



EXPLORING HIGH SCHOOL STUDENTS' AFFECTIVE RESPONSES TOWARD AUTHENTIC TEXTS IN READING ACTIVITIES: A CASE STUDY IN MALANG, INDONESIA

BY

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Abstract:

Reading is a complex language skill because it involves various cognitive and affective processes in understanding text. This study attempts to analyze the students' affective responses and the challenges faced by them while reading authentic English texts at a high school level. This study applied a qualitative method with a case study approach. The subjects of this study were tenth-grade students at a high school in Malang. The research data was obtained through observation, questionnaires, and interviews, which showed that students' affective responses to the use of authentic texts in reading activities were divided into five aspects, namely receiving (3.77, high category), responding (3.37, medium category), valuing (4.04, high category), organization (3.64, high category), and characterization (3.17, medium category). However, the students also faced several challenges, especially regarding some problematic vocabulary, sentence structures, and cultural understanding of the texts. This study is expected to provide useful information for the development of reading activities based on authentic texts, and this could serve as a reference for further research conducted in the context of authentic text use.

Keywords: affective response, authentic text, reading activities

Abstrak:

Membaca adalah keterampilan bahasa yang kompleks karena melibatkan berbagai proses kognitif dan afektif dalam memahami teks. Penelitian ini mencoba menganalisis respons afektif siswa dan tantangan yang dihadapi oleh mereka saat membaca teks bahasa Inggris otentik di tingkat sekolah menengah. Penelitian ini menerapkan metode kualitatif dengan pendekatan studi kasus. Subjek penelitian ini adalah siswa kelas sepuluh di sebuah sekolah menengah di Malang. Data penelitian diperoleh melalui observasi, kuesioner, dan wawancara, yang menunjukkan bahwa respon afektif siswa terhadap penggunaan teks otentik dalam kegiatan membaca dibagi menjadi lima aspek, yaitu menerima (3,77, kategori tinggi), menjawab (3,37, kategori sedang), menilai (4,04, kategori tinggi), organisasi (3,64, kategori tinggi), dan karakterisasi (3,17, kategori sedang). Namun, para siswa

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juga menghadapi beberapa tantangan, terutama mengenai beberapa kosakata yang bermasalah, struktur kalimat, dan pemahaman budaya teks. Penelitian ini diharapkan dapat memberikan informasi yang bermanfaat bagi pengembangan kegiatan membaca berbasis teks otentik dan ini dapat menjadi acuan penelitian lebih lanjut yang dilakukan dalam konteks penggunaan teks otentik.

Kata kunci: *respons afektif, teks otentik, kegiatan membaca*

INTRODUCTION

In the context of EFL learning in high school, reading is not only understood as a cognitive process to identify meaning, but also as an activity that involves students' attitudes, interests, and internal tendencies. Reading is not a simple process because it involves the coordinated work of the eyes, speech organs, and brain in recognizing symbols, processing sounds, understanding information, and constructing meaning (Rahmah & Mistar, 2023). Reading is an important skill to support the learning process (Yustika, 2025). In the context of this study, reading is defined as an activity that is not only considered a cognitive process to understand the meaning of a text, but also involves students' affective responses. Students' affective responses to texts, especially authentic texts, are an important aspect that influences the quality of their learning experiences in reading activities.

Bloom et al. (1956) explained that the learning process encompasses three main domains, namely cognitive, affective, and psychomotor, which indicates that learning success is determined not only by intellectual ability, but also by the attitudes and dispositions that accompany the process. This affective framework was later expanded by Krathwohl et al. (1964) into five stages that include receiving (willingness to pay attention), responding (involvement in giving responses), valuing (giving value or appreciation to something), organization (integrating values into a personal system), and characterization (values becoming a consistent part of behavior). Although the affective domain taxonomy proposed by Krathwohl et al. (1964) has long been used as a basis for understanding learners' affective responses, the framework was later reinforced and updated by Anderson and Krathwohl (2001). Anderson and Krathwohl (2001) emphasized that affective aspects, such as students' attitudes, interests, and emotional involvement, play an important role in the learning process and contribute to the quality of the learning experience. Thus, examining students' affective responses is relevant to understanding how students interact with authentic texts in reading activities. Therefore, this study uses the affective domain framework developed by Krathwohl et al. (1964), which includes five stages—receiving,

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responding, valuing, organization, and characterization—because this framework provides a systematic structure for identifying and analyzing in depth various forms of students' affective responses in reading activities.

Several studies have examined the advantages of authentic texts in reading activities. Mayarega et al. (2023) found that the use of texts in reading learning is not limited to textbooks, but can include texts from outside the classroom that were not originally designed as learning media but are useful for students. Authentic texts not only help students master text structures and practice their comprehension, but also enable them to understand real-world situations in the context of the target language (Rama, 2020). Using authentic texts in reading learning is more effective than using non-authentic/ simplified texts because the vocabulary in authentic texts makes students feel they can enrich their vocabulary (Purnamasari et al., 2016). Authentic texts can help in teaching language since they mostly show modern situations rather than those in educational materials, thereby making lessons more attractive to students. However, the extent to which these texts are able to engage positive affective responses in reading has not been explored in depth, especially in the context of high school students.

In addition, several previous studies have revealed the challenges of using authentic texts in reading activities. Nurmalasari and Haryudin (2021) stated that poor language skills often keep students from getting the main idea of what they read. Students' interest in the topic affects how much they understand. If the topic of reading is not about something important to them or is far from their own interests, they are less focused and motivated (Erlidawati, 2023). In other words, the applicability of the subject matter to students' experiences or interests can be a key determinant in the effectiveness of reading instruction. On the other hand, the distinctive characteristics of authentic texts, which often contain abbreviations, slang, and foreign cultural references, also pose obstacles to the comprehension process. Albiladi (2018) found that cultural elements make the text feel foreign and confusing to students, especially those who are not familiar with the target cultural context. Al-Shammari (2021) also stated in his research that students prefer texts created by teachers to authentic texts because they are considered easier and more motivating. Therefore, it is important to explore further the challenges students experience,

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especially at the senior high school level, when interacting with authentic texts, so that the learning process can be adapted to their level of readiness.

Several previous studies have examined the use of authentic texts in English learning. A quantitative study using a questionnaire on the use of authentic language teaching was conducted by Rehman and Perveen (2021) among 40 secondary school teachers in Pakistan. This study showed that the majority of teachers have a positive attitude toward the use of authentic materials, but their implementation is still limited by curriculum requirements, evaluation systems, and administrative factors. A qualitative study on the use of authentic texts was carried out by Anam et al. (2019), which also examined teachers' perceptions. The study found that teachers viewed authentic materials positively, but their use was still limited and focused more on entertaining non-text materials due to the difficulty of vocabulary in authentic texts. Both studies still focus on teachers' perceptions, while in this study, the response of high school students toward the use of authentic texts in reading activities is the main focus.

Experimental research was conducted by Siregar and Zainuddin (2021) to examine the effect of using authentic materials in descriptive text materials for high school students. Data was obtained from pre-tests and post-tests, both consisting of 20 questions, which were then analyzed using a t-test. The results of this study indicate that there is a significant effect of authentic media material learning on students' comprehension of descriptive texts. Fitriana et al. (2019) conducted qualitative descriptive research through classroom observation and questionnaires to examine students' perceptions of authentic texts in a vocational school. This study showed that students had a positive perception of authentic texts because they were more interesting and increased their motivation to read English texts. Surahmat et al. (2025) also investigated a similar topic through a quasi-experimental design with an unequal control group, involving 42 students at a vocational school. The 42 students were divided into an experimental group and a control group. This study emphasized that authentic contextual material is effective in improving cognitive and affective learning outcomes in vocational English language learning. Although previous studies have examined the use of authentic materials using various approaches, this study used a combination of observation, questionnaires, and interviews to obtain a more comprehensive understanding.

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Based on a review of previous studies, there are still several research gaps that need to be further explored. First, in terms of methodology, Siregar and Zainuddin (2021) and Surahmat et al. (2025) used approaches such as quasi-experiments or experimental designs, which were unable to describe students' affective responses in depth and contextually during the learning process. Second, in terms of research objects, Rahman and Perveen (2021) and Anam et al. (2019) focused more on teachers' perceptions of the use of authentic texts in learning, so that the affective responses of high school students to authentic texts in reading activities have not been explored much. Third, in terms of the focus of the study, the research by Fitriana et al. (2019) emphasizes general perceptions of authentic materials, without systematically analyzing students' affective responses based on a specific theoretical framework. Therefore, this study applies a qualitative case study approach by combining observation, questionnaires, and interviews to obtain a more comprehensive picture of students' affective responses. The analysis of these affective responses is based on the affective domain theory by Krathwohl et al. (1964), which is the theoretical framework used in this study to provide a more systematic understanding of the use of authentic texts in English reading activities. These five affective domains are receiving, responding, valuing, organization, and characterization. In addition, there is also a practical gap in the field. A preliminary study was conducted through informal interviews with a teacher at the school where the research would be carried out. Since the students were not accustomed to authentic texts as reading material, they expressed varied feelings between confusion and curiosity about the text; some were passive, which gave a wide range of affective responses towards learning. It underscores the need to explore more deeply into students' affective responses, particularly in the situation of using authentic texts in reading activities.

Therefore, this study aims to explore students' affective responses to the use of authentic texts in English reading activities. In addition, it also aims to identify the challenges that students face in understanding and interacting with authentic texts. The emergence of challenges and their effective responses is expected to drive this research closer to a more holistic picture of the students' learning experience when it comes to reading activity-based on authentic texts. The result of this study is expected to help read instruction designed such that it gives more weight not only to the cognitive aspect but also

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to the emotional involvement of students to make reading meaningful and engaging. As a guideline for this study, the researchers formulated the following research questions:

1. How do students respond affectively to the use of authentic texts in reading activities?
2. What challenges do students face in the use of authentic texts in reading activities?

METHOD

Design

This research used a qualitative approach with a case study design by utilizing authentic texts such as advertisements, brochures, recipes, and product descriptions. This approach was chosen to deeply explore students' affective experiences when interacting with authentic texts in English reading activities, as well as the challenges. In this research, a case study was used because the research focus was directed at a specific phenomenon, the affective responses and challenges faced by tenth-grade students in using authentic texts in reading activities. This focus is taken directly from the research question, which aims to explore how students respond affectively to authentic texts and to identify the challenges they face during reading activities involving these authentic texts.

Participant

The object of the study was tenth-grade students in one of the senior high schools in Malang who had learned to read using authentic texts. The identity of the schools is kept confidential to protect the privacy and security of the institutions involved in the study. Thus, the researchers chose the tenth-grade level academic year 2024/2025 with 33 students (17 females & 16 males) for the questionnaire and 5 students (3 females & 2 males) for the interview. The participants in this study were selected using purposive sampling, which included students who had participated in reading lessons using authentic texts and are therefore considered capable of providing information relevant to the research objectives. From the entire group of participants, several students were selected for purposive interviews based on the questionnaire results, specifically to represent the variation in students' affective responses to the use of authentic texts in reading activities.

Instrument

The research instruments consisted of observation guidelines, questionnaires, and semi-structured interviews. The observation guidelines were used to record students' affective behavior directly during the reading learning process using authentic texts. The observation instrument contained eight aspects observed based on the domain of theory by Krathwohl et al. (1964), focusing on receiving, responding, valuing, organization, and characterization.

The questionnaire in this study used a Likert scale to determine students' affective responses to the use of authentic texts in English reading activities. This instrument is based on the five affective domains according to Krathwohl et al. (1964). Each domain contains four statements, resulting in a total of 20 items. Each statement has five response options on a Likert scale (1-5), including Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

Semi-structured interviews were conducted to explore in greater depth the affective responses and difficulties experienced by students in understanding authentic texts. To explore affective responses, 3 guiding questions were used in each domain, designed based on the five affective domains of Krathwohl et al. (1964). These questions were open-ended, allowing the interviewer to develop follow-up questions based on the students' responses. The part of the interview that discussed the challenges in reading authentic texts consisted of 15 questions that focused on several aspects of difficulty that had been identified in previous studies, focusing on vocabulary difficulties and complex sentence structures (Nurmalasari & Haryudin, 2021), types and topics of reading materials (Erlidawati, 2023), cultural context (Albiladi, 2018), and students' preference (Al-Shammari, 2021).

This research instrument was developed based on theoretical foundations and previous research findings. The instruments for measuring students' affective responses, namely observation sheets, questionnaires, and interviews, were developed based on the affective domain by Krathwohl et al. (1964), while the instruments for identifying challenges in reading authentic texts, namely interviews, were developed based on relevant previous research studies. All instruments were then validated by an expert in English Language Teaching with approximately 18 years of experience teaching English reading

skills to ensure the content and clarity of the instruments. The reliability of the instruments was maintained through consistent utilization of the instruments and the application of data triangulation between observations, questionnaires, and interviews to enhance the trustworthiness and consistency of the findings.

Data collecting technique

The data collection process was carried out in several stages. First, the researchers conducted observations for two meetings to look at the affective responses of students toward reading activities using authentic texts. During the observation, the researcher sat at the back of the classroom and did not participate directly in the learning process to avoid influencing the students' natural behavior. After two meetings for observations, the researchers distributed the questionnaire. Students had two weeks to complete the questionnaire, although it only took about 10 minutes to fill out. A questionnaire distributed to 33 students via Google Forms constituted the next stage in collecting their affective responses. The third stage comprised semi-structured interviews with five students conducted by the researchers to elicit more detailed information about their affective responses and problems they encountered while reading authentic texts. Five students selected based on the diversity of their responses were interviewed in depth about their affective responses and the difficulties they face in understanding authentic texts. The interviews were conducted online via Google Meet, with the aim of minimizing disruption to students' school time.

Data analysis technique

This study employed three research instruments. Table 1 presents the instruments, types of data collected, and the corresponding data analysis techniques.

Table 1. Research Instruments and Data Analysis Techniques

Instrument	Data Collected	Data Type	Analysis Technique
Observation	Classroom interaction and students' engagement	Qualitative	Data reduction, coding, and categorization
Interview	Students' perceptions and experiences	Qualitative	Criteria Content Analysis (CCA)
Questionnaire	Students' affective responses	Quantitative (descriptive)	Descriptive statistics (mean scores, categories)

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Data analysis techniques were carried out through the stages developed by Miles et al. (2014), which include data reduction, data presentation, and conclusion drawing. Data analysis in this study consisted of three stages, namely data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting and summarizing data from observations, questionnaires, and interviews to suit the research objectives. The data are presented in tables and narrated descriptively to show trends in students' affective responses based on the affective domain by Krathwohl et al. (1964).

The interview results were presented and analyzed using Criteria Content Analysis (CCA) as suggested by scholars (Chaerunnisah & Nova, 2025). The final stage is drawing conclusions based on the overall findings from the three data sources to answer the research questions. To increase data validity, this study used a triangulation technique wherein three methods of data collection were applied. Apart from qualitative analysis, descriptive analysis was also run on questionnaire data to see the tendency of students' affective responses toward using authentic texts. The five-point Likert scale, which ranged from 1 representing strongly disagree to 5 representing strongly agree, was used to elicit responses for each statement in the questionnaire. The average score for each affective domain was then calculated to determine the level of students' attitudinal tendencies. The average results were interpreted based on the categories of very low, low, moderate, high, and very high.

RESULT AND DISCUSSION

Result

The students' affective responses toward authentic texts in reading activities

Data were obtained through three instruments: questionnaires, interviews, and observations. Based on the questionnaires completed by 33 students, the frequency and percentage for each domain were calculated by collecting student responses from four questionnaire items ($N = 33$, total responses per domain = 132). To provide a comprehensive understanding of students' affective responses, the data were categorized into several domains and presented in the form of frequencies and percentages. This table shows clearer results regarding students' attitude tendencies in each domain. The detailed results are presented in Table 2 below.

Table 2. Students' Affective Responses(n=33)

Domain	SA		A		N		DA		SDA		Average	Category
	F	%	F	%	F	%	F	%	F	%		
Receiving	28	21,2	57	43,1	39	29,5	5	3,8	3	2,2	3,8	High
Responding	18	13,6	41	31	48	36,4	22	16,7	3	2,2	3,3	Moderate
Valuing	40	30,3	60	45,5	29	22	3	2,2	0	0	4,04	High
Organization	22	16,7	50	37,9	51	38,6	8	6,1	1	0,75	3,6	High
Characterization	14	10,6	34	25,8	55	41,7	19	14,4	10	7,6	3,17	Moderate

Based on the results in the table above, the receiving domain, the majority of respondents showed positive tendencies. This can be seen from the dominance of Agree (43.1%) and Strongly Agree (21.2%) answers. The average score for this domain is 3.8, which is in the High category, indicating that students have good attention and readiness in receiving reading lessons with authentic texts. Furthermore, the responding domain is in the Moderate category with an average score of 3.3. The highest percentage is found in the Neutral (36.4%) response, followed by Agree (31%). In addition, there are still Disagree (16.7%) responses, which indicate that students' active participation and response to learning are not yet fully consistent.

In the valuing domain, the results show a high level of affective engagement with an average score of 4.04. The responses Agree (45.5%) and Strongly Agree (30.3%) dominate this domain. These findings indicate that students tend to value learning using authentic texts as something valuable and meaningful. Then, in the organization domain, it is also included in the High category with an average score of 3.6. Neutral (38.6%) and Agree (37.9%) responses dominated the students' responses. This shows that students are beginning to be able to organize and integrate the values obtained from learning. Finally, the characterization domain was in the Moderate category with an average score of 3.17. The high percentage of Neutral responses (41.7%), as well as the presence of Disagree (14.4%) and Strongly Disagree (7.6%) responses, indicates that the internalization of authentic text use into their learning habits has not yet developed optimally.

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To deepen understanding of students' affective responses obtained from the questionnaire results, interview data were analyzed using criteria content analysis (CCA). This analysis aimed to identify the affective domains demonstrated by students during the use of authentic texts in reading activities, based on the Krathwohl affective domain taxonomy (Table 3).

Table 3. Content analysis of students' affective responses(n=5)

Themes	Frequency	Percentage
<i>Receiving: Initial interest in authentic texts</i>	5	100%
<i>Responding: Active participation in reading activities</i>	4	80%
<i>Valuing: The perceptions of the benefits of authentic texts in learning</i>	4	80%
<i>Organization: Use of strategies to understand texts</i>	4	80%
<i>Characterization: Habitual reading of authentic texts</i>	2	40%

The content analysis criteria show that the receiving domain was demonstrated by all interview participants, indicating initial interest and readiness among students to accept the use of authentic texts. The responding, valuing, and organization domains were found in most students, indicating active involvement, positive assessment, and the use of learning strategies in reading with authentic texts. Meanwhile, the characterization domain appeared less frequently, indicating that the habit of reading using authentic texts has not developed evenly among all students.

The challenges faced by the students in the use of authentic texts in reading activities

In order to understand the students' affective responses, this study also examined the challenges faced by students in understanding authentic texts during reading activities. Data on these challenges were obtained from interviews and analyzed using content analysis to identify the types of difficulties experienced by students (Table 4).

Table 4. Content analysis students 'challenges (n=5)

Types of Challenges	Frequency	Percentage
<i>Vocabulary difficulties</i>	2	40%
<i>Sentence structure</i>	2	40%
<i>Cultural context</i>	5	100%

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The results of the content analysis criteria show that cultural context is the most dominant challenge in reading authentic texts, experienced by all interview participants. Meanwhile, difficulties with vocabulary and sentence structure were found in some students with lower frequency. These findings indicate that the challenges faced by students in reading authentic texts are not only related to linguistic aspects, but also to understanding the cultural context contained in the text.

Discussion

The students' affective responses toward authentic texts in reading activities

This discussion elaborates on students' affective responses based on the five stages in the affective domain by Krathwohl et al. (1964). First, findings at the receiving level imply that students show openness and emotional readiness toward new learning experiences. Receiving is the initial stage in the affective domain that indicates students' readiness to pay attention to the stimulus (Krathwohl et al., 1964). This initial interest is a very important foundation that will pave the way for more interest and active participation in the later stages of learning. This open attitude shows the students' readiness for authentic texts, a different type of text that they are willing to study. Students' interest in reading topics affects their attitude and focus, so students with a high interest in reading tend to be more engaged in reading activities and achieve better reading comprehension (Lustyantie & Aprilia, 2020). Once the students find themselves involved and at ease with the formats of authentic texts, not only do their attention set on the content but also start gaining confidence in dealing with English more inherently. Overall, results at the receiving stage indicate that the students have attained good affective readiness to receive authentic text-based reading activities.

“Interested and curious about authentic texts because I have never studied this material before.” (Student 1) (interview, translated version).

“Interested because it's different from previous material.” (Student 2) (interview, translated version).

High interest and a high level of attention are an important foundation for motivation that can be more deeply elicited in the later stages. Therefore, it is found that the use of authentic texts generates a lively learning environment which motivates the students to be more forthcoming in learning English.

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Second, in the responding stage, students' affective involvement depends on the relevance of the text to their interests and experiences.

"I like to be active in class, depending on the type of authentic text being discussed, such as concert posters or advertisements, and the teacher's delivery of the material keeps me engaged." (Student 3) (interview, translated version.

When the reading topic does not align with the students' interests, they usually find it difficult to concentrate and show a lack of desire to participate in reading activities (Erlidawati, 2023). In other words, the closer the context of the text is to the students' lives, the greater their motivation to actively engage in the learning process. The use of contextual authentic materials has been proven to contribute to improving reading skills and encouraging student motivation in English language learning (Surahmat et al., 2025). The findings in this study are supported by findings in previous studies. In a similar study conducted by Fitriana et al. (2019), it was found that students demonstrated the power of engaging in reading activities and enjoyed the process, which in turn increased their motivation to learn. In addition, variations in student engagement reflect differences in motivation and self-confidence. Some of the students manifest bravery in eliciting their responses since they first make sure that their answer is correct, while others would rather keep quiet because they think that if they speak out, they might be wrong or do not understand the text fully. Akbari and Sahibzada (2020) conducted research on student self-confidence through a questionnaire. In their research, Akbari & Sahibzada (2020) revealed that students who have self-confidence can increase their participation in the learning process. This underscores the teacher's role in helping ensure a safe and supportive learning environment, whereby all students would feel inclined to participate.

In the valuing domain, the results showed that learners not only like the reading process but also start absorbing the good values of using authentic texts. This type of learning brings them to an understanding that English is not a subject, but a very applicable skill in real life. Authentic texts convince students that reading is not learning but how they interact with real life (Aryanti & Anggaira, 2016). By interacting with different kinds of authentic texts, the students come to understand how language is actually used in social contexts, for example, advertisements or brochures. This makes students realize the relevance of learning a language to the world outside their classroom. It builds up confidence and motivation for English improvement, so that they would like to continue

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further. Authentic texts can improve reading comprehension, increase knowledge, introduce the culture of the native speaker's country, increase curiosity about the content of authentic texts, and provide challenges for learners (Mayarega et al., 2023). Generally, at this stage, the students start to appreciate learning using authentic texts. This positive attitude serves as a very strong indicator that reading has passed being an academic obligation, rather a meaningful activity that adds value to the development of their skills and learning experiences. Similar results were also shown by research conducted by Rama (2020) on undergraduate students. Rama (2020) stated that students became more motivated to read about their favorite topics and new things after reading authentic texts.

Later, the results of the organization domain showed that the students have reached the stage where they begin to pattern and organize learning habits from positive experiences with authentic texts. They not only learn what the text is about but also develop patterns and strategies of thinking on how to understand it better.

“When I have read a difficult text, I read it many times. I look for something that will help me understand the hard words or the hard words or ‘clue words’ that I cannot figure out. If I still can’t find out, then online search or ask questions.” (Student 4) (interview, translated version.

Since there are students in the class who need guidance, the role of a teacher is still very much involved in consistency between learners and making sure that the learning strategies turn into habits. The role of the teachers in planning learning based on students' backgrounds and needs will determine the quality of learning processes and results (Andeska et al., 2021). In general, the organization stage reflects the process of internalizing more independent and sustainable learning habits. With the support and guidance of teachers, students can develop more effective learning patterns and integrate authentic texts into their daily reading activities, both inside and outside the classroom.

Finally, the findings of the characterization domain indicate that the use of authentic texts has become a learning habit for some students. These findings reflect the characterization stage described by Krathwohl et al. (1964), where students demonstrate consistent behavior based on internalized values, without requiring external encouragement. However, most of the students are still not at this stage, so teachers need to study how they can help drive an increasing number of learners to rely more frequently and independently on authentic texts as a valuable tool. Through sustainable learning, it is projected that

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students are competent in using authentic texts as an effective learning activity to enhance their reading proficiency. Generally, the phase of characterization represents the summit of affective development in which students internalize values, attitudes, and learning habits. While not every student is yet at this stage, the particular early impressions of good character development in working with authentic texts ensure that such learning has a long-term effect on their independence and awareness. This indicates that learning through authentic texts has the potential to “produce” not simply ‘learners who can use language well’, but also learners whose learning attitudes and emotions are richer. Thus, learning to read through authentic text can be considered as a means to support development in well-rounded ways, across language and the disposition for learning. The use of authentic materials helps to present language learning in a real-life context, making it more meaningful for students (Siregar & Zainuddin, 2021).

The challenges faced by the students in the use of authentic texts in reading activities

The students faced several challenges during authentic reading activities using authentic texts. The first challenge faced by the students was vocabulary difficulty. This vocabulary difficulty showed that even though they have basic reading skills, unfamiliarity with new words or terms remains a major obstacle to understanding authentic texts. A lack of understanding of vocabulary and grammar is the main obstacle for students in understanding the full meaning of the text (Nurmalasari & Haryudin, 2021). This difficulty is influenced by the language in authentic texts, which are not simplified for learning purposes, allowing students to encounter unfamiliar vocabulary. Authentic texts are designed for the general public, maintaining the originality of their values, style of delivery, and communicative purpose (Millenia et al., 2024). Therefore, students developed vocabulary learning strategies such as guessing the meaning from context, noting new words, or looking for synonyms in order to understand the text completely.

The second challenge was sentence structure difficulty. The students' experience showed that although authentic sentences appear more straightforward, the flexibility and freedom of structure make students feel confused at first. Especially when students need to understand sentence structures that are different from their first language. The gap between the grammatical patterns in their native language and English causes students to feel challenged (Alfiana & Badriyah, 2024).

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“Other texts have stricter rules, authentic text more flexible, but also each other type is different. (Student 2)(interview, translated version).

In contrast with the study from Rehman and Perveen (2021), which highlights the teacher's perspective. In their research, from the teachers' perspective, they considered authentic material to be more effective in general and particularly in vocabulary teaching. This difference shows a difference in perspective, where the vocabulary in authentic texts that teachers consider rich can actually hinder students' understanding, especially when the vocabulary level of the text is not yet in line with their language abilities. The effectiveness of using authentic texts in reading instruction is highly dependent on the suitability of the text's vocabulary level to the students' abilities and the mentoring strategies applied in the learning process. In the use of authentic texts, the selection of appropriate materials needs to consider students' abilities and interests as well as their suitability to the curriculum, so that the texts used are easier to understand and the learning process can take place more comfortably and effectively (Anam et al., 2019).

Furthermore, the naturalness of text differs with respect to the previous texts that students have read, and as such, they seem to need time to adjust. In reading activities, vocabulary and sentence structure are indeed challenges that students often face. Vocabulary and grammar are the main problems faced by students in understanding the content of a text (Nurmalasari & Haryudin, 2021). Hence, adapting to variations in vocabulary and sentence structure in authentic texts is an important step for students to improve their overall reading comprehension.

In addition, the students also faced difficulty in understanding the cultural context in authentic texts.

“I found some slang words in the review text, which was something new to me.” (Student 5)(interview, translated version).

Authentic texts are written for daily life purposes, not for learning purposes, and thus, the terms used may not have been simplified to accommodate students' current level of knowledge. Authentic texts are real texts produced by native speakers for other native speakers in a given communication context, without any simplifications or adaptations intended for teaching and learning, which may lead to their complexity being left intact (Marzban & Davaji, 2015). Therefore, unfamiliar vocabulary represents quite a challenge to students who would like to learn authentic texts. Idiomatic expressions, abbreviations, and

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cultural elements in a text may bring some difficulties for EFL readers in the comprehension of the meaning or content of such texts (Albiladi, 2018).

Thus, although authentic texts are a new experience for students, they can adjust well, and the motivation towards the reading learning process. This suggests that authentic texts have a positive effect not only on the cognitive side, but also on affective aspects. The involvement of emotions plays a role in shaping positive attitudes toward reading. From a theoretical perspective, this condition can be explained through the framework of Anderson & Krathwohl (2001), which places attitude, interest, and emotional involvement as important components in creating meaningful learning experiences. These results indicate that exposure to authentic texts not only increases students' language input but also provides them with learning environments that are more naturalistic. Authentic materials can help students develop a sense of multiple uses for language in real-world situations (Purnamasari et al., 2016). In this way, students learn not only language structures but also the meaning and actual use of language.

CONCLUSION AND IMPLICATION

Conclusion

The use of authentic texts has a positive affective impact on senior high school students when reading English texts. Students demonstrated receiving through their attention to authentic texts, responding through active engagement, valuing by appreciating their benefits, and organization when beginning to integrate them into their learning methods. However, the use of authentic texts as a learning habit was not consistent among all students, so the characterization stage was not fully achieved. Thus, authentic texts play a significant role in developing more contextual learning and encouraging students to learn more about English with greater interest.

However, this study also pointed out a number of challenges that authentic texts entail, especially regarding vocabulary, sentence complexity, and cultural elements. These challenges need to be addressed by using compensation strategies such as interpreting from context, using dictionaries, peer discussions, and consulting teachers. This finding shows that although authentic texts require higher language proficiency, students can handle them with appropriate strategies.

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Limitation

There are several limitations set by the researchers in this study. The attention of the study is restricted to students' affective responses and the problems they experience when reading authentic texts, especially those concerning vocabulary, sentence structure, and cultural context as it appears in authentic texts. This study was only conducted in one 10th-grade class at Madrasah Aliyah in Malang, which has used authentic texts as part of its learning activities. The research was conducted in only two observation sessions, so the findings obtained were contextual and couldn't be generalized to all high school students.

Implication

This study provides practical and empirical implications for English language learning, particularly in the use of authentic texts in reading activities. The findings of this study provide an overview of students' affective involvement and the challenges they face in understanding authentic texts, which can be used as a basis for developing a reading learning approach that is more responsive to students' needs. Empirically, this study contributes to the study of English language learning by systematically highlighting students' affective responses through the affective domain theory, which can be used as a reference for further research in different contexts and approaches.

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