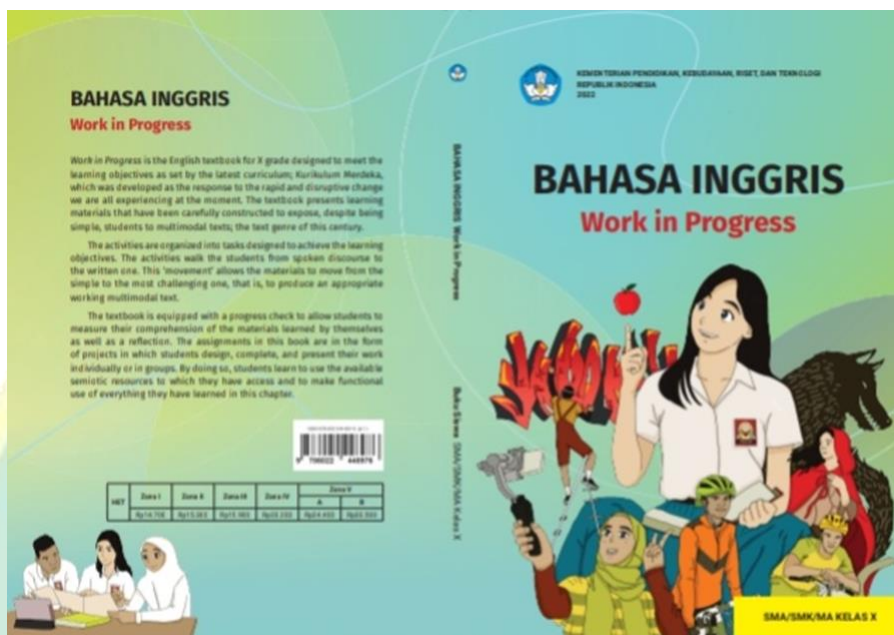
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**APPENDICES**

Appendix 1. Cover of the textbook





Appendix 2. Expert Validation 1

**VALIDATION SHEET**

Title : **An Analysis of Authentic Materials In The English Indonesian English Textbook**  
 Name : Zaenun Nadhif  
 Student's Number : 1917404052  
 Study Program : Tadris Bahasa Inggris  
 Validator : Sholeh Setiaji, M. Pd.

**SPOKEN LANGUAGE**

No	Types Ams	Page	The Authenticity Principles							
			Input of Authenticity					Criteria of Authenticity		
			Genuine	Altered	Adapted	Simulated	Minimal	Realistic reflecting topics and events from real-world situations	Relate to pupils' interests and 'real- life' tasks	Exploit language in a communicative or 'real-world' way
1										
2										
3										
4										
5										

**SPOKEN LANGUAGE**

No	Types	Page	Input of Authenticity					Authenticity Principle			
			Genuine	Altered	Adapted	Simulated	Minimal	Realistic reflecting topics and events from real-world situations	Relate to pupils' interests and 'real-life' tasks	Exploit language in a communicative or 'real-world' way	Generate 'real-life' communication processes
1											
2											
3											
4											
5											

Purwokerto, 29 Januari 2023

Validator



Sholeh Setiaji, M.Pd.

Expert Validation 2



**VALIDATION SHEET**

Title : **An Analysis of Authentic Materials in The Indonesian English Textbook “**  
 Name : Zaenun Nadhif  
 Student’s Number : 1917404052  
 Study Program : Tadris Bahasa Inggris  
 Validator : Desi Wijayanti Ma’rufah, M.Pd.

**SPOKEN LANGUAGE**

No	Types AMs	Page	Authenticity Principles							
			Input of Authenticity					Criteria of Authenticity		
			Genuine	Altered	Adapted	Simulated	Minimal	Realistic reflecting topics and events from real-world situations	Relate to pupils’ interests and ‘real-life’ tasks	Exploit language in a communicative or ‘real-world’ way
1										
2										
3										
4										
5										



**WRITTEN LANGUAGE**

No	Types	Page	Authenticity Principles											
			Input of Authenticity					Criteria of Authenticity						
			Genuine	Altered	Adapted	Simulated	Minimal	Realistic reflecting topics and events from real-world situations	Relate to pupils' interests and 'real-life' tasks	Exploit language in a communicative or 'real-world' way	Generate 'real-life' communication processes			
1														
2														
3														
4														
5														

Purwokerto, 29 Januari 2023

Validator



Desi Wijayanti Ma'rufah, M. Pd.

NIP.199212152018012003

Appendix 3. Analysis Result Authentic Material in Spoken Language

No	Types of AMs	Page/Chapter	Authenticity Principles								
			Input Authenticity					Authenticity Criteria			
			Genuine	Altered	Adapted	Simulated	Minimal	Content realistic reflecting topics and events from real-world situations.	Activities relate to pupils' interests and 'real-life' tasks.	Tasks exploit language in a communicative or 'real-world' way.	The texts generate 'real-life' communication processes.
1	ALM	7/I	1	0	1	0	0	1	1	0	0
2	ALM	15/I	1	1	0	0	0	1	1	0	0
3	ALM	31/II	1	1	1	0	0	1	1	0	0
4	ALM	33/II	1	1	1	0	0	1	1	0	0
5	ALM	56/III	1	0	1	0	0	1	0	0	0
6	ALM	82/IV	1	0	1	0	0	1	1	0	0
7	ALM	107/V	1	1	0	0	0	1	1	0	0
8	ALM	131/VI	1	1	1	0	0	1	1	1	0

InNo	Types of AMs	Page/ chapter	Authenticity Principle								
			Input Authenticity					Authenticity Criteria			
			Genuine	Altered	Adapted	Simulated	Minimal	Content realistic reflecting topics and events from real-world situations.	Activities relate to pupils' interests and 'real-life' tasks.	Tasks exploit language in a communicative or 'real-world' way.	The text generates real life communication processes
1	AVM	9/I	1	0	1	0	0	1	1	0	1
2	APM	11/I	1	1	1	1	1	1	1	0	0
3	AVM	23/I	1	1	1	1	1	1	1	0	1
4	APM	27/I	1	1	1	1	1	1	1	0	1
5	APM	50/II	1	1	1	1	0	1	1	0	0
6	APM	68/III	1	1	1	0	0	1	1	0	0
7	APM	84/IV	1	1	1	0	0	1	0	0	0
8	APM	96/IV	1	1	1	1	0	1	1	0	0

9	APM	109/V	1	1	1	1	0	1	1	0	1
10	APM	111/V	1	1	1	1	0	1	1	0	1
11	APM	116/V	1	0	1	1	0	1	1	0	1
12	APM	126/V	1	1	1	1	0	1	1	0	1
13	APM	135/VI	1	0	1	0	0	0	0	0	0
14	APM	137/VI	1	0	1	0	0	0	0	0	0

