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## Authentic Material and Created Material (Teacher-Made) for English Language Teaching (ELT): Benefits and Limitations

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### Abstract

*This research describes authentic materials and created materials (teacher-made materials) especially their benefits and limitations in English Language Teaching (ELT). This research is library research. The researcher collects data from books and articles published in journals related to authentic material and created material. The analysis shows considerations in English Language Teaching (ELT) are whether to use authentic or created material. Authentic materials refer to manuscripts, photos, videos, and other sources that are not prepared specifically for educational purposes. Meanwhile, created materials refer to textbooks or others specifically developed as teaching materials. In practice, two methods for teachers/lecturers use teaching materials such as adapting and adopting. Any course books or commercial textbooks can be utilized to be adapted as created materials. Authentic materials from a variety of sources that incorporate real language use also can be adopted. They also can use these two types of materials together in a language class to meet the requirements and interests of the students. But teachers/lecturers have to consider both authentic materials and created materials (teacher-made materials) related to the benefits and limitations. Teaching materials are very important for teachers and students in the learning process to improve the quality of learning. Without teaching materials, it will be difficult for teachers to increase the effectiveness of learning, and it will be difficult for students to follow the learning process in class.*

**Keywords:** Authentic material, created material, teacher-made material, English material, English Language Teaching (ELT)

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## 1. INTRODUCTION

Teaching materials are major elements in assisting teachers in achieving better teaching and students' desired learning results (Tonawanik & Donavanik, 2019). Teachers can communicate new knowledge and language objects methodically and purposefully using properly chosen resources. Teaching materials are a type or group of learning substances designed to aid teachers/instructors in teaching and learning activities that are systematically organized to satisfy the required competence criteria. Teaching materials are information, tools, and texts required for planning and reviewing the implementation of learning and to assist in teaching and learning activities in the classroom. Teaching materials are arranged systematically to display a comprehensive list of competencies that students will master during the learning process.

The importance of teaching materials in all teaching and learning activities necessitates their preparation so that the implementation of learning can accomplish objectives based on competence standards and core competencies. Relevance, consistency, and adequacy are the selection criteria for instructional materials. Relevance implies that learning materials are tied to competence standards and fundamental competencies. The idea entails that learning materials and fundamental skills that students must acquire are consistent. For instance, if four types of core skills must be mastered by students, then four types of subject matter must be taught. The notion of the appropriateness of the information being taught is adequate to aid students in mastering the fundamental competencies being taught. The amount of material should be neither too little nor too much. If insufficient, meeting competency norms and fundamental competencies will be hampered. However, learning too much of it would be an unneeded waste of time and effort.

Teaching materials play a crucial role in the learning process (Fitria, 2022d). The stance represents the teacher's explanation spoken in front of the class. The instructor must communicate, and the information the instructor must provide is compiled in the instructional materials. Thus, teachers will be able to decrease the number of activities required to give the lesson. In the classroom, the instructor will have ample time to instruct or lead pupils' learning. On the other side, instructional materials are also positioned as instruments or means for attaining competence criteria and fundamental skills. Therefore, the development of instructional materials should be directed by competence criteria and fundamental skills.

Teaching materials are also a student service provided by the education unit. Individualized assistance is possible with instructional materials. Learners (students) interact with authored content. It focuses on consistent (principles) data. Participants with a high rate of learning will be able to maximize their talents via the study of instructional materials. Slow learners will have the opportunity to review the educational materials many times. Thus, learning services for students may be optimized through the use of instructional materials. The existence of instructional materials has at least three significant positions. As a representation of the teacher's presentation, as a method of fulfilling competence requirements and fundamental skills, and as a way of improving student services are the three roles.

Identifying the type of material is done so that the compilers of teaching materials are carried out so that the types of material that will be presented can be recognized correctly. The identification results are then mapped and organized according to the chosen approach (procedural or hierarchical). Thus, the compilers of teaching materials will easily take the

next step, namely determining the form of presentation. The form of presentation can be chosen according to needs such as textbooks, modules, dictation, information sheets, or simply teaching materials. If the form of presentation has been determined, the compilers of the teaching materials develop a structure or presentation framework. The frameworks are filled with predefined material. This activity includes drafting (discussing, making illustrations, drawings) teaching materials. The draft was later revised. The results of the revision were tried out, then revised again, and then finalized. Furthermore, teachers have been able to use these teaching materials to teach their students.

Teaching materials are a key component of a language program. Whether teachers use textbooks or not, institutional materials are usually provided as a basis for learners and language practice in the classroom. For inexperienced teachers, learning materials can be an exercise, as they provide ideas on how to plan and teach according to the format. They need: (1) Printed materials, such as books, notebooks, worksheets, or reading books (Fitria, 2022b). (2) Non-printed materials, such as cassettes or audio, video, or computer-based materials. (3) The combination of printed and non-printed materials, such as materials that can be accessed by the internet. In addition, materials that are not designed for learning, such as magazines, newspapers, and TV.

Today, EFL teachers have a lot of choices in terms of teaching methods and materials (Kirana, 2016). Some considerations that teachers should pay attention to while employing materials are as follows: teachers should offer clear instructions to students, teachers should be more creative in generating resources for students, and teachers should expand their understanding of developing resources for students with special needs because each student has unique features, resources should be

implemented based on the student's capability and ability (Prabajati, 2015).

Cunningsworth (1995) states the role of materials in language learning (especially textbooks), namely (a) resources in presenting material, (b) sources of activity for students in interactive practice and communication, (c) reference sources for students in grammar, vocabulary, and so on, (d) sources of incentives and ideas in-class activities, (e) syllabus, where teachers reflect on the learning objectives that have been set, and (f) assistance for teachers who are inexperienced and lack confidence. Teachers may use teaching materials as the main source of learning. The materials provide a basis for course content, a balance of teaching skills, and a variety of student language practices. Most English teaching programs include teaching materials. Teachers rely heavily on a varied range of materials to assist their teaching and students' learning, including textbooks, videotapes, and photographs, as well as the Internet (Howard & Major, 2004).

Meskill (2002) states that instructional tool is treated as 'material'. The teaching material can be categorized into three types include: 1) Authentic material (pre-existing material generated for purposes other than language instruction). Authentic materials can also be thought of as "found" materials. Visuals from the target culture, posters, brochures, postcards, menus, etc. are standard fare in the classroom.; 2) Commercially produced material (items manufactured by publishers that are meant expressly for language instruction such as textbooks); and 3) created/handmade (teacher/student-produced) materials. The results of created materials make for a more tailored approach to teaching a particular group of learners.

Based on the statements above, the researcher is interested to know more about teaching material both authentic material and created materials. Therefore, this research investigates the use of authentic materials and created materials (teacher-made materials), especially their benefits and limitations.

## **2. LITERATURE REVIEW**

### **2.1 Authentic Material**

There are several definitions of authentic materials. Authentic' implies material that was not produced for language learning (Paton & Wilkins, 2009). Authentic materials mean any text (printed or digital) or tape which was produced for a purpose other than teaching the target language (Gardner & Miller, 1999). According to Ellis & Johnson (1994), authentic material is any type of content derived from the actual world and not developed expressly for language instruction. It may consist of text, graphics, or audio; realia, such as tickets, menus, maps, and schedules; or things, such as items, equipment, components, or models. House (2014) states that a text is authentic if it is composed of actual language and was written or spoken by a real person for a real audience. Students can engage in critical thinking about the social, cultural, and political concerns impacting the nation or countries where the target language is spoken when exposed to authentic resources (Chapelle, 2020).

There are many examples of authentic materials which can be used in EFL and ESL classrooms (Gebhard, 2006). Realia (real-world objects/miniatures) can be employed effectively to catch students' attention in EFL and ESL classes. Realia are frequently used to pre-teach new vocabulary, especially to young students, so that they can be visually introduced to anything new. Dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals,

wall clocks, balloons, walkie-talkie, candles, fly swatter, string, thread, chewing gum, glue, rulers, tacks, paper clips, rubber bands, trays, aprons, plastic forks and spoons, dishes, glasses, bowls, wallets, purses, balls, umbrellas. Realia is widely employed to visually illustrate concepts or in role-playing contexts.

Authentic listening materials, including silent films, television commercials, quiz programs, cartoons, news snippets, comedy shows, plays, films, and soap operas; radio news, drama, and advertisements; EFL teachers can utilize professionally audiotaped short tales and novels; pop, rock, country, folk, and children's music; home videos; and professionally recorded trip logs, documentaries, and sales pitches. Authentic visual components can also increase pupils' enthusiasm for learning a language. Among them are slides, photographs, paintings, sketches, children's drawings, stick-figure drawings, wordless street signs, silhouettes, calendar pictures, pictures from travel, news, popular magazines, ink blots, postcard pictures, and wordless picture books. Travel magazines; science, mathematics, and history books; short tales; novels; photographic books; lyrics to popular, rock, folk, and children's music; restaurant menus, street signs, cereal boxes, candy wrappers, tourist information pamphlets, and tourist guides; university catalogs. Teletext subtitles for the deaf; instructors may easily get these textual materials at home, at bookstores, at markets, in banks, or when traveling, on holiday, or on business trips. Therefore, there is no need to exert an enormous amount of effort to collect original stuff from ordinary life.

## **2.2 Created Materials (Teacher-Made Material)**

The word "teacher-made" in this title means instructional materials or teaching materials compiled, reconstructed, or designed by the teachers. According to (Richards, 2001), created material refers to

instructional resources that have been particularly designed. In addition, teacher-produced materials as items that have been generated by the teachers. It refers to all of the materials intended to facilitate teaching and learning in the classroom. It implies that the teachers play a major role in the teaching-learning process, in which he or she generates the content that will be distributed to students. This material is significant because teacher-created materials may also be fascinating and inspiring for students since they are frequently meant to resemble teen magazines and other types of authentic resources. Consideration of teachers adapt or create materials for the EFL classroom, they are age and level-appropriate activities, time management, student participation, students' needs, and different learning styles.

Importantly, teacher-created materials contain more suitable language and vocabulary for the student since they have been simplified or produced according to lexical and linguistic norms. Thus, the usage of teacher-created materials is crucial, as they are routinely employed by English teachers nowadays. Textbooks are an example of teacher-made materials and any other resource generated by a teacher or other educational practitioner for pedagogical use. Textbooks are developed with a pedagogical aim in mind. Textbooks often contain content that has already been organized to fit the needs of the students.

Another example of teacher-created material is visual aids, such as posters or photographs that enhance the lesson. Handouts, or sheets distributed to students to help in their studies, are another sort of teacher-created material. Handouts may merely provide information, but they are frequently worksheets that kids may complete. A chart or graph, which is just a visual representation of information, is another sort of teacher-created content. Word walls, or walls with posted vocabulary terms.

Besides, worksheets, role plays scripts, and flashcards were designed for their age and knowledge level to help them learn English.

### **3. METHODS**

This research is library research. The library research method is a research method by observing various related kinds of literature with problems in research, in the form of papers, books, or writing (Roosinda et al., 2021).

The method of collecting data uses documentation (document). The use of documents and data collection involves 'physical data' (Rohleder & Lyons, 2017). In detail, the documentation materials are divided into several types, namely autobiographies, letters, books or diaries, clippings, government and private documents, films, videos, photos, and so on. Here the researcher collects data from books and articles published in journals related to authentic material and created material. The method of analyzing data uses a comparative technique, which is comparing the object of research or data to find similarities between two or more concepts to get a conclusion (Dakhi, 2022). Here the researcher examines the difference between authentic material and created material (teacher-made material).

### **4. FINDING AND DISCUSSION**

This research investigates the use of authentic materials and created materials (teacher-made materials), especially their benefits and limitations.

#### **4.1. Authentic Materials**

##### **4.1.1. Benefits of Authentic Materials**

In the present era, English teachers use a variety of teaching materials to meet the requirements and interests of their students (Rao, 2019). EFL teachers are allowed to select authentic material from a variety

of sources, including everyday activities and the internet. There are several previous studies conducted related to the use of authentic materials in English teaching and the learning process. First, Isra (2014) states that authentic material as a medium is effective to improve students' ability in predicting English sound that is represented by the letter G and C. Second, Wiguna (2015) states the use of authentic materials is effective to improve students' writing ability. Therefore, the authentic materials are appropriate to be applied in a teaching recount text. Third, Mestari & Malabar (2016) states that teachers typically employ authentic materials while teaching grammar such as utilizing a variety of real sources, including audio, video, newspaper, and magazine to introduce students to the practical usage of language. Fourth, Azizah (2016) states that the teacher's authentic materials for developing listening skills because these materials were more entertaining and more relevant to their real-world environment, motivating students to pay more attention in the listening class and aiding in the improvement of students' listening skills. Fifth, Parmawati & Yugafiati (2017) state that authentic material can improve students' reading interest and reading the classroom a better situation. Sixth, Hidayati (2019) states that the authentic use of the material was effective in teaching vocabulary in senior high school. Seventh, Eze (2019) states that the use of authentic materials e.g. newspaper articles, weather reports, and horoscopes, etc improves speaking skills for secondary school students, motivates them to learn the language, and raises their awareness about English lessons. Eight, Natsir et al. (2021) states that the use of authentic materials in the form of news text greatly improves students' translation skill, so authentic materials should be used when learning a language. This research shows several advantages of using authentic material. Authentic visual materials have

many benefits in improving students' interest in learning a language such as pronunciation, writing, grammar, listening, reading, vocabulary, speaking, and translation. Authentic materials can be used as learning resources authentic materials have a positive influence on students in learning English.

There are compelling reasons for EFL teachers to employ real materials in the classroom. To integrate classroom activities with the outside world, authentic resources can be utilized as media (Gebhard, 2006). Students will be enhanced with the language beyond textbooks by employing authentic materials allowing them to extend their classroom knowledge into real-world language use outside of classrooms. Authentic materials can help students comprehend the students' culture (Paton & Wilkins, 2009). Using actual material in the classroom is an effective approach for students to become familiar with a variety of genres. It is possible to bring a variety of things inside the classroom, creating a direct link with the outside world. Learners might be encouraged to bring the material that piques their interest, allowing them to influence the lesson's content.

#### **4.1.2. Limitations of Authentic Materials**

Collecting, selecting, and matching authentic materials with specific lessons can take more time (Gebhard, 2006). Therefore, EFL teachers need to allocate more time to prepare the materials to go with specific lessons. This is the difficulty for EFL teachers who desire to improve their students' language skills by offering realistic resources for lessons. Another limitation is that authentic materials may have complex language or dictions that students find difficult to understand. Students with a low degree of proficiency sometimes struggle to grasp the information. According to Richards (2001), authentic materials frequently contain

difficult language, unnecessary vocabulary items, and complicated language structures, which places a strain on the instructor in lower-level classrooms. To avoid this, teachers should carefully select the most appropriate genuine resources for their students based on their level of ability. Teachers must also pay close attention to the difficulty of vocabulary and the organization of real materials to avoid a large gap between the contents and the learners' competency. Lower-level students should be supported by suitable assignments when utilizing authentic resources since challenging content may discourage and confuse low level students due to a lack of vocabulary and structures utilized in the target language.

The other limitation is that some students may have different perspectives on the real materials provided in class. Some of them may believe that some real resources, such as movies, TV dramas, videos, humor, cartoons, or music, are regarded as entertainment. They do not see authentic materials as useful learning resources<sup>11</sup>. Some of them still think that learning materials should be more serious. Another problem is that authentic materials involve cultural contexts that learners may misinterpret. The lower-level learners may struggle to recognize the cultural impact of real materials. Too many structures, along with cultural prejudice, confound certain students (Beresova, 2015). Teachers must elaborate on cross-cultural knowledge and conversation for students to grasp the language being taught.

While Nunan (1999) recognizes that it is unrealistic for teachers to use only authentic materials in the classroom, he/she emphasizes that learners should be exposed to as many authentic materials as possible because their learning tasks will be made more difficult if they only encounter textbook dialogues and listening texts. Nunan (1999) also

emphasizes the need for learners to listen to and read real materials of as many different sorts as feasible. This will assist and encourage students by making the information and subject matter clear for them, as well as allowing them to establish vital connections between the classroom world and the actual world beyond it. Gebhard (2006) adds another compelling justification for adopting original materials. He claims that real materials can help contextualize language learning<sup>15</sup>. Genuine materials are excellent sources of linguistic input. By providing authentic materials such as a real map of the region, a real restaurant menu, a real hotel brochure in their neighborhood, or anything that is utilized in real life, they will be more likely to focus on substance and meaning rather than language alone. Students are given a lot of information to assist them to widen their active learning context. They will be exposed to actual language usage rather than knowledge of the language. Nunan (1999) emphasizes that authentic materials give learners a range of engaging sources in the classroom. Because they are tied to real life, these resources help learners grasp language more easily and utilize language in more meaningful ways.

#### **4.1.3 Creating Authentic Material in EFL Classroom**

There are a few examples of classroom activities in which students use authentic materials and complete specified tasks to satisfy real-world language objectives. For starters, using newspaper articles will provide readers with a wealth of fresh information. The newspaper is always current, factual, and correct. Newspapers will not only provide the most recent news about society but will also provide practice in grasping new words via context. Consider a newspaper article. Teachers should select an article that students will find intriguing so that they will get quickly engaged with the issue and be willing to participate in-class activities. The

newspaper has a vocabulary that is prevalent among Indonesian students, but it is expressed in English to provide a deeper understanding of the translation. The instructor can split the class into four or five groups of four or five students each, followed by a peer group and then solo work. This grouping will assist students in working in a team and eventually shifting to peer work rather than solitary work.

The other example is using a short story taken from the best seller's book. Teachers don't need to take much effort to help students comprehend the context, terminology, and phrases because they've already been there, and all you have to do is look at their in-class actions. Videos may be highly intriguing sources of real content if teachers chose them wisely and provide appropriate assignments following the lesson goals.

Video is also very effective in teaching foreign languages because it represents the environment; provides examples of specific language use that present authentic language interaction; and demonstrates the nonverbal components of the language, such as lip movements, body language/gestures, and facial expressions. Teachers may utilize commercials and encourage students to evaluate costs and choose the best-buy goods, as well as cartoons with blank bubbles, cultural quizzes, crossword puzzles, and hilarious photographs or photos of classmates with blank captions. Because of the internet, EFL teachers may download a limitless quantity of texts, audio, videos, newspapers, magazines, live radio and television shows, video clips, and much more. There are several materials available for use in the EFL classroom. Even if we are in a different country, the internet allows us to get real English resources for use in the EFL classroom.

## **4.2. Created Materials (Teacher-Made Materials)**

### **4.2.1. Benefits of Created materials (Teacher-Made Material)**

There are several advantages of created materials, are 1. Materials are adapted to the needs of the students. When accessible resources are not appropriate for the student's level, they may be too demanding or too easy. Before current resources may be used effectively in the classroom, they must be modified. For example, if the learners are at the beginner level and the vocabulary is challenging for them, the instructor might make flashcards and other visual aids to help them understand the material. 2. Materials are adapted to the learning styles of the students. The learning styles of students should also be addressed while developing resources. These resources should accommodate various learning styles.

For visual learners, for example, the teacher can produce PowerPoint presentations. Podcasts or music can be beneficial to auditory learners. The same is true for the other learning types. These items can be combined to enhance students' learning. More visual, tactile, and auditory elements are required for young learners. For learning, the instructor can use authentic materials. Authentic materials are current; materials may be based on real-life experiences and be culturally relevant to the students. The tools would enable students to relate, and when this occurs, they would feel a feeling of accomplishment.

As stated by Richards (2001), created materials might be encouraging for students. Published products are frequently made to resemble adolescent magazines and other types of authentic resources, which may be equally as engaging and inspiring for students. Authentic materials can contain challenging terminology and superfluous vocabulary terms, which can be a distraction for instructors and students. Because they have not been reduced or produced according to any lexical

or linguistic standards, they frequently include vocabulary that may be above the learners' capabilities.

Created materials may be preferable to real resources since they are often developed following a graded curriculum and give a methodical overview of educational topics. Utilizing genuine resources is a burden for educators. To construct learning resources based on authentic materials, teachers/lecturers must be willing to devote a substantial amount of time to discovering appropriate sources for materials and creating activities and exercises to complement them. As teachers have increased access to computers and the internet, they are more easily able to create materials for classroom use (Tomlinson, 2003). With the addition of graphics, worksheets look better and are more easily understood. When materials can be easily modified, a teacher is more likely to incorporate learners' feedback. If both the teacher and the learners are online, materials can be easily sent back and forth at little or no cost.

#### **4.2.2. Limitations of Created Materials (Teacher-Made Material)**

There are several limitations of created materials. Akil et al. (2018) state the negative aspects of teacher-created materials. There are downsides to teacher-created materials, including Teacher-created materials are not authentic and may be uninteresting. They do not give the possibility to obtain accurate information and be aware of what is happening in the world. They do not reflect changes in language usage and do not provide learners with evidence that the language is authentic. While, according to Rahayuningsih (2016), the difficulties of teachers encounter in generating content include (1) a lack of understanding of the students' subject, (2) a lack of supervision time, and (3) difficulty in selecting appropriate media for the students. To overcome the difficulties of selecting instructional materials. These are as follows: (1) understand

the issue of the students' field to build teaching materials and relate them to the students' field; and (2) communicate with fellow student teachers and work with them to discover appropriate resources for the students. (3) select an acceptable medium based on the student's knowledge level (this may vary from class to class).

#### **4.2.3. Creating Created Materials (Teacher-Made Materials) in EFL Classroom**

Pramaningrum (2010) states that the needs of students for learning material are important variables in designing teacher-created material. To begin, instructors must be able to create their teaching materials based on the needs and interests of their students to be considered professional. Then, greater attention must be used in selecting instructional materials as a way of teaching students. Therefore, in creating materials for the EFL classroom, teachers need to 1) remember that each lesson we organize must have a purpose and an aim and that the materials and activities must be planned properly. 2) customize our materials. Create significant material to make them relevant to your students. This maximizes material retention while encouraging engagement. Demonstrate to our students that we are making an effort to incorporate their interests. 3) keep simplicity. Consider what our students enjoy and include it in the things we create. Then, for asynchronous online classes, consider introducing a new learning app. 4) Use our imagination and our area of expertise to spice up our supplies. If we are skilled vocalists, we can record ourselves singing a song and show it to our students during asynchronous class time. We may then invite our students to create their songs, and we can all view and discuss the videos during synchronous class time. Or, if we are talented in the arts, we may use our skills to create unique and entertaining worksheets and quizzes.

According to Akil et al. (2018), the majority of students felt that the created coursebook was relevant to their needs, that the contents were complete, that the topics were interesting and relevant to their needs, interests, and sociocultural background, that the explanation was easily understood, and that the tasks and activities were engaging and helped them express their knowledge, experiences, and interests through a variety of essay types. The textbook was arranged similarly from unit to sub-unit. Students also remarked that the coursebook's methodology benefited them in accurately and smoothly conveying their knowledge, experiences, and interests. According to Rhodes & Milby (2007), creating teacher-made electronic books is an effective method of using technology to support students with disabilities. In the elementary classroom, assistive technologies such as electronic books can capture student responses and enhance student retellings of engaging children's literature.

In general, the core steps (core scenarios) of learning using teacher-made teaching materials can be designed as follows: students receive teaching materials from the teacher, students receive an explanation of teaching materials and how to use them, and students read the teaching materials carefully, students ask questions if there are teaching materials that are not understood, students carry out activities as directed by the teaching materials, and students receive feedback on their performance as directed by the teaching materials.

To optimize services, educators must provide at least two continuous teaching materials. That is, teaching materials to be studied at this time and teaching materials to be studied in the following hour or week. Teaching materials that will be studied in the following hours or weeks are prepared for students who are fast (accelerated) learning. Thus optimal and fair service will take place well in the classroom. So,

educators do not explain the substance of teaching materials to students. What is explained is how to use teaching materials. Explanations at length about the material, how to complete assignments, and how to carry out activities are already in the teaching materials.

Classroom materials are key learning aids. These can include books, written materials, graphs, charts, movies, realia, and a variety of other learning aids. It is all too tempting to fall on commercially generated materials and textbooks given by the school or education center where a teacher works. They are readily available and convenient for the working instructor. Published resources are level-appropriate, providing students with valuable practice. Although, at some point throughout the learning process, the instructor may be required to generate his or her content. Creating products that are tailored to the requirements of the students makes the learning experience more meaningful. When the information is based on the student's experiences, culture, and beliefs, they are more likely to relate to it.

Creating one's materials might be time-consuming and labor-intensive for the instructor, but the benefits may exceed the drawbacks. Teachers at all levels must be innovative and not rely just on the resources provided by the school; these materials must frequently be substituted, supplemented, or modified to maximize the learning process. The teachers can provide a variety of visual, tactile, and aural aids for young students. When children see, manipulate, and hear, they learn quickly. A teacher, for example, can present photographs, 3D cutouts, real objects, and sound effects while narrating a tale. What interests high school and young adults is frequently what is "trending" in technology, social media, and current events. Some publications may be out of current on these tendencies; therefore, the instructor must design resources for these goals.

All of them are now widely available online, making it easier for teachers to come up with useful content. While prudence is required, materials should be appropriate for the student's level.

In designing English materials, teachers need to consider several decisions in designing materials. When the writing process begins, the next step is to decide about choosing the type of exercise (Fitria, 2022c). Input relates to what initiates the learning process and student responses in using the material. Some examples of questions related to different materials, such as 1) Grammar material, will the grammatical material be displayed continuously in the text, conversation quotes, or in phrases? (Fitria, 2022a). How was this grammatical material chosen?, 2) Listening material, whether the listening source is recorded from a real source, text material on a different topic, or a mixture of both (Fitria, 2021). 3) Reading material, what kind of texts will students read (such as magazine articles, newspaper articles, or excerpts from books), and how are those texts selected?, 4) Writing material, will students be shown the composition of different examples? Will it be exemplified with real text or with special text?, 5) Speaking material, what is the source of the speaking activity used? Can dialogue, recordings, text, topics, situation pictures, or anything else be used, and how are sources selected? Often writers start with sources taken from magazines, books, the internet, television, or radio (Fitria et al., 2022). However, it is important to obtain plenty of resources for learning materials. Other of another difficult decision in writing is deciding what type of exercise to use. The problem is how to create exercises that engage learners in using language skills and link the processes associated with specific language teaching goals. Therefore, reviewing the types of exercises used in modern commercial textbooks is a good starting point.

## 5. CONCLUSION

Authentic materials refer to texts, photographs, and movies that were not created for educational reasons. Meanwhile, prepared materials refer to textbooks and other resources developed particularly for educational purposes. In practice, English teachers and lecturers employ both sorts of materials in language programs, as each has advantages and downsides. Teaching resources are crucial to the learning process for both teachers and students. It will be difficult for teachers to boost the effectiveness of learning in the absence of instructional resources. Similarly, without instructional resources, it will be difficult for students to follow the learning process in the classroom, particularly if the instructor presents the information fast and unclearly. They may get disoriented and unable to recall what the teacher has taught.

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