

From the Concocted to the Authentic ELT Texts: Spanning the Gap between the College and Real-Life Application

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Abstract - Albeit the mastery of the 4Cs, 7Cs, key subjects, global themes and issues of significances form the primary objectives of the 21st-Century Skills/Learning, the prolonged investigation of the Structuralists' views in the EFL classroom causes the authentic texts to become the secondary learning resources in the PNP ED ELT programs nowadays. Consequently, the students' language skills are largely devoid of context. This study, therefore, aimed at diagnosing the effects of teaching the authentic texts on the students' language skills. The qualitative method involved the 22 3rd Year PNP ED students. The observation and unstructured interviews were the instruments of collecting the data, whereas the domain, taxonomy, componential and cultural text analyses were the techniques of data analyses. The results of the research signified that the skills of making connections, visualizing, sequencing, posing questions, identifying main ideas/details, sequence, cause and effects, distinguishing facts and opinions, comparing and contrasting and making inferences, critically and creatively thinking (from LOTS to HOTS), problem-solving, and the mastery of organizational, textual, pragmatic and sociolinguistic competencies were the effects of teaching the authentic texts. In conclusion, teaching the authentic texts whose themes closely related to the global issues is able to develop, establish, maintain and save the 3rd Year PNP ED students' future language qualities of Reading Comprehension Strategies and Skills, Critical Creative Thinking, Problem-Solving and Communicative Competencies.

Keywords - Concocted Texts, Authentic ELT Texts, Spanning Gap, College, and Real-Life Application.

I. INTRODUCTION

The author' proposal or idea of diagnosing the qualitative effects of teaching the authentic texts on the 3rd Year Politeknik Negeri Padang (PNP) English Department (ED) students' language skills strongly stood on three major rationales. *Firstly*, in today's ELT practices, most College ELT teachers still make the concocted textbooks as the most important component of their English Language Teaching Program. These practices last for decades until today. In contrast, in 2004, Jocelyn Howard and Jae Major strongly argued that the concocted commercial generic ELT textbooks are written and published for the global EFL markets as well as for pleasure. It just gets a feeling of enjoying from it (Telaumbanua, 2019). These textbooks are not specifically designed for any particular group of students or any particular cultural or educational context.

The textbooks are full of rules of language, and generic themes such as greeting and leave-takings, telling the name, expressing thanking, saying numbers, describing persons and objects, etc (see syllabus). These kinds of instructional themes are strongly believed in only meeting the needs of students' everyday communication (social language) while they, on the other hand, fail short to respond to the primary objectives or demands of the 21st-century skills or learning. As a matter of fact, the inauthentic texts and themes, according to Herrington & Herrington (2008) not "faulty" to be taught/learnt but they are "insufficient" for meeting the 21st-century learning and skills, and the global demands and challenges.

Secondly, the insufficiencies of teaching the generic texts breed the students to be unable to *contextually* and *authentically* communicate their ideas. The tasks they

perform have very few and little relevancies to the real-world “language” context. The learnt texts promote Lower Order Thinking Skills (LOTS). They do not recognize and are unaware of the realistic global themes/issues as parts of everyday life (Mansilla & Jackson, 2011; Jacobs, 2013). They are only able to propose a single correct answer or interpretation. They are poorly dealing with learning to solve the problems as the learnt stilted texts insignificantly take into account and promote the collaborative construction of knowledge, reflection, and opportunities of expressing the multiples roles and perspectives (Herrington & Herrington, 2008). It is, therefore, in the English instructional processes, these kinds of the inauthentic texts must be re-considered to not to be used as English teaching/learning references/resources in Higher Education.

Thirdly, the crux of teaching such concocted ELT texts/themes originated from the traditional Structuralists’ proposal viewing the language teaching and learning as the sets of habits, rules/forms, and functions of a language. The teachers, as suggested by the Structuralists, give much priority to all levels of linguistics studies; speeches which are pyramidically structured from the morphemes to the phrases, clauses and sentences; repetitions; substitutions, and translation drills (Telaumbanua, 2019). The priorities of teaching concocted ELT texts/themes stands on the grammatical-translation, direct, and audio-lingual ELT methods. These long-established ideas, if taking a stroll around the EFL classes or observing the ELT syllabuses, are still significantly applied today and it seems difficult to move on to the authentic ones. This was in line with the preliminary studies designating that the teaching of the rules/forms of the English language and the non-specific texts/themes was to get rid of the EFL teachers’ doubts and fears towards their students’ speeches and linguistic competencies. They expected their students to grammatically or linguistically be error-free and, certainly, oppose the demands of 21st-century learning and required skills and global needs (Telaumbanua, 2019).

The consequences of teaching the concocted generic texts treat the students as the low-level thinkers (Kendall & Marzano, 2008). The texts fail to provide the authentic context that represents the knowledge and skills of English being spoken or written in the real-world “language” settings (Herrington & Herrington, 2008). They adulterate (fake) the learning as they fall short to bridge the gaps between the language learnt in the classroom and language communicated by the real community in the real world (Al-Azri & Al-Rashidi, 2014). They only enable the students to socially talk to their family members and buddies; write emails and friendly letters; narrate stories; and or post pieces of information on their social media accounts (Spivey, 2012). Dramatically, they remove the essence of the Problem-based Learning (PbL) as the texts significantly consider the essence of the lecture-based approach. The concocted texts *insignificantly* take account the authentic learning media such as newspapers, magazines, mobile

phones, text, pictures, animations (digital comic strips), sound, video, etc (Sousa, Richter & Nel, 2017; Malik & Agarwal, 2012; Jarosievitz, 2011; 2009). Andragogically, they neglect the belief in teaching the Higher Order Thinking Skills in higher education (Watts, 2015; Razak, & Lee, 2012) and lack the capacity and disposition to understand and act on the real issues of the global significance; unable to critically think, and incapable of creating (proposing or producing) better solution towards the problems encountered (Mansilla & Jackson, 2011; Jacobs, 2013). Under those circumstances, the author diagnosed the qualitative effects of teaching the authentic texts on the 3rd Year PNP ED students’ future language skills whilst the primary objective of this study was to diagnose the effects of teaching the authentic texts on the 3rd Year PNP ED students’ future language skills. The formulated research question was “what were the qualitative effects of teaching the authentic texts on the 3rd Year PNP ED students’ future language skills?”

II. TEACHING AUTHENTIC TEXTS: A CONCISE LITERATURE REVIEW

Historically, the cruxes of proposing the teaching of the authentic texts in the EFL/ESL classroom have long been sticking out when King Alfred translated various texts from Latin to vernaculars and due to realizing its benefits, he then suggested the academicians promote it as an attempt to improve the quality of education of the people. The idea then developed rapidly along with the outbreak of spreading the Communicative Language Teaching (CLT) Approach in the 1970s. Nowadays, some theoretical studies signify the effects of teaching authentic text on the 21st-century students’ brain and mental powers. Here are the details. *Firstly*, the teaching of the authentic text conveys specific themes and issues motivating the students to grow and develop their intelligence, Reading Skills, Critical Thinking skills, Communication skills, and Problem-Solving skills and these skills which colour the heart of the 21st-Century Global Education and Competences. Besides, the skills have suited the primary objectives or demands of the 21st-Century Skills/Learning formulated by a US-based Non-Profit Organization placing the emphasis on the mastery of skills of Critical Thinking, Communication, Collaboration, and Creativity which are then widely known as Four-Cs or 4Cs (P21 Century Learning, n.d). Similarly, as senior fellows at P21; Trilling & Charles (2009) brought up that the teaching of the authentic texts in the EFL/ESL classroom has been in line with the 21st-century (education) learning expectations where the authentic texts directly promote and instill the Critical Thinking and Problem Solving (expert thinking); Creativity and Innovation; Cross-Cultural Understanding; Communications, Information, Media Literacy and Collaboration (complex communicating); Computing and ICT literacy and Career and Learning Self-Reliance of the students. What is more, the teaching of the authentic texts draws students closer to the massive digital technological developments (P21

Century Learning, n.d; Trilling & Charles, 2009 & Schaffhauser, 2015). The teaching also plays important roles in improving and developing the students' language skills, knowledge, insights, attitude or behaviour and learning outcomes.

Secondly, the concern of teaching the authentic texts with their global themes or issues in the EFL/ESL classrooms is rapidly increasing nowadays. These kinds of the authentic texts and themes, according to Telaumbanua (2019); Mareva & Nyota (2012), are highly considered authentic, genuine, real, bona fide, valid, and reliable because they possess originality in the ethnographic objective of elicitation, description and explanation of the pure data of linguistic interactions. They provide rich input and information or sources of language inputs. They are motivating and engaging. They send specific meanings which enable the students to communicate the ideas in the target language. They are the language produced by the native speakers for the native speakers in a particular language community. They convey a real message, relate to the culture, and the ability to behave or think like a target language group (Telaumbanua, 2019).

Besides, current studies and learning theories explained that the authentic texts provide the context of the situation and social and emotive functions, which are indispensable for understanding a language (Ahmed, 2013). Above all, the authentic texts place the language in a very specific context rather than in isolated units of meaning (Telaumbanua, 2019). Further, the global themes such as politics, cultures, education, human rights, animal rights, sport, music, agriculture, (animal) husbandry, armament/weaponry, global warming, sexual scandals, corruptions, religion, war, economics, ICT, engineering, outer spaces, etc are best sourced from the magazines, advertisements, newspapers, maps, pictures, graphs, charts and objects, etc (Mareva & Nyota, 2012 & Telaumbanua, 2019). These authentic texts with their global themes/issues, according to Herrington & Herrington 2008, are meaningful and purposeful because they provide an authentic context that reflects the knowledge and skills of English communicated in real-life. The teaching of these authentic texts provides massive opportunities to the students to recognise the real language communicated by the real people in the real and specific community. The teaching prepares the students for real life situation and specific purposes. Besides, it links the classroom language learning with language activities outside the classrooms which at once promotes the masteries of communicative competences such as grammatical (words and rules), sociolinguistic (appropriateness), discourse (cohesion and coherence), and strategic (appropriate uses of communication) competences (Azri & Al-Rashidi, 2014; Telaumbanua, 2019).

III. METHOD

Earlier than contacting the potential research participants, this study (proposal) was presented in the

PNP English College teachers Forum Group Discussion (FGD). The presentation and discussion included the rationality, literature reviews, significance, methodology, and instruments of the research. After being declared, "accepted on December 28, 2018," an approval was sought through Head of the English Study Program. Later than the approval was granted, the researchers dropped a line to the participants who would learn the authentic ELT texts. Due to the primary focus of conducting this qualitative research (Fraenkel, Wallen, & Hyun, 2011) was to mainly diagnose the qualitative effects of teaching the authentic texts, the participants were not exempted from any claims. They were obliged to obey and follow the particular rule, duty, or obligation. A consent form was provided to signify that the participants voluntarily participated in the research. The aim was to search out the expected learning outcomes of (results from) teaching the authentic texts. Above all, the participants were notified concerning the processes, the outputs, and the contributions of the research to the related language competence and performance.

3.1. Respondents

The sample group of the potential research participants consisted of 22 3rd Year PNP ME students. The deficient research's resources –time, money, participants' availability and interests– influenced the number of participants the researchers had and used. The rationales for purposely selecting them were the participants had learnt the specific courses such as Grammar 1,2,3; Reading 1,2,3; Writing 1,2,3, Speaking 1,2,3; Listening 1,2,3; Translation 1,2; and other linguistic studies. Seven participants (31,81%) were male and fifteen (68,19%) were female. The age of the participants was in the range of 19 and 22. All the participants were Indonesian English Department students of the State Polytechnics of Padang. The 3rd Year PNP ED students are mostly found at the Pre-Intermediate (A2) and Intermediate (B1) levels of English.

3.2. Instruments

The background unstructured interviews, observation and unstructured interviews were the instruments of collecting the data. The background unstructured interviews cross-examined the participants' identity, knowledge and experience of learning the generic texts. The second instrument –observation of "complete participants or observers" served as fully engaging with observing the process of teaching and learning the authentic texts. In the unstructured interviews, the researchers asked them to

detail the perceptions of the effects on learning the texts (Fraenkel, Wallen, & Hyun, 2011). These three instruments helped the researchers to cross-validate the validity and reliability of the data collected.

3.3. Data Analysis

The data collected were then analyzed qualitatively. The stages of data analysis comprised of, firstly, domain analysis, whose data were gained from the background unstructured interviews, concerned about studying the participants' identity, knowledge and experience of learning the generic English texts. The second phase was taxonomic analysis. This analysis was related to the domain where English is mostly communicated or the future of the student's work environment. The data were obtained from the interview's results. The third stage was the componential analysis. This stage focused on contrasting or searching out

the differences between the generic ELT texts and the authentic ones which indicated that best described the needs of learning English for the PNP ED students. The last stage was the cultural text's analysis. The analysis of the cultural texts aimed at discovering the relationship between the texts with the demands of the P21st-Century Skills/Learning (Fraenkel, Wallen, & Hyun, 2011).

3.4. Procedures

This research employed a two-step procedure, namely, process of selecting the authentic texts and themes and instructional processes. The processes of instruction lasted for 2 months from January to April 2019. The courses lasted for twelve face-to-face meetings. There were two meetings a week where each meeting took 2 hours. The followings were the steps.

Step 1.	The first procedure was the process of selecting the authentic texts	
	1. Both teacher and students simultaneously prearranged the learnt texts, 2. Both teacher and students jointly acceded to the instructional resources, 3. Both teacher and students determined the instructional objectives concurrently.	
Step 2.	The last procedure was the process of teaching and learning the authentic texts	
	Teacher	Students
	1. The teacher coaches and trains the lower-level students; 2. The teacher awards the student's learning progress, or outcomes (no punishment given for the lower-level, problem or lazy students); 3. The teacher authentically assessed the students' learning.	4. The students read the text; 5. The students locate the context; 6. The students explain the ideas communicated by the author; 7. The students collaboratively analyze the messages; 8. The students assess what has been made; 9. The students create/propose and present/articulate the ideas of solving the problem in face-to-face classes; 10. The students apply (share/post/publish the ideas on the Internet or on the social media account) the information, fact or knowledge

IV.FINDINGS AND DISCUSSIONS

4.1. Findings

The findings of the study were drawn into the following a top and bottom border table.

Background unstructured interviews	
Identity	The 3 rd PNP ED students are those who are prepared for real jobs. Of 22 potential research participants, 13 or 59,91% wanted to study at PNP for jobs, 6 or 27,28% for bachelor's degrees and the rest (3 or 13,63%) did not know the reasons for studying there.
Knowledge	17 (77,27%) students expounded that the actual knowledge or performances learnt were rules of language and general English themes such as saying greetings, telling names and numbers, expressing thanking and feeling, describing objects and people, offering, accepting and refusing help and so forth. These themes sourced from generic English textbooks.
Learning Experience	During the instruction, the 19 (86,36%) students were used to listening to the teachers' talks; taking notes; recalling, explaining & applying the language learnt; doing tasks; presenting in front of the class and taking tests for grades.

Observation during teaching and learning the authentic texts, *firstly*, the themes taught extensively dealt with various types of the global issues of such as politics, health, economics, cultures, environments, human rights, education, ICT, sexual and corruption scandals, animal rights, intolerance and many more. The themes were sourced from the Jakarta Post, a daily English language newspaper in Indonesia, from 1st to 31st of July 2018. The basis for purposely selecting it was one of them was to provide in-depth authentic contexts that represent the knowledge and

skills of English communicated in the real-world context. Furthermore, in accordance with the standards or procedures of teaching the authentic texts, both teacher and students simultaneously prepared the selected 50 texts and topics sourcing from the Jakarta Post, from the 1st to the 31st of July 2018. The class then appointed 12 students to take a piece of paper (raffle/drawing) from the container. The selected 12 themes and topics would be used for 12 face-to-face meetings. The drawings were as follows.

Week	Themes	Topics, Date & Vol. No.
I	Introduction to the Course	Drew learning texts and topics, explained the objectives of learning the authentic texts, learning systems, sources, absence/presence, tasks performed, scores, midterm and final test.
II	Health	Anti-LGBT Sentiment hampers HIV outreach (July 3, 2018, Vol. 36 No. 053)
III	Criminal	Japan Executes doomsday cult leader, six followers (July 7, 2018, Vol. 36 No. 057)
IV	Economics	RI braces for trade war (July 10, 2018, Vol. 36 No. 059)
V	Human Rights	Controlling tobacco: Case of children's human rights (July 11, 2018, Vol. 36 No. 060)
VI	Movie	Skyscraper: One adrenaline shot of a film with few redeemable notes (July 14, 2018, Vol. 36 No. 063)
VII	Religion	Mosque, Church share the same wall in North Jakarta (July 16, 2018, Vol. 36 No. 064)
VIII	Politics	Gerindra, PDI-P open talks (July 18, 2018, Vol. 36 No. 066)
IX	Education	Bandung students in limbo amid new admission policy or London is Europe's most expensive city for study abroad (July 20, 2018, Vol. 36 No. 068)
X	Advertising	Promogo to focus on Go-Jek partnership to expand presence in Indonesia (July 28, 2018, Vol. 36 No. 075)
XI	Global Trade	G20 agriculture ministers slam protectionism, pledge WTO reforms (July 30, 2018, Vol. 36 No. 076)
XII	Poverty Alleviation	New database to help poor (July 31, 2018, Vol. 36 No. 077)

The effects on instructing the global issues of Health, Criminal, Economics, Human Rights, Movie, Religion, Politics, Education, Advertising, Global Trade and Poverty Alleviation were to importantly and practically enhance the students' Reading Strategies (make connections, visualization, organization and pose questions) and Skills (main ideas and details, sequence, cause and effect, fact and opinion, compare and contrast and make inference), HOTS and Language Competence. *Secondly*, the objectives of instructing the global issues were to "familiarize" the PNP ED students with reading the authentic English resources; to *improve* the students' motivation of learning English; to *bring* them closer to the real-world context and or global problems of significances; to learn from the authentic context or to *contextualize* or *authenticate* the learning; to improve the students' reading strategies and skills; to improve the students' higher order thinking skills (HOTS) and enable them to solve the problems encountered.

Thirdly, during instructional processes, the teacher coached and trained the lower-level students; awarded the student's learning progress or outcomes, motivated the weak and lazy students and used the generic rubric for assessing learning. At the same time, the students read the text for making connections, visualization, organization, pose questions, identifying main ideas and details, sequence, cause and effect, fact and opinion, comparing, contrasting, and making the inference. They were then asked to locate the context using the Dell Hymes' SPEAKING model (this model was used to help the students to identify the context in which the words are mainly communicated), *explained* the ideas to the member of the group; collaboratively analyze the messages; made judgment on the decision they read and discussed; created/proposed the ideas and presented/articulated the ideas of solving the problem in front of the face-to-face classes.

Lastly, the flows in teaching and learning the authentic texts were time-consuming before (in searching, designing and developing the materials/texts), during (coaching and training the students to improve their reading skills, strategies and HOTS) and after instruction (assessing the learning and preparing the next leaning texts). The authentic texts incredibly required a lot of learning online recourses to facilitate the students to expand and deepen their insight, knowledge and skills. The flows made them be physically tiring and psychologically mind-numbing. This, of course, affected their zest for learning the next texts, for doing the next tasks, and for presenting theirs in front of the class. Similarly, the teacher's zeal for teaching gradually decreases. She felt very tired and time-consuming in preparing for instruction. The complexities of teaching/learning the authentic texts discourage EFL teachers to utilise. These were the weaknesses experienced by both teacher and students during teaching and learning the authentic texts for twelve face-to-face meetings.

In the unstructured interviews after teaching and learning the authentic texts, despite its weaknesses, the students brought up that the teaching of the authentic texts, in fact, *firstly*, improved their cognitive process dimensions of both LOTS and HOTS. Cognitively, the bonafide texts encouraged them to analyze the issues, evaluate them based on criteria or standards formulated and create, propose or offer the suggestion, recommendations or solution to the problems faced. *Secondly*, these kinds of learning texts could better enhance their language competence, performance and communicative competence; enrich their vocabulary knowledge of social and natural sciences and other fields; truly apply reading strategies and skills; encourage to imitate the writers' rules of language; encourage to copy paste (imitate) the important words,

phrases and sentences; facilitate to extend the knowledge, information and insights.

4.2. Discussions

There were three important research findings which were reported and discussed in this section. These findings were the answers of the research questions proposed. Here were the details. *Firstly*, the authentic texts and themes best improved the 3rd Year PNP ED students' *reading comprehension strategies and skills*. The teacher taught these strategies and skills to facilitate them to associate their personal experience to the text read; to form the mental pictures of what they have read; identify the writers' ideas using chronological orders and posed questions to assess

their reading purposes; comprehension and understanding of the messages reported. Other than that, the teacher also taught the knowledge or the skills of identifying the main ideas and details, recognizing sequence, identifying cause and effect, analyzing facts and opinions, comparing and contrasting ideas and making the inference. Gray (2010) affirmed that these strategies and skills are practically required when dealing with reading the authentic texts and themes of, for examples, Health, Criminal, Economics, Human Rights, Movie, Religion, Politics, Education, Advertising, Global Trade and Poverty Alleviation. To be clearer, the effects of teaching these reading strategies and skills on the 3rd Year PNP ED were illustrated in the following two charts.

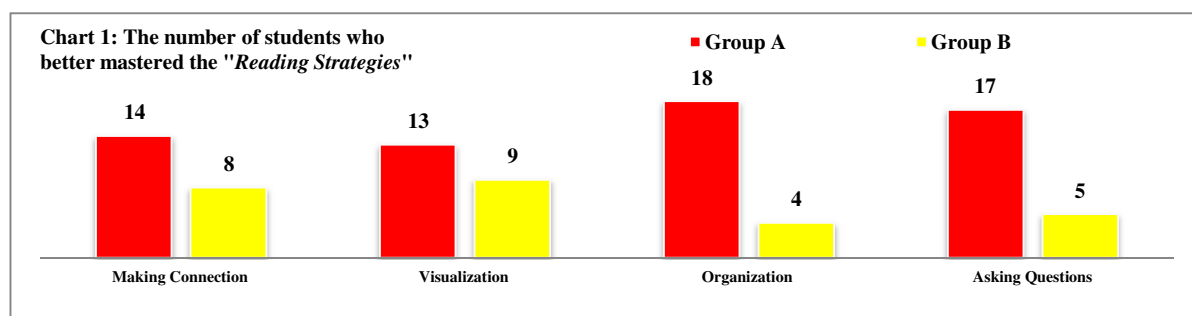
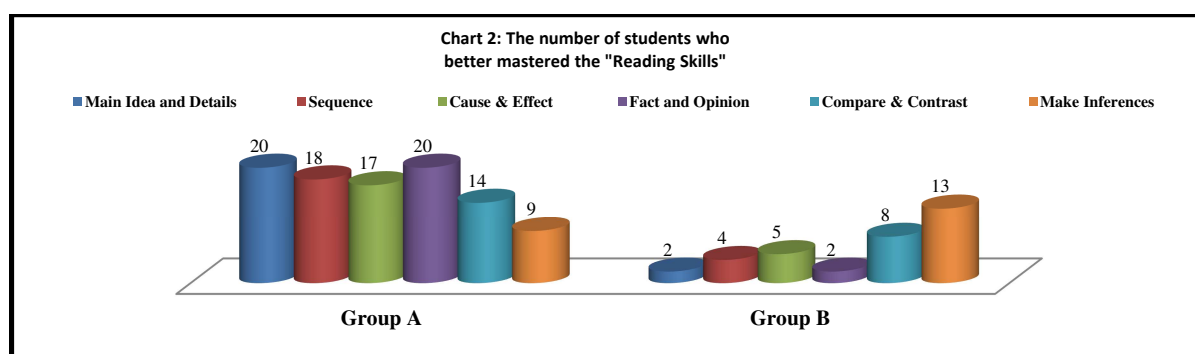


Chart 1 showed the number of the 3rd Year SPP ED students who better mastered the reading strategies. Of 22 3rd Year SPP ED students who had been involved in this research, they were, *firstly*, 14 (63,63%) students who had been able to connect their personal experiences or knowledge to the authentic texts and themes read. The rest 8 (36,36%) students had been unable to link their individual experiences. *Secondly*, 13 (59,09%) students were able enough to form their mental pictures or images towards the texts read whereas the other 9 students or 40,90% have not yet succeeded in making their mental images of what they had read. Time availability, which made them, failed to form their mental images. *Thirdly*, 18 or 81,81% students

were able to organize the writers' ideas and this assisted to identify the author' central passages. The rest 4 (18,18%) students were unable to make the grade due to doing other course assignments. Lastly, 17 (77,27%) students were able to pose question ahead of reading the texts, were able to identify their comprehension breakdown and checked their understanding of the messages sent whilst the rest 5 (22,72%) students had not been able to designate their progress. Time availability and doing other course assignments were the obstacle/constraints in learning. Further, Chart 2 was about the number of students who better-mastered reading skills. The results were depicted as follows.



The teaching of the authentic texts/themes sensibly enhanced the 3rd Year SPP ED students' reading skills. The Chart 2 signified that (compared and contrasted between

group A & B), firstly, 20 (90,20%) 3rd Year SPP ED could identify the writers' main ideas and details while the rest (2 or 9,09%) students required any help to assist them to

discover the ideas, details and other supporting ideas. Secondly, 18 (81,81%) students were able to chronologically sequence the writers' ideas whereas the rest (4 or 18.18%) students were unable to identify the writers' ideas that came one after another in particular order. Thirdly, 17 (77, 27%) students were able to explain what happened (effect) and provide reasons for why it happened (effect) whilst the other 5 (22,72%) students required any coach and training (special treatment) to ascertain the cause and effect. Fourthly, 20 (90,20%) students claimed that that information read in the Jakarta Post were facts as those they had been verified, validated, cross-checked, and edited by the trusted-well experienced editors and they, therefore, can be publicly accounted for. When the news was decided to be publicly published, it meant that the news was incredibly valid and reliable, whereas the other 2 (9,09%) students did not dare to decide whether the information read was mostly about the facts or opinions of psychologically and emotionally affecting other behaviours and conducts. They could not judge. They lacked confidence in the news reported. Fifthly, 14 (63,63%) students were able to compare and contrast between the information reported and the facts found in the field while the other 8 (36,36%) students complicated them to note how ideas are alike and different. Lastly, this was very problematic. Less than half the number of the students (9 or 40,90%) who could use their prior knowledge to infer the information while the other 13 (59,09%) required better special treatments of implicitly deducing/concluding that information from the facts/premises.

Consequently, it was all proven that after teaching the authentic texts using the global themes impacted on the students' reading comprehension strategies and skills even though there were found some students who required special full treatments of learning these strategies and skills. Theoretically, the teaching of Reading Comprehension Strategies and Skills, according to Gray (2010), help the students to augment their abilities to read and comprehend the wide range of types of authentic texts. These strategies and skills are the gates to succeed in developing the 3rd Year PNP ED or other students' Reading comprehension. Further, to succeed in teaching the reading strategies and skills and in facilitating the low-level students of achieving the objectives of learning, time availability, students' engagement, levels of text difficulty and models of how, for example, to infer information should be the teacher's primary concern before and during the instructional processes.

Secondly, in addition to mastering the Reading Comprehension Strategies and skills, another important benefit from teaching the authentic texts using the global themes/issues was to practically better enhance the 3rd Year PNP ED students' Higher Order Thinking Skills (HOTS). The basic principles applied when teaching (developing) the LOTS and HOTS were to pose several important questions for the texts read based on the different levels of Bloom's Taxonomy. The followings were the questions.

Knowledge: These question aimed at bringing that knowledge and information back into the students' mind.

1. What were the themes and topics of the news?
2. Write 3 possible facts that happened in the text?
3. List 5 facts about the news reported?
4. When did the news occur

Application: The question aimed at helping the students use their knowledge/experience when they were in a real situation.

1. What five statements, questions would you ask the actors (the person reported) if you met them?

Synthesis: These questions were to ask the students to judge the themes/topics and or issues read

1. How do you like or dislike the news/issues? Why
2. Was the actor/news/issue good or bad? Why do you think so?
3. Why did the editor decide to publish the article (the news/issues)?

Comprehension: The purposes of posing these questions were to recognize why the news were publicly issued.

1. Explain the issues using your own words?
2. Describe the meaning behind the issue reported

Analysis: These questions were to examine the issues reported

1. Who is the main actor in the news?
2. Which facts in the news was fact and which was an opinion?
3. Compare and contrast the facts to one another? (breakdown the similarity and difference)

Evaluation: These questions related to the students' proposals/ideas of dealing with solving the problems

1. How did the readers react after reading the news/issues?
2. Write ideas of or proposal of solving the issues/problems?
3. State or put your opinion on the issue in front of the class?

Ahead of teaching the cognitive process dimensions of LOTS and HOTS, the teacher introduced the Cycles of Newspaper Article. The introduction aimed at making the students easier to understand the texts, themes and or issues published. The Five Cycles of Newspaper Article are *headline*, *byline*, *lead paragraph* and *body/explanation* and *additional information*.

The first cycle of the Newspaper Article is *Headline*. This is the title of a newspaper story, printed in large letters at the top of the story, especially on the front page. The second is *Byline tells* who wrote the story. The third is the

Lead paragraph. This comprises of what happened, where and when did it happen, who was involved, how did it happen, why is it newsworthy? The fourth is **body/explanation.** This includes the relevant facts or details that the readers need to know after reading it. Everything is bound in a specific context of the event. Direct quotation from the experts is very important to back the news or issues up. The last is the **additional information** encompassing those details required to help the editor convey any specific intended meaning (KTNNet, 2017).

The results of the observations and interviews designated that the teaching of the authentic texts using the global themes/issues for the 3rd Year PNP ED students practically impacted on the students' critical thinking skills of recalling the information; explaining the facts;

demonstrating those facts when they are in a new situation; judging either is good or is bad the information read, creating or proposing the ideas towards the issues. The signs of the students critical thinking skills' progresses of the were illustrated in the following Chart 3.

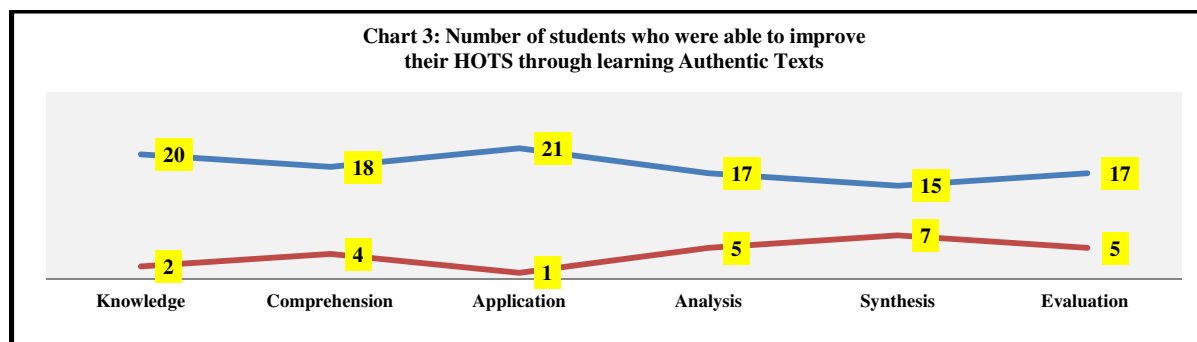


Chart 3 reported or informed that, of the 22 research participants who were involved in this research; there were 20 (90.90%) students were able to bring that knowledge and information read back into their mind whilst the other 2 (9.09%) students were unable to bring those facts because they were found doing other course assignments. The 20 students could mention what the themes and topics of the news were about; wrote 3 possible information that happened in the text; listed 5 facts about the news reported and explain when did the news occur. Followed by, at the second level, there were found 18 (81.81%) students who could explain why the news was publicly reported and show the meaning behind the issues reported whereas the rest 4 students could not perform due to the limited time availability. In applying information, there were 21 (95.45%) students who could pose five statements and questions when they met the actors. The other 1 (4.54%) student failed to propose the statements because of the limited time availability.

Subsequently, 17 (77.27%) students who could examine issues reported. They could identify who was the actors, showed which information in the news as fact and which opinion was. They could compare and contrast the information to others. The other 5 (22.72%) students, on the other hand, failed to present their works because the texts were somewhat difficult. In the synthesis' level, there were 15 (68.18%) students who were able to judge the information read. They provided the reasons to accept or refuse the news, to state that the actors were good or bad and explain the editors' rationales for publishing the articles. The other 6 (27.27%) students, on the contrary, were unsuccessful in evaluating the information due to the texts' difficulties. The last was the evaluation. This highest level of thinking skill dealt with creating or proposing the ideas/solution towards the issues read. There were 17 (77.27%) students who were able to explain the readers' reaction after reading the news, write their own proposal/ideas for solving the problems. Besides, they were encouraged discussed and shared the ideas with friends and

teachers and even voluntarily expressed or put their opinion on the issues in front of the class. By contrast, the other 5 (22.72%) students showed unsatisfactory (learning outcomes) results due to the lassitude (high learning intensity). Likewise, this finding was conjunctions with the recent studies and learning theories disclosing that, according to Cox (2018); Hicks (2018), Herrington & Herrington, (2008), these kinds of authentic texts, global themes and or issues best augmented the students' critical and creative thinking.

There were, however, several limitations that complicated the students to learn the authentic texts and concurrently inhibited from applying them. In the interview session, they expressed that the texts with the global themes and issues were not so familiar. The time provided was pretty limited. The dense learning processes that lasted twice a week hamper them to perform better. The sources of the texts analyzed, synthesized, evaluated and applied were somewhat difficult because the texts (the themes/information) were written by highly competent writers and journalists. The lexicons were very specific and difficult to randomly predict their meanings or even had already made uses of the clues. They had to search online resources to facilitate them to infer information delivered. The presence of political contents and the difficulty levels of grammatical structures weighed heavily on their minds to analyze, synthesize, and evaluate the messages delivered. The cultures of the target language were specifically intended for (read by) the native speakers, expatriates, experts, etc. The insufficient pragmatic and sociolinguistic knowledge and insights were primary constraints on understanding the texts and themes/issues raised.

Thirdly, the teaching of the authentic texts, themes or issues practically have effects on the 3rd Year PNP ED students' own language competences. The competences, which directly had effects, were vocabulary, rhetorical organization, heuristic and representational or ideational

functions and sensitive to registers. The effects were illustrated on the following Chart 4.

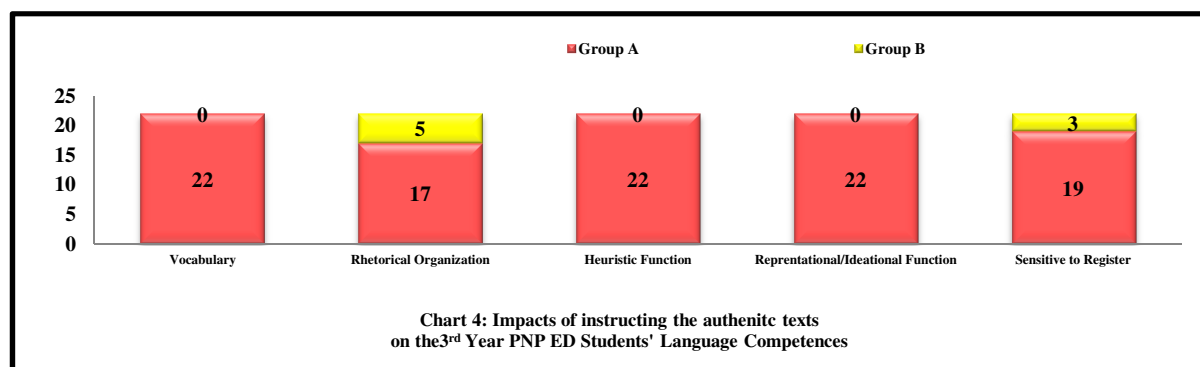


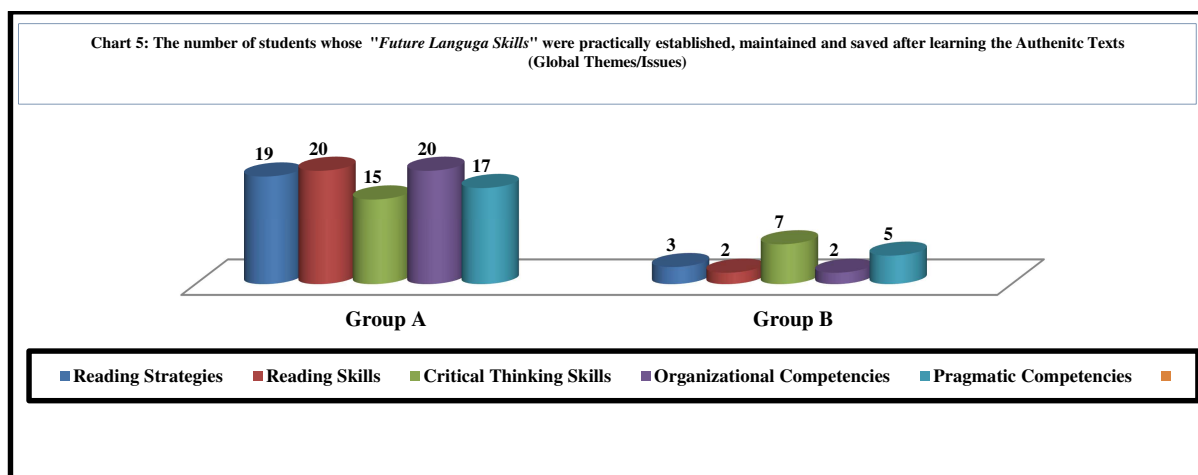
Chart 4 designated the effects on or benefits from learning the authentic texts. 22 (100%) 3rd Year SPP ED students disclosed that the authentic texts could practically enhance and enrich their levels of the sentence structures, vocabulary, lexical and grammatical collocations, terminology, idioms and phrases. Then, 17 (77,27%) students asserted that the authentic texts enabled them to understand the grammatical and lexical relationships (cohesion) and transitional signals/chronological orders (rhetorical organization) found in the texts and they even thought of being able to meaningfully use them. By contrast, the other 5 (22,72%) students disclosed that it has not helped them much to find the writers' central ideas. Furthermore, 22 (100%) students claimed that the authentic texts were useful in gaining knowledge, in understanding the global issues of significances or access to solving the problems. Likewise, 22 (100%) students appraised that the learnt texts convey information, knowledge and facts although 2 (9,09%) students did not explicitly dare to decide whether the texts read disclosed the facts or opinions of influencing, instilling or even fazing others (see chart 2, point 4). Lastly, 19 (86, 36%) students acknowledged that the authentic texts were sensitive to registers. By contrast, the other 5 (22,72%) and 3 (13,63%) students only required attention to and seriousness of learning the two competencies.

This is line with the Messer's (2013) details explaining that the authentic texts such as Newspapers and Magazines sensitively present the five language registers, – frozen/static, formal or regulated, consultative or

professional, casual or group, and intimate or personal– for different audiences, different purposes, and different situations. Similarly, Castillo Losada, Insuasty, & Jaime Osorio (2017) affirmed that the teaching and learning of the authentic texts affected the students' language competences. The language competences, which were firstly proposed by Bechman in 1990, largely impinge on the Organizational Competencies and Pragmatic Competences. The Organizational Competencies encompass Grammatical Competences (Syntax, Vocabulary, Phonetics and Morphology) and Textual Competences (Cohesion and or Coherence, and Rhetorical Organization). The Pragmatic Competences comprise of Illocutionary Competence (Ideational or Representative, Manipulative, Heuristic and Imaginative Functions) whilst the Sociolinguistic Competences concern Sensitive to Dialects, Sensitive to Register, Sensitive to Nature, Imaginative Function and Cultural References and Figure of Speech.

Lastly, the teaching of the authentic texts using the global themes/issues practically established, maintained and saved the students' language skills. This was proven when a month after the study and instructional processes were completed, the 22 research participants gathered to re-present or re-articulate the same global themes/issues. The results were very good and satisfactory as illustrated in the following Chart 5. Briefly, the majority of the students were able to give further details about the facts, information, and knowledge previously along with capable of employing the reading comprehension strategies and skills, HOTS and communicative language competencies taught.

Chart 5: The number of students whose "Future Language Skills" were practically established, maintained and saved after learning the Authentic Texts (Global Themes/Issues)



The interview results disclosed that the group A's students consistently dealt with or read the authentic texts for approximately 2 hours per day although it was not ordered by the lecturers or not aimed at meeting the needs of a certain course. In contrast, group B's students have not given full attention to reading (no time provided for reading the texts) or not made them as the main sources of learning English. The group A students' consistency facilitated them to establish, maintain and save their reading comprehension strategies and skills, critical thinking skills, and language competences. The amount or the percentage indicated that reading the authentic texts was enjoyable, motivating and can enrich their insights and knowledge of the development of the current global situations and the advancement of science and technology. The other positive effects are able to improve, establish, maintain and save the students' reading comprehension strategies and skills, critical thinking skills (both LOTS and HOTS), organizational and pragmatic competences. More importantly, the texts can expose real language; prepare the students to communicate with the outside world; bring the students closer to the target language cultures, and bridge the gaps between the language being learnt/taught in the classroom and the language communicated by the real people in real real situation in the real-life (Al-Azri & Al-Rashdi, 2014).

V. CONCLUSION

In summary, the strong belief in teaching the authentic texts with the global themes/issues directly have effects on the students' reading comprehension's strategies and skills, high cognitive process dimensions (from LOTS to HOTS) and communicative competence. Clearly, the texts, if it is really used as the main source of learning English, can contribute to, firstly, the students' reading ability to make connections; form the mental images; find the chronological orders of a text read, and pose and respond to the questions. Secondly, they have skills of identifying main ideas and details, looking for the sequence, identifying cause and effect, determine the facts and opinions, note how the ideas are similar and divergent and infer the information. Thirdly, the genuine texts can sharpen the students' mind and faculty of critically thinking of solving the problems encountered. Fourthly, they comprehensively develop their grammatical, textual, pragmatic (illocutionary), and sociolinguistic competencies. This research, therefore, strongly recommends for re-placing/re-using the authentic texts into the Indonesian ELT and learning's context and programs to better prepare the students to respond to the specific demands of the 21st-Century Global Education and Competence; the ideas of 4Cs and 7Cs; 21st-Century Skills/Learning's Key Subjects and Global Themes and KKNi.

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