

THE USE OF AUTHENTIC TEXTS AS AN APPROACH TO DEVELOP TEACHER'S PEDAGOGIC COMPETENCE

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Abstract

The aim of this paper is particularly to provide a holistic representation of pedagogic competence related to the use of authentic texts. Based on Undang-Undang Guru dan Dosen (UUGD) No.14, 2005, teachers are professional educators who have the main responsibilities to educate, teach, supervise, train, assess, and evaluate students. Teachers, therefore, ought to possess standard academic qualifications and a set of competence to achieve such objectives. Competence is set of a professional knowledge, skills, and behavior that must be possessed, internalized, mastered, and actualized by teachers. One of those competences is pedagogic competence which focuses on the knowledge and the ability of the teacher to construct or assemble teaching resources. In relation to pedagogic competence, professional teachers should creatively adapt textbook material and other audio, visual, or mechanical aids as teaching material. Authentic texts are one of those materials that can be used by teachers to create variety. By using authentic texts teachers are enforced to create innovative teaching methods which also part of pedagogical skill. In other words, the use of authentic texts will also influence another ability of the teachers especially in pedagogical competence.

Keywords: *Pedagogic competence, authentic text, innovative teaching.*

Introduction

Approaches to language teaching has brought with its needs to develop the skill of students for the real world. Teachers, therefore, must facilitate real-world situations in classroom. One way of doing so is by giving students authentic materials in teaching and learning process. Authentic materials are the original texts that are not produced for pedagogical purposes (Carter, 2001). Examples of such materials are magazines, newspapers, TV programs, radio talks, menus, brochures, comics, novels, short stories, weather forecasts, and recipes (Hedge, 2000).

Dealing with the existence of authentic materials in foreign language classroom, there are many differences in opinion that have occurred. There are some scholars believe that authentic materials help to bridge the gap between classroom knowledge and the needs of real-world situation. Kilickaya (2004), for example, claims that authentic materials can fill the gap in term of cultural understanding in foreign language classroom. Some researchers also have repeatedly concluded that authentic materials in foreign language classroom are effective resources to support the progress of the students. In contrast, many scholars and students claim that authentic materials are too severe and diffi-

cult.

Despite the opinions emerged about the presence of authentic texts, there is also a critique from (Collins, 2006) that claims that most English textbooks in Indonesia use unnatural examples or current English usage. Thus, the textbooks we usually use still do not bring the students into real life context in classroom. Teachers, therefore, have to be accustomed with authentic texts instead of using textbooks only.

This paper, in particular, introduces the association and between the use of authentic teachers. texts and the pedagogic competence of

The definition of authentic texts

The term authentic material has been defined by some researchers throughout the literature. The terms **authenticity** and **authenticity** are often used to describe language samples both oral and written that reflect the naturalness of form and appropriateness of cultural and situational context (Rogers & Medley Jr., 1988). The term authentic materials may refer different things for different people. For some people, materials created by native speakers and for native speakers are considered authentic. Nevertheless, the traditional definition commonly used by the researchers to define

such materials was "those [materials] which have been produced for purposes other than to teach language" (Nunan, 1988, p. 468). Bacon and Finnemann(1990) similarly describe authentic materials as texts produced by native speakers for non-pedagogical purposes. There is also a common point of these definitions which is 'exposure to real language and its use in its own community (Kilickaya, 2004). In addition, Guariento and Morley (2001, p. 347) define authentic materials as "an authentic text...created to fulfill some social purpose in the language community in which it was produced".

Another definition of authentic materials has emphasized the preeminence of communicative competence. For instance, Lee (1995) claims that a text is considered as authentic if it is not created for teaching and learning purposes, but for a real life communicative purpose. Authentic materials are created to convey a real message. Thus, they should neither be adapted nor simplified. Filice and Sturino equally (2002) state that authentic materials are genuine materials. They are unmodified and have a communicative purpose rather than just bring students to certain pattern of grammar or vocabulary.

In contrast to the definition above, Campos (1992) defines authentic materials by classifying them into three different types. The first type is the authentic texts which are created by native speakers in authentic context where the language is used to accomplish communicative purposes in their own culture. These texts are not simplified or modified in any way. The second type is adapted or simplified texts which is modified version of authentic texts. These texts are considered as modified because the language has been adapted to make it more easily understood by non native speakers. The third type which is called as creative texts is based on contents sequence. They have been previously ordered to a particular syllabus and purposes. However, some researchers believe that the last two types are not considered as authentic texts since they do not meet communicative needs of native speakers in real life context.

To conclude, authentic materials can be defined as the materials that are produced by native speakers for non pedagogical purposes but they can also be used in

teaching and learning process. Authentic materials are not either simplified or modified in term of the ease of EFL students.

The Definition of Teachers' Pedagogic Competence

According to Undang-Undang Guru dan-Dosen (UUGD) No. 14 tahun 2005 teachers are educators who have main duties to educate, teach, supervise, train, asses, and evaluate students. Teachers, therefore, ought to possess standard academic qualifications and a set of competence to achieve such objectives. The competences of teachers comprise pedagogic competence, interpersonal competence, social competence, and professional competence.

Personal competence deals with the way teachers behave. It is focused on good commitment, discipline, trustworthiness, accountability towards their duties, and so on. Social competence refers to the social, emotional, and cognitive skills and behaviors that teachers need for social matters. It is a term to describe the teachers' knowledge of how to interact with their colleagues, students, and other people. Beside the two types of competences above, teachers are demanded to have high professional competence and pedagogical competence. The first competence relates to possessing high knowledge of the fields of their study backgrounds. For example, English teachers have to be good at their macro English language skills (listening, speaking, reading and writing) and micro English language skills (vocabulary, structure/grammar, pronunciation, spelling, orthography, and so on). The second competence is concerned with having skills of teaching strategies which include (1) planning syllabus, lesson plan, materials, media, assessment, etc., (2) managing teaching and learning process, (3) conducting assessment of the process of teaching and learning.

Based on Syahrudin et. al(2013), Pedagogic competence refers to performance, knowledge and skill in teaching and learning. It includes teachers' ability to manage the teaching and learning process from the preparation to the assessment stages. Accordingly, Indonesian government policy and regulation defined teachers' pedagogic competence as the understanding of basic education, students, curriculum development, lesson plans, teaching and learning process, learning assessment, and students potential developments.

Furthermore, generally speaking, pedagogical competences have been regarded either as potential behaviors/capacities allowing for efficient manifestation of an activity, or as a minimum professional standard, often specified by law, which professionals should reach. Sreedhar Madhavaram(2010) define pedagogic competence as "the ability of an individual to use a coordinated, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/or effectiveness in pedagogy." (p. 5). In other words, pedagogic competence is a competence that focuses on the knowledge and the ability of the teacher to construct or assemble teaching resources.

Brown (2001) as cited in Nurhayati et. al (2008) mentions some characteristics of a good teacher in term of pedagogic competence. They are:

1. Has a well-thought-out, informed approach to language teaching
2. Understands and uses a wide variety of techniques
3. Efficiently designs and executes lesson plans
4. Monitor lessons as they unfold and makes effective mid-lesson alterations
5. Effectively perceives students' linguistic needs
6. Gives optimal feedback to students
7. Stimulates interaction, cooperation, and teamwork in the classroom
8. Uses appropriate principles of classroom management
9. Uses effective, clear presentation skills
10. Creatively adapts textbook material and other audio, visual, and mechanical aids
11. Innovatively creates brand-new materials when needed
12. Uses interactive, intrinsically motivating techniques to create effective tests and lessons.

Research on pedagogic competence can be complicated as components or elements included in the concept of pedagogic are numerous. However, the purpose of this study, the so-called pedagogic competence only involves (1) creatively adapts textbook material and other audio, visual, and mechanical aids; and (2) Innovatively creates brand-new materials

when needed.

Authentic Texts and Teacher's Pedagogic Competence

Glatthorn(1995) states that, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn, 1995, p. 41). These professional developments could be either formal experiences (as attending workshops or professional meetings, mentoring, etc.) or informal experiences; such as reading-professional publications, watching television documentaries related to any academic disciplines, etc. (Ganser, 2000). Moreover, Margana (2011) similarly states that to improve the pedagogical competence can be done through many ways such as in-service training of how to teach English, team teaching, workshop, peer teaching or micro-teaching, lesson study, and others.

In relation to authentic texts, several studies show that they can enhance teachers' competencies especially in term of pedagogic competence. For instance, a research conducted by Erbaggio(2010) indicates that the use of authentic materials results a positive attitude towards both students and teachers. For the students, authentic texts are regarded as motivators and as a means to overcome the cultural barrier to language learning. For the teachers, where language is not a barrier to learning, using authentic materials allows them to connect with the target culture in a more personal way than if the culture is presented uniquely through someone else's narrative. In other words, when both students and teachers interact directly with authentic materials, the 'middleman' (the textbook writer) is removed from the equation and they can engage with the culture on their own terms. While textbooks, tapes and other various types of teaching materials specifically designed for foreigners are always at hand, the main problem which has been raised in regard to this type of materials is that they have limitations, in the sense that either the language used there is somehow artificial, or that they offer 'solutions' for only a limited number of situations. This is why teachers must continuously search for other types of materials that could compensate for the limitations of the teaching resources designed for non-native speakers. Furthermore, as men-

tioned above that pedagogic competence in this study is only focused on how teachers creatively adapts textbook material and other audio, visual, and mechanical aids; and also innovatively creates brand-new materials when needed, it seems that by continuously using authentic texts teacher will have slightly sense in choosing appropriate materials, not only using textbook which sometimes are not appropriate with students needs. In this case, it is obviously that authentic texts can enhance teachers' pedagogic competence.

Conclusion

In reference to the above findings, the utilization of authentic texts is believed can improve the pedagogic competence of teachers as reflected in several studies. Therefore, authentic texts should be widely promoted to all teachers including English teachers of any levels as it confers many benefits which is to enhance pedagogic competence which include knowledge of creatively adapting textbook material and other audio, visual, and mechanical aids and knowledge of creating brand-new materials. To sum up, the use of authentic texts bring positive impact in developing ability of the teachers especially in pedagogical competence.

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