

APPENDIX 1

Interview Guideline

Teachers' Perception on the Use of Authentic Material in E-learning

Keyword: E-learning, technology, teaching method, electronic material, authentic material

Research Question:

1. What kinds of authentic materials that have been used by the teachers in e-learning course at English Language Education Department in one private university in Yogyakarta?
2. What are the teachers' considerations on using authentic material in e-learning course at English Language Education Department in one private university in Yogyakarta?

Category	Theory	Interview Questions
What kinds of authentic materials that have been used by the teachers in an E-learning course at English Language Education Department in one private university in Yogyakarta.	Richards (2001) explained that teaching material is a key component in most language programs	A. Apa saja bahan ajar yang bapak/ibu gunakan ketika mengajar e-learning? a. Untuk bahan ajar....., bagaimana bapak/ibu mendapatkan bahan ajar tersebut? b. Untuk bahan ajar....., isi/content bahan ajar tersebut tentang apa?
What are teachers' considerations when using electronic authentic	Prince Edward Island (2008) explained that the	B. Apa pertimbangan bapak/ibu dalam memilih masing-masing bahan ajar tersebut?

<p>material in e-learning at English Language Education Department in one private university in Yogyakarta.</p>	<p>general consideration when using electronic teaching materials are focuses on content of the material and how to assess the materials.</p>	<ol style="list-style-type: none"> 1. Apa saja pertimbangan internal atau dari segi preference bapak/ibu dalam memilih bahan ajar tersebut? 2. Apa saja pertimbangan untuk memilih bahan ajar dari segi mahasiswa? 3. Apa saja pertimbangan untuk memilih bahan ajar dari segi fasilitas?
<p>What are the teachers' perceptions on the use of authentic material in e-learning of English Language Education Department in one private university in Yogyakarta?</p>		<p>C. Bagaimana pendapat bapak/ibu tentang penggunaan authentic material di e-learning?</p>

Appendix 2
Selective Coding

Teachers' perception on the use authentic material in e-learning.	
Theme/Finding	Translated Statement
Teacher explanation	<ul style="list-style-type: none"> • I think it is no difference between the uses of authentic materials in face-to-face learning and online learning. Maybe the use of authentic materials in online learning is a little bit limited (P1.21) • In my opinion, it is good to use authentic materials in e-learning and can support the learning as long as you can adjust with the objective of the learning. It means the teacher must be clever to choose the appropriate authentic materials, and then apply the materials with the concern it [the materials] can support the learning. So there are many authentic materials can be used in learning, but must be considered and re-selected (P2.23) • In my personal opinion, I have created the video for e-learning and I think it is okay but it is not like the authentic. So I more prefer to use authentic materials because we teach English, we [Albert and his students] need the authentic exposure. It doesn't mean that we are not allowed to create our own materials. I have a positive believe what will they [the students] received is what they will produce (P3.28) • Somehow, the use of e-learning is challenging because the purpose of the authentic material is not for the learning. So if the native speak their accent, the pace is faster, because for this learning, the pronunciation must be slower and clear. Then, it is more

	challenging because the authentic is only on the content. For the example we want to create the activity, question, quiz, or assignment we have to create the question our selves. (P4.31)
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Kind of teaching material	
Theme/Finding	Translated Statement
Teacher uses article in teaching	<ul style="list-style-type: none"> • For the CSG course, I am more in charge in that course, so I use a variation of the material between learning from the article (P1.1) • We take 13 journal artikel that represent our topic of learning (P2.4) • So, if [I teach] research method, I use many article, research article, or research manuscript (P4.1)
Teacher uses video in teaching	<ul style="list-style-type: none"> • then video such as YouTube for the audiovisual input. (P1.1) • I open the video (P3.1) • In LSFS, I use audio, video, song (P4.2)
Teacher uses novel	<ul style="list-style-type: none"> • Describe the character that you find from the novel (P1.7)
Teacher uses picture	<ul style="list-style-type: none"> • Hahaha yes, I have used picture (P2.7) • We can insert picture in Padlet (P3.5)
Teacher uses e-book	<ul style="list-style-type: none"> • We use e-book (P3.4)
Teacher uses audio	<ul style="list-style-type: none"> • It is all about the audio material with the different kinds of topic (P3.6) • In LSFS, I use audio, video, song (P4.2)
Teacher uses song	<ul style="list-style-type: none"> • Song for daily conversation (P3.10) • In LSFS, I use audio, video, song (P4.2)

Source of teaching material	
Theme/Finding	Translated Statement
Teacher gets the materials from the internet	<ul style="list-style-type: none"> • Sometimes, we adapt the sources from the internet (P1.2) • If the sources [article] is more to online source (P1.5) • I find on the internet (P2.2) • Mostly, the video is from YouTube (P2.9) • It is from the internet, I browse from the Google depend on my needs (P2.10) • so for the audio we can visit americanenglish.state.gov, or BBC, or VOA, or podcast, and esl-lab.com (P3.7) • For the audio visual, mostly I use BBC or britishcouncil.org then find the learn English or use American spaces (P3.12) • for the video, first I took from the YouTube, but not only YouTube, sometimes from britishcouncil.org and there are also lots of good and interesting videos (P3.13) • rarely use picture, but if I use the picture, I will take it in freepic. Use the freepic website, because it is free and not copyright (P3.14) • For the e-book, usually I use in journal. So we visited library.umy.ac.id, then go to journal online, then click JSTOR, or I use boof.fi (P3.15) • Mostly from the internet (P4.7) • Surfing to the internet. For the link [websites], I use randals, esl-labs, and blogs, sometimes I took from BBC and britishcouncil.org. Mostly,[I use] randals and esl-labs for listening, but there are some

	<p>article and I use it for the learning (P4.8)</p> <ul style="list-style-type: none"> • Mostly from Google. Sometimes when I open the internet explorer, there is news. I find the picture from there [news] (P4.9) • It is more surfing in the internet. For the link [websites], I use YouTube, TED talks, randals, esl-labs, and britishcouncil.org (P4.10) • more or less it is same with the audio. It depends on the purpose of learning (P4.13)
Teacher gets the novel from PBI	<ul style="list-style-type: none"> • I take the novel from PBI (P1.8)
Teacher have personal collection about the article	<ul style="list-style-type: none"> • Oh that is my collection and mis fit collection, I don't remember the sources but I am sure it was browsing from the internet or comes from the library I used at Ohio. I have many collection of the article (P2.11)

Content of teaching material	
Theme/Finding	Translated Statement
The video is about the explanation of the topic of learning	<ul style="list-style-type: none"> • The video is about the teachers teaching noun, or two people speak about noun (P1.12) • The explanation about interjection or the explanation about adjective (P1.13) • Watch video about blogging (P2.6) • The video is about step by step the use of prezi. So does with Google Slide. There are blogging, padlet, kahoot. (P2.15) • about describing people (P3.2)

	<ul style="list-style-type: none"> • If video, it can be cooking video, then I ask what is the ingredients? (P4.12) • for the video, I use film or short movies who won award. The maximal duration of the movies is around 10 minutes (P4.23) • So the the material is about the topic of learning, and once more is about MC ing (P4.24)
The content of the novel is free stories	<ul style="list-style-type: none"> • The content of the novel are free stories and can be linked to the learning topic (P1.14)
The contents of the articles are related to the topic	<ul style="list-style-type: none"> • [The content of] the articles are related to the topic or the explanation of the topic (P1.15) • ICT in general, so what is CALL and what is ICT in Education (P2.5) • In IT, because the focus of the learning is for research in technology to education. I use manuscript. The topic of the manuscript is educational technology (P4.3) • For RM, the article is about education, all about educarion (P4.4) •
The content of the picture is related to the topic	<ul style="list-style-type: none"> • There are two kinds of the picture. The first one is original picture and the other one is text in form of picture, because when we want to make a long question, we need long statement (P2.8) • Last meeting, we are discussing about describing people, so I put the picture of people in there [online course], I put Nisa Sabyan and Cristian Bautista for the comparison. In tourism course, I show the students the landscape picture (P3.21)

	<ul style="list-style-type: none"> the picture is about famous people, famous person, and famous places (P4.20)
The content of the audio is related to the topic	<ul style="list-style-type: none"> For the example is hotel booking (show his laptop) (P3.9) I use announcement in LSFS (P4.6) So the format download is mp3, for the example airport announcement, or tips how to beat a adress, then what kinds students are you (P4.11) so for the example we teach about telephoning. Later, I will find the audio from podcast or TED talks about telephoning. Another example is about appointment with the doctor or announcement in the movies or airport (P4.22)
The content of the song is related to the topic	<ul style="list-style-type: none"> The title is Killing me softly (P3.11) For song I used If I were a boy from beyonce (P4.21)
The content of the e-book is related to the topic	<ul style="list-style-type: none"> I have 3 ebooks about Interpreting (P3.17)

Teachers' Preference consideration	
Theme/Finding	Translated Statement
Teacher considered the face validity from the materials	<ul style="list-style-type: none"> First consideration is from (think) basic face validity, the appearance must be fun, then the writing is not too small, and the writing format must be good (P1.16)
Teacher considered the time	<ul style="list-style-type: none"> The materials that we need are already available on the internet, just we have time or not to find the materials (P1.19)

	<ul style="list-style-type: none"> • Then the time consideration (P3.26) • So it [the materials] is flexible or not from the time for me. It means that finding, preparing, and doing the material in e-learning needs time (P4.29)
Teacher considered on choosing the sources that can really be used or believed	<ul style="list-style-type: none"> • The materials that we can use for the online learning are very abundant, but we must be wary about choosing the source that can really be used or believes (P1.20)
Teacher considered to use the compatible application	<ul style="list-style-type: none"> • If we teach online learning in the computer lab, we cannot use the application that needs a long time to load or not compatible form the computer lab (P2.22), for the example Prezi
Teacher considered the effectiveness and practicality of the materials	<ul style="list-style-type: none"> • If the consideration in my preference are it [teaching material] is effective and practicality (P3.25)
Teacher considered the function of the material	<ul style="list-style-type: none"> • Then the time consideration (P3.26), and also function it means the point of the material is delivered without aesthetic (P3.27)
Teacher considered the duration of the material (video)	<ul style="list-style-type: none"> • The second consideration is time because this is online course, it means that we cannot choose the long one [duration]. For the example if we use movie, the duration is around 10 minutes (P4.26)
Teacher considered the size of file or the materials	<ul style="list-style-type: none"> • Then the size of the file. If the size is small, I will upload it, but if the size [of the file] is big, I only give the link to the students (P4.27)
Teacher considered the costless material	<ul style="list-style-type: none"> • It is free or not. Why I should spend my money if it is free and useable from the website (P4.28)

Teachers' consideration on the content material	
Theme/Finding	Translated Statement
Teacher considered the materials that teachers gave are relevant with the syllabus	<ul style="list-style-type: none"> • Is the material that I gave are relevant with the RPS or syllabus (P1.18)
Teacher considered the content of the materials must be representing the topic being delivered	<ul style="list-style-type: none"> • Sometimes, I will see the content of the materials, are the content representing the topic that I want or not? Because I don't have any time to crate the video by myself (P2.16) • It must be adjust with the learning itself, (P2.21)
Teachers' considered the author of the material	<ul style="list-style-type: none"> • The second is from the author, at least we find the reliable sources, then we checked again who is the author (P2.17)
Teachers considered the clarity of the material	<ul style="list-style-type: none"> • Next is clarity. It means that what is he or she said is clear or not and I should consider the students understand with the author or the creator said (P2.18) •
Teacher considered the level of difficulties of the materials	<ul style="list-style-type: none"> • For the article we added the level of difficulties because we never choose the article that for us it is difficult to understand, especially if it is given to the students. (P2.19) • and level difficulties (P4.31)
Teacher considered the length of the article	<ul style="list-style-type: none"> • Oh and also length of the article. So we try to find the article under 10 pages (P2.20). • It is more to length (P4.30)
Teacher considered the culture of the material	<ul style="list-style-type: none"> • Sometimes the consideration comes from the culture. (P3.23)

Teachers' consideration on the students' side	
Theme/Finding	Translated Statement
Teacher considered the material must be adjusted with the level of students mastery	<ul style="list-style-type: none"> • It adjust with the level of students mastery (P1.4) • I consider their level (P2.22) • The first consideration is the students understand or not with the content of the material. (P4.25)