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## PORTRAYING THE USE OF AUTHENTIC MATERIALS IN EFL READING CLASSES: A STUDY ON STUDENTS' PERCEPTIONS

by

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### Abstract:

Using authentic materials in EFL reading classes is essential as a medium to help students practice their reading skills. This study uses mixed methods to determine student perceptions, motivation, and anxiety when using authentic texts in EFL reading classes. The participants of this study were 19 students of a university in Malang in the third semester. The data collection instruments used include questionnaires and interviews. The results of this study indicate that students tend to give positive perceptions. Nevertheless, it is undeniable that some students give negative responses for several reasons. Positive responses indicate that students feel authentic texts have many benefits. In contrast, negative responses indicate that they cannot understand the contents of the reading and do not feel the benefits that can be obtained. The level of student motivation is also higher than student anxiety. Students feel motivated because they can improve their English skills, gain knowledge, and feel challenged. However, they also encounter difficulties that make them anxious when reading authentic texts. The reason is that they find many uncommon words, language, and sentence structures. For future researchers, doing more research on students and conducting more profound interviews is suggested so that the data obtained is more varied than the current one.

**Keywords:** *authentic texts; reading motivation; reading anxiety; students' perceptions*

### Abstrak:

*Menggunakan materi otentik di kelas membaca EFL sangat penting sebagai media untuk membantu siswa melatih keterampilan membaca mereka. Penelitian ini menggunakan metode campuran untuk mengetahui persepsi, motivasi, dan kecemasan siswa ketika menggunakan teks otentik di kelas*

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*membaca EFL. Peserta penelitian ini adalah 19 mahasiswa semester tiga dari sebuah universitas di kota Malang. Instrumen pengumpulan data yang digunakan meliputi kuisioner dan wawancara. Hasil penelitian ini menunjukkan bahwa siswa cenderung memberikan persepsi positif. Kendati demikian, tidak dapat dipungkiri bahwa beberapa siswa memberikan tanggapan negatif karena beberapa alasan. Tanggapan positif menunjukkan bahwa siswa merasa teks otentik memiliki banyak manfaat. Sebaliknya, tanggapan negatif menunjukkan bahwa mereka tidak dapat memahami isi bacaan dan tidak merasakan manfaat yang dapat diperoleh. Tingkat motivasi siswa juga lebih tinggi daripada kecemasan siswa. Siswa merasa termotivasi karena mereka dapat meningkatkan kemampuan bahasa Inggris mereka, mendapatkan pengetahuan, dan merasa tertantang. Namun, mereka juga menghadapi kesulitan yang membuat mereka cemas ketika membaca teks asli. Alasannya adalah mereka menemukan banyak kata, bahasa, dan struktur kalimat yang tidak biasa. Untuk peneliti selanjutnya, disarankan untuk melakukan penelitian pada lebih banyak mahasiswa dan melakukan wawancara yang lebih mendalam agar data yang diperoleh lebih bervariasi.*

**Kata kunci:** kecemasan membaca; motivasi membaca, teks otentik; persepsi siswa

## INTRODUCTION

In this era, so many sources can be used to read authentic text. Films, magazines, newspapers, news texts, short story texts, comics, opinion texts, and others are authentic texts written by native speakers. They can be obtained outside the classroom. Even the existence of authentic material slowly makes its way into textbooks in the form of advertisements, brochures, menus, schedules, recipes, songs, and other items used in everyday life (Ciornei & Dina, 2015). These texts should be taught to promote students' comprehension (Kärbla et al., 2021). Not only texts from textbooks but also texts outside the classroom that are not specifically designed as learning media and the texts can benefit students.

It is important for students' self-development. Students can increase motivation by apprehending ideas and information from books, magazines, the internet, and other sources (Assiddiq, 2019; Marzban & Davaji, 2015). The material that students will encounter outside the classroom needs to be used to develop students' listening and reading skills, especially the common language of native speakers (Hussein, 2014).

There are three advantages of the use of authentic texts. First, authentic materials can provide an excellent example of how the language is used by native speakers or most of the target language users. Second, in authentic texts, words and expressions are used in real-life contexts. When students face the same situation, they better manage informal face-to-face communication. Third, real-life material is more informal and can be used widely. (Ciornei & Dina, 2015)

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Although many benefits from using authentic materials have been found so that students can enjoy authentic materials inside and outside the classroom (Refai, 2018), students can be anxious about using authentic materials due to several factors, including unfamiliar text and cultural materials. Anxiety makes the learner avoid learning tasks to evade the source of anxiety (Namaziandost et al., 2022). It is the feeling of apprehension and worry when learners have to read in a non-native language. The learners with high anxiety levels experienced more off-task and distracting thoughts, further disrupting their reading comprehension. A large body of literature suggests the detrimental effects of anxiety on learning, especially reading comprehension (Namaziandost et al., 2022).

The students should know the strategy they must use to gain the meaning of the text and make the authentic texts effectively work for students. Extensive reading can be one of the strategies to use to read authentic text. Extensive reading can enhance students' English ability and knowledge (Guo, 2012). Previous studies investigated EFL university students in the first year about the role of extensive reading through reading online authentic text. This research was conducted qualitatively. It proved that there are positive impacts on developing learners' reading fluency (Bui & Macalister, 2021). This study aligns with an experimental study that uses newspaper articles and comic books that students were interested in for extensive reading. This study showed better comprehension skills (Goctu, 2016), indicating that extensive reading is a practical approach to improving students' rate and general language proficiency (Iwahori, 2008).

There are many investigations regarding using authentic materials in EFL reading classes. Recently, investigators have examined the use of authentic materials in reading comprehension. A qualitative study on two groups consisting of 20 EFL students examined students' motivation, target language culture, and vocabulary development from authentic materials using interviews. This study showed that students' reading motivation, cultural awareness, and vocabulary improved significantly (Kozhevnikova, 2014). It was followed by a study that used a questionnaire and observation to investigate the relationship between using authentic texts and improving communicative abilities. This study showed that students can find authentic materials easily and feel confident with their language abilities (Ciornei & Dina, 2015).

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A mixed method study of a quasi-experimental has been carried out by Zohoorian (2015) on the effect of authentic context integration and assignments on the level of motivation of EAP students. The result of the study indicated that higher levels of motivation are attained by students in authentic contexts compared to students in traditional contexts. There is also experimental research on the use of authentic materials in Iran. This study aims to determine how using authentic materials affects reading comprehension, motivation, and anxiety. Data were obtained from post-test and pre-test scores, then analyzed using one-way analysis of covariance and paired samples t-tests. The results show that authentic materials improve Iranian students' reading motivation and comprehension skills (Namaziandost et al., 2021).

Experimental research has been conducted in Saudi Arabia examining the effect of reading novels on EFL students' reading comprehension. Sixty-six middle school students were divided into experimental and control groups. The results showed that reading novels positively affects reading comprehension because the experimental group achieved superior results than the control group after tests (Aldahash & Altalhab, 2020). Science fiction novels were also used in a study in Hong Kong. This study used a test as an instrument and observed student responses in class. As a result, fiction novels can be very motivating for students. Besides that, EFL students can improve their English skills, interests, and understanding (Yang, 2002).

There is also research examining the effect of studying authentic texts in the classroom on reading comprehension and motivation of secondary learners. This study used a test as an instrument, namely a pre-test and post-test. The results showed that authentic reading of texts has a positive effect on students' reading comprehension. The questionnaire results showed that authentic texts increase students' reading motivation (Marzban & Davaji, 2015).

Most of the previous studies used an experimental design that focused on the test results after using authentic text. Only a few studies focus on students' perceptions of using authentic materials. These experimental investigations focus on treating students to use authentic materials in class, and they used tests to know the results after the treatment. This study will investigate students' perceptions of using authentic materials in EFL reading

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classes to fill in the gap. The current study uses a mixed method to determine the students' perceptions of using authentic materials. In addition, the researcher not only focuses on students' motivation but also the students' anxiety about using authentic materials.

This study aims to describe students' perceptions of using authentic materials in EFL reading classes, the students' reading motivation, and reading anxiety through authentic materials. This study can contribute ideas for teachers and serve as a basis and reference for further research related to using authentic materials as a medium for learning English, especially in Reading classes, as well as being material for further study. It is expected to be a strategy for teachers to teach to develop students' reading comprehension skills by providing authentic texts.

Based on the background above, the researcher formulates two questions to be investigated regarding students' perceptions of the use of authentic materials as follows:

1. What are the students' perspectives on using authentic materials in EFL reading classes?
2. In what ways do the authentic materials help students in terms of reading motivation and reading anxiety?

## METHOD

### ***Design***

The study employed a mixed method with the sequential explanatory mixed procedure. It is a procedure in which the researcher tries to elaborate or expand the findings from one method to another. Studies begin with quantitative methods in which theories or concepts are tested, followed by qualitative methods, which involve a detailed exploration of a few cases or individuals (Creswell, 2009,p.194).

### ***Participant***

This study is set in Malang University, focusing on undergraduate students in the Department of English Education. The students take English Education, which is expected after graduating, students can become good English educators. The participants of this study are 19 students. They are the 3<sup>rd</sup>-semester students taking reading courses and using authentic materials in their learning. They use authentic texts as the media used in the

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reading classes. For that, their perception of the use of authentic texts is needed.

***Table 1. Student demographic***

<b>Gender</b>			
		<b>Frequency</b>	<b>Percent</b>
<b>Valid</b>	<b>Male</b>	9	47,4
	<b>Female</b>	10	52,6
	<b>Total</b>	19	100,0

***Instrument***

There are two instruments used for this research. The first instrument is a questionnaire. The questionnaire that the author uses to research is a questionnaire adapted from previous research conducted by Tsai (2012). The questionnaire contained 30 statements about students' perceptions of using authentic texts and things that can influence students' anxiety and motivation in reading authentic texts. On the questionnaire, there are five choices using the Likert scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The second instrument is the interview. The interview consisted of 5 questions and was conducted with three students selected from the participants. The participants in the interview were chosen based on their perceptions from the questionnaire. The researcher chose one student of the participants from neutral, positive, and negative perceptions. The interview used is a semi-structured interview in order to get student perceptions apart from one-way questions (yes/no). Also, the researcher wants to get interview data through descriptions. The interview aims to obtain deeper data beyond the statements in the questionnaire about student perceptions, student motivation, and student anxiety in using authentic materials in EFL reading classes.

***Data collecting technique***

Questionnaire data collection was distributed online using Google Forms. Data collection for interviews was also recorded online using WhatsApp calls. The interview was in Indonesian, so the participants were more comfortable when answering. The data collection procedure begins with distributing questionnaires to the respondents. Of the 19 students, three respondents were selected for an online interview session using WhatsApp call. The time

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required for each interview is approximately 15 minutes and only for one session for each participant.

***Data analysis technique***

After getting data from questionnaires and interviews, the data from the questionnaire were analyzed using SPSS25. The analysis used was descriptive statistics to get the mean and standard deviation. The questionnaire used a Likert scale: 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree. The data from the interview were analyzed by transcribing the data, reading through all the data, and representing the data through narratives (Creswell, 2009).

**RESULT AND DISCUSSION**

***Quantitative data results***

To get answers to research questions, the researcher distributed questionnaires to 19 students and conducted interviews with three students who participated in completing the questionnaire.

***Student's Perceptions***

The findings of the questionnaire answers regarding students' perceptions of using authentic materials in EFL reading classes are shown in the table below.

***Table 2. Students' perceptions***

No	Statements	Mean	S.d
1.	An authentic text helps more than a regular reading textbook in improving my English	3,58	0,902
2.	Using an authentic text as the primary material helps increase my interest in English	3,79	0,855
3.	An authentic text helps more than a regular reading textbook in increasing my interest in English	3,58	0,838
4.	I am interested in reading authentic material because I can find new words.	3,42	0,902
5.	I am interested in reading authentic material because I can know how native speakers use words and sentences.	3,53	0,697
6.	I am interested in reading authentic texts if I know and like the topic of the text.	3,53	0,697
7.	I can understand the content of authentic texts using the vocabulary I know.	3,74	0,806
8.	I can understand the content of authentic texts by discovering new words' meanings.	3,68	0,820
9.	I can understand the content of authentic text if the sentences used are simple.	3,79	1,084

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No	Statements	Mean	S.d
10.	I feel that authentic texts can help me to improve my reading comprehension.	3,68	1,057
11.	I read authentic texts outside of class by adjusting the topics that I like so that I can understand the contents of the text.	3,63	0,955
12.	I read authentic text if the content of the text is not too long.	4,05	0,911
13.	I am interested in reading authentic texts only from outside the classroom because I can choose which text I want to read myself.	3,63	0,761
14.	An authentic text is more suitable for use as an outside material than the primary material.	3,37	0,761
15.	I am not interested in reading authentic texts if the material is monotonous, which makes me bored.	3,74	0,872
16.	An authentic text helps more than a regular reading textbook in improving my English	3,63	1,065
17.	Using an authentic text as the main material helps increase my interest in English	2,84	0,958

The findings from the data above indicate that students' perceptions of using authentic texts in EFL reading classes are positive. Even the mean of the statement, "I am not interested in reading authentic texts if the material is monotonous, so it makes me bored," is 2.84 with a standard deviation of 0.96. It means students tend not to feel bored despite the monotonous text. They also responded positively to the statement that they read authentic texts outside the class. The authentic texts they read outside of class are texts that are not too long and texts they want to read, namely texts with exciting topics.

***Student's motivation and student's anxiety***

To answer the second question, "In what ways do the authentic materials help students in terms of reading motivation and reading anxiety?" the researcher explains the findings in Table 3 and Table 4.

***Table 3. Students' motivation***

No	Statements	Mean	S.d
1.	I feel happy when reading classes use authentic material.	3,63	0,761
2.	I am motivated to read when the lecturer provides authentic material in class	3,63	0,831
3.	I am motivated to use authentic texts to improve my reading comprehension skills.	3,37	0,831
4.	I am motivated to read authentic texts because there is knowledge and culture from native speakers' countries.	3,42	1,071
5.	I am motivated to read authentic texts because I find them challenging.	3,42	0,902
6.	Using authentic materials in reading class increases my curiosity	3,53	0,964

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about the content of authentic texts so that I am motivated to read.

Students feel happy and motivated to read authentic texts, especially in reading class. The reason is that authentic texts can improve reading comprehension, increase knowledge, know the culture of native speakers' countries, increase curiosity about the content of authentic texts, and feel challenged.

***Table 4. Students' anxiety***

No	Statements	Mean	S.d
1.	I feel anxious about the authentic text in reading class.	2,32	0,671
2.	I am worried when the lecturer gives authentic texts in reading class because time is limited.	2,16	0,765
3.	I am worried when the lecturer asks me to read an authentic text in reading class because there are many words that I do not know the meaning of.	2,32	0,582
4.	I am worried when the lecturer asks me to read an authentic text in reading class because the language is too complicated.	2,42	0,769
5.	I am worried when the lecturer asks me to read an authentic text in reading class because the text is too long.	2,53	0,841
6.	I am worried when the lecturer asks me to read an authentic text in reading class because there are unusual parables and figures of speech.	2,79	0,855
7.	The authentic text frustrates me more than a regular reading textbook does.	2,53	0,697

Although previous research stated that students' anxiety increased when reading authentic texts (Namaziandost et al., 2022; Saito et al., 1999), the findings from the questionnaire data show that students tended not to feel anxious when reading authentic texts in reading class. In brief, the findings of the questionnaire show that students gave positive responses to the use of authentic texts in reading class. For several reasons, students feel motivated and do not feel so anxious when they are given authentic texts to read in reading class.

***Qualitative data results***

However, the researcher also conducted interviews to complement and deepen the data from the questionnaire. The following are the results of interviews that have been conducted.

- ***What kind of authentic materials are used in the reading class?***

The students stated that a novel is the most authentic text used in EFL reading class.

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*You said that authentic material is important/ it is not important to use in Reading class. Why did you think authentic material is important/ it is not important to use in Reading class?*

The students said using authentic texts in class as a practical medium to improve their English reading skills is essential. Although, according to them, authentic texts are less attractive, they feel that authentic text and textbooks are equally important.

*You said you feel anxious/motivated when reading authentic material. Is there another reason besides the reasons you answer in the questionnaire? Please explain it specifically.*

They explained that the number of new vocabularies found can affect students' reading motivation. New vocabulary found in authentic texts can motivate students because they feel they can add their English vocabulary. However, it can also reduce students' motivation in reading because students find it challenging to find the meaning of these words in the dictionary. Even so, they can motivate themselves to read authentic texts by believing that authentic texts are one of the learning media to improve reading skills and that reading authentic texts is a task that must be done. Even though they are less interested in reading authentic texts, they do not feel worried when reading authentic texts in reading classes because, according to them, the texts given by the lecturer are appropriate for use in class.

- ***Do you read authentic texts outside class, and what kind of authentic texts do you read?***

In conclusion, students are less interested in reading authentic texts outside the classroom because the language and words are unfamiliar. They only read authentic texts outside class if the text interests them, such as short stories, short articles, and news. They read authentic texts on social media, especially on IG, and sometimes from other sources.

*You said that using authentic texts can help develop your reading skills/ using authentic texts cannot help you to develop your reading skills. Can you specify them?*

The students' opinions showed that besides reading textbooks, reading authentic texts can help improve reading skills such as speed reading and finding the main ideas. However, they also encounter difficulties when reading authentic texts. The language used in authentic texts is the original language of the text's country. Thus, it is difficult for them to understand the contents of the reading.

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After transcribing the data and determining the code, the next step is to categorize the code that has been collected and define the theme. The following table explains it in detail.

***Table 5. Categorize the code that has been collected and define the theme***

Theme	Category	Code
Students' perceptions of the use of authentic materials in EFL reading classes	Positive perceptions	[ 1 ] Authentic text used in reading class is novel. [ 2 ] Authentic text is a medium for practice in reading class. [ 4 ] Authentic texts and textbooks are equally crucial in reading class. [12] Short, authentic text is more interesting than long, authentic text. [14] Authentic reading of texts can help in reading speed, accuracy, and comprehension. [16] Reading skills are not only obtained from authentic texts. [17] A high interest in reading can improve reading skills.
	Negative perceptions	[ 3 ] Reading authentic texts in groups reduces reading interest. [ 6 ] & [15] Unfamiliar language makes students unmotivated to read authentic texts and causes a lack of reading comprehension. [10] The frequency of reading authentic texts outside of class is not certain. [13] Reading authentic texts is only an obligation of the reading class.
The ways authentic text helps students in reading.	Reading motivation	[ 5 ] Finding new words from authentic texts can motivate students to read. [ 7 ] Thinking that reading authentic texts is a task that must be done can motivate reading authentic texts. [ 9 ] Articles with interesting topics motivate students to read. [11] Authentic reading on social media can motivate students to read outside the reading class.
	Reading Anxiety	[ 8 ] The lecture's text is appropriate, so students do not need to worry about reading it.

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From the interview data, authentic text used in their reading class is novel. Data obtained from positive perspectives shows that students feel the authentic text is a medium for practice in reading class. In addition, reading skills are not only obtained from authentic texts or textbooks. Nevertheless, they are equally essential to use in reading class. Furthermore, students feel that authentic texts can help them develop reading skills, such as reading speed, accuracy, and comprehension. Thus, students become motivated to read authentic texts outside the classroom. Students read authentic texts from online media, especially social media such as Instagram.

In interviews, there are also negative perceptions. According to the students, reading authentic texts decreases their interest in reading for several reasons. The lecturer asked students to read each chapter in groups when reading novels in class. It might make students understand the contents of the text as a whole, so they are less interested. Besides that, they face some difficulties when reading authentic texts, namely the many uncommon words and sentences. These difficulties make students less interested in reading authentic texts for pleasure in and outside the class. They even read authentic texts given in reading class only as an obligation. Even though they face difficulties and feel anxious, they can overcome them. To overcome their anxiety, they believe that the lecture's text is appropriate to read. So that students do not need to worry about reading it.

Based on student responses in interviews, students do not understand what authentic text is and how to read it. Students only focus on improving reading skills and adding new vocabulary found in authentic texts. In comparison, reading authentic texts is about improving English language skills, especially in reading and increasing knowledge. Because students are still worried about new words, maybe students have not been able to read the text extensively. However, extensive reading can help them understand the text's content as a whole instead of translating words one by one.

***Discussion***

Students have positive perceptions of using authentic materials in EFL reading classes. They are also motivated by authentic materials used in and outside class. However, they feel anxious because they face some difficulties when reading authentic texts. The causes

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of anxiety are unfamiliar words, phrases, slangs, and lengths unsuitable for their level. There are challenges in reading authentic texts (Dania & Adha, 2021).

Authentic material is anything native speakers of a language create, and the real purpose is not to be used for learning (Hussein, 2014). However, they can be used for specific teaching purposes. Authentic material slowly becomes textbooks through advertisements, brochures, menus, schedules, recipes, songs, articles, newspapers, magazines, movies, movie trailers, pictures, documentaries, and interviews (Ciornei & Dina, 2015). Even in this advanced digital era, students can find authentic material quickly, so teachers can insert introductory material that appears directly in the digital world (Al Azis & Toyyibah, 2023).

One type of authentic learning material often used in learning is the novel. There are many benefits to be gained from reading novels, and it also helps students understand how the citizens written in the novels think, behave, and believe (Tsai, 2012). Students perceive that novels can increase their vocabulary, language skills, and interest in English. In addition, they can practice their reading skills, such as speed reading and determining the main ideas of a text. Not only to practice their reading skills but also to learn the language structure used by native speakers in the authentic text. It aligns with previous research, namely that novels provide many positive things regarding the English language. Authentic texts help students in terms of words, phrases, and expressions that are heard and read in real-life situations (Ciornei & Dina, 2015) and help students learn sentence structure (Rachmijati & Anggraeni, 2019). One of the authentic texts that can be used is an English novel, which can be a way to improve students' reading skills in the process of learning English (Sasalia & Sari, 2020).

The many benefits of reading authentic texts can motivate students to read the novels used in the class. Specifically, students can be motivated to read authentic texts because they can increase their knowledge of the culture of native speakers, increase the vocabulary they obtained from the text, and feel challenged. This finding aligns with previous studies that stated that reading authentic texts can enrich students' knowledge of native speakers' cultures and improve language skills. In addition, authentic texts can increase their confidence, interest, and motivation (Ghiabi, 2014; Marzban & Davaji, 2015; Siaj & Farrah, 2018). The current findings are that students have not felt the benefits of novels, which can increase their confidence in reading texts.

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Because using authentic texts in class can motivate students and has received positive responses, the interview data showed that textbooks and authentic materials are equally important. They believe that skills and knowledge are not only obtained from authentic materials. This finding aligns with a previous study that said textbooks and worksheets are sources of learning materials in class, and novels can be additional materials in a learning activity (Rachmijati & Anggraeni, 2019). In addition, authentic text is essential for students because they can apprehend ideas and information from books, magazines, the internet, and other sources (Assiddiq, 2019).

Although authentic texts are quite suitable for use in reading classes, it does not mean that no one gives negative responses about using authentic text in reading class. Students find it difficult when they find lots of new vocabulary and have to look in the dictionary. Besides that, some sentences have an uncommon structure. Based on previous research, students feel confused when they cannot understand the meaning of many vocabularies. It makes them feel pessimistic to finish reading the text (Lazar, 1990). The frequency of referring to the dictionary gradually drained their patience, and the high frequency of complex grammatical patterns made the novel's contents challenging to understand (Ghiabi, 2014).

Some of the difficulties faced by students caused them to be less interested in reading authentic texts not only in the classroom but also outside the class. Based on previous research, students acquire adequate novel reading strategies in class and self-confidence that can be applied to independent reading in the future (Tsai, 2012). Although the quantitative data shows that students tend to agree to read the texts outside the class, the qualitative data show that students feel less interested in reading novels independently because the text is too long. Students prefer authentic texts that are short and have interesting topics. It means that students read authentic text outside the class only for short text and text with an exciting topic. They only read novels in reading class because it is their obligation given by their lecturer.

The difficulties students face when reading authentic texts can make students feel anxious. Students' reading motivation was higher than students' reading anxiety. However, according to previous studies, using authentic texts significantly increases the anxiety of EFL learners (Namaziandost et al., 2022). Then, after the findings from the quantitative data were

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confirmed using interviews, it turned out that students also felt anxious when reading authentic texts. The reason is because of the difficulties they face when reading the text.

In brief, although student responses tend to be positive and motivated, it cannot be denied that some students also give negative responses. They found some difficulties reading authentic texts inside and outside the class. These difficulties make students less interested in reading authentic texts and feel anxious. A lack of mastered vocabulary may cause these difficulties. So, they are so focused on finding the meaning of each word that they do not know what it means. Students are not aware that they can use extensive reading to read authentic texts. Extensive reading has been found to promote L2 reading attitudes, increase motivation, and reduce anxiety (Yulia, 2018). Extensive reading does not need to focus on words that do not know the meaning but focus on understanding the contents of the text as a whole. Extensive reading can only occur if 95% -98% of the words in the text are familiar to the learner or not burdensome to the learner (Hu and Nation, 2000).

Besides that, maybe the reason students faced difficulties is that the text given in class did not follow the level of students. Whereas to develop their reading competence, they can choose and enjoy their reading according to each student's different needs and interests (Meng, 2009). For these reasons, it is suggested that future researchers provide authentic texts according to the level of students or ask students to choose authentic texts they want to read. Providing an extensive reading strategy before giving the text is also advisable.

## **CONCLUSION AND IMPLICATION**

### ***Conclusion***

This study aims to determine students' perceptions of the use of authentic texts in EFL reading classes and to determine students' motivations and students' anxiety about using authentic texts. This research was conducted at a university in the city of Malang. The subjects studied were third-semester students who used authentic texts as learning media in class.

The results of this study indicate that students' perceptions of using authentic texts in the reading class are positive. They feel that using authentic texts can help them improve their English skills, especially in reading. They also feel that authentic text is suitable for learning in reading class. Even so, the textbook is equally essential to support them in learning in class.

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Although the frequency is not specific, students who have positive and neutral perceptions read authentic texts outside the classroom. They read the text they want to read. Rather than novels, they prefer short, authentic texts to read outside class. Students with negative perceptions rarely read authentic texts outside of class, except for novels given by the lecturer in reading class.

Although the data results showed that students tend to give positive perceptions, it does not mean that no students give negative perceptions. After conducting interviews, there were several reasons students gave negative perceptions. The reason for this is that there are many difficult words that they do not know the meaning of, and the sentence structure is unusual, so they find it difficult to understand the contents of the text. These reasons make them not interested in reading authentic texts inside and outside the class. They only read authentic texts given by lecturers only as an obligation.

Students are also helped in terms of motivation to read using authentic texts. They can add vocabulary, improve reading comprehension, and know the language and sentence structure used by native speakers. In addition, students can expand their knowledge and the culture of native speakers' countries. Apart from these reasons, authentic texts found on social media and other online media can motivate students to read the text because these texts are interesting.

Although this study found that students' reading anxiety was relatively low compared to students' reading motivation, this anxiety must be felt by students. The reason for this anxiety is the difficulties they found. So, they worry that they will not be able to finish reading the text and cannot understand the contents of the reading. Those reasons can reduce their motivation to read as well.

Students' difficulties and worries when reading authentic texts may be caused by a lack of knowledge about how to read authentic texts. Reading authentic texts can be done with extensive reading. This strategy allows students to read the text, focus on difficult words, and understand the text as a whole.

***Limitation***

After conducting this research, the researcher realized that there were some limitations. Firstly, the limitation of this study is the lack of participants. Not all reading

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classes use authentic materials for learning, and not many students use authentic materials outside of reading classes. Secondly, the interview used in this study is semi-structured, so it is still lacking to enrich the data.

***Implication***

Therefore, for future researchers, examining more students and conducting in-depth interviews is suggested so that the data obtained is more varied than the current study. For the authentic text used, it is recommended to use text appropriate to the student's level or allow students to choose the text they want to read. It is good to provide strategies for reading texts to help students get information from texts. One of the strategies is extensive reading. In that way, students can more easily read authentic texts and are no longer focused on vocabulary only but on comprehending the text as a whole.

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