



## THE USE OF AUTHENTIC MATERIAL IN TEACHING READING DESCRIPTIVE TEXT: REVIEW OF LITERATURE

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### Abstract

Process of learning needs development time by time. Following situation of teaching, it is important for educator to find materials which is understandable and enjoyable. One of materials that effective to be used is authentic material. The authentic materials are not designed for language learning, it is able to use as a tool to teach students and give them real experience in the classroom. Moreover, this paper aims to review research about authentic materials that is used in teaching and learning reading, especially (descriptive text). In order to get the goal, this paper reviews some researches from experts relating to the use of authentic materials in learning to read descriptive text. The author used around 40 articles which discussed about teaching English skills especially reading, authentic material and descriptive text. The author collected the data by surfing the international and national journal to be reviewed. The result shows that most of the studies recommend the educators use authentic materials to be applied in the classroom.

**Keywords:** Teaching, Authentic materials, Reading, and Descriptive text.

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### INTRODUCTION

According to the PISA survey on 2018, Indonesia has lower chart than Australia, France, or even China in reading performance. It had increased but more over 2 years Indonesia got decreasing. It is on the 20<sup>th</sup> position of all countries through PISA. Upgrading the quality of teaching is a must to improve students' ability not only for school but also for students in outside world after they graduate. One of the solutions is to evaluate the teacher through the media that they use and the method also the strategy. Engaging to the student's ability, teacher should have a media or strategy to be upgraded. In this era, English is kind of challenge for every student to be mastered. The solution can be from many aspects, start from doing some habits in reading since young age, or from the school that encourages students to do reading activities every week so they have time to read from any sources to master reading skill. Of course, school must have something to attract their students doing reading every week as habit instead of assume it as an order. It will be better to have a persuasive method for students to do it as heartfelt as proven in several studies which has conducted by the researcher. Authentic materials are suggested to apply in the classroom since it found the motivation result in their reading ability (Hatimah, Rofiq, & T, 2013).

Other study confirmed that authentic materials has great impact in students reading by presenting new words and expression (Bacon & Finneman, 1990; Berardo, 2006). Supported by Harmer (1991) showed that reading and writing skill are able to develop only by authentic materials.

In the other words, authentic materials can be defined as a materials or tools which can attract student to have creative minds and interest to understand the topic. When authentic material is applied in learning process, it is as an alternative material for teaching. Moreover, it can increase student's motivation like what Oguz & Bahar (2008) said in their research that authentic materials are the suitable materials for students to develop their interest and create learning process as a real life for the teacher. Furthermore, it is not only for English subject, teacher from any field able to have more creativity through authentic materials.

Authentic materials also contain various types of texts which can be used in class. Even authentic materials are not designed for teaching purpose but it can fulfil what student's need. For teaching, it can be an alternative material which can create the learning process be more creative and provide information about what happening in the world. Not only that, it should relate to the topic which is taught in the classroom. Correlating to the authentic materials that applied to teach descriptive text, educator should be able to search the materials creatively and interesting because learners often find same texts which cause them bored and less interest. Errors while providing materials are often made by teachers. Sometimes, material isn't in accordance to the topic yet authentic material is also claimed as a better alternative. Although, the teacher should prepare the materials, filter it which one is the suitable for the student's ability and related to the topic will be discussed in the class, and deliver it but it gains student's motivation as the result (Kramsch, 1993). Despite, it is worth to try by teachers.

These days, several researches show using authentic materials give the positive impact in learning process. In Berardo (2006), the research found that students chose the authentic materials rather than textbook. Based on the Pisa above, the lack of the knowledge in Indonesia got increasing. It must be changed. Authentic materials can be one of the solutions to improve student's reading skill. Related to the Anggaira & Aryani (2016) in their research, authentic materials are able to influence students reading performance and motivation. It is clearly inspired the researcher to analyze the the use of authentic materials in teaching reading specially in descriptive text. That is the reason of researcher to review several 40 journals related to authentic materials, teaching reading and descriptive text in order to gain information and conduct the idea to be implemented by educators in teaching reading descriptive text using authentic materials. Through this paper, researcher hopes that it is able to be a motivator or inspiration to adapt and increase the quality in teaching reading on descriptive text.

## **METHOD**

This research method is literature review. There are several steps doing this method they are as follow:

1. Search strategy: The researcher uses these terms such as "authentic materials", "authentic materials in teaching reading" and all of the articles start from 2002 to 2020.
2. Selection Criteria: After doing the search strategy, the search focused on authentic materials which is implemented in English Language teaching and learning. It can be narrowed to the subject such as EFL, High school student, ESP and Secondary.
3. Quality Assessment: The articles or the study must be from reputable journal. The Journal must have Volume, Number and Issue also Doi. Abstract of the studies must be selected

to ensure the topic relation to the research. After the assessment, the researcher found 40 Articles to be discussed in this paper.

4. Data extraction: 40 articles that had been selected by the researcher must be divided into several characteristics. It must be from reputable journal, must be about English language learning and written in English.

## **There are 5 Themes that Reviewed from 40 Selected Articles**

### **1. Authentic Materials in English Language Teaching**

The teacher should combine the outdoor activity so the learner found out the topic and attract their interest (Primadona & Prastiyowati, 2018). Teaching English must need an improvement. One of the ways is using of proper tool or materials such as authentic materials. Creating innovative situation in teaching and learning is what the teacher must do. Several researches through teaching using authentic materials from many skills have been reviewed.

Experiment that Beresova (2015) done through *enhancing language acquisition and cultural awareness* indicates that authentic materials influence the reader in modified text which has a college students as the subject. Even they admit that using authentic materials are they favorite. Authentic materials are great for university students. They will be aware of the issue. It is one of solution to develop their critical thinking. The similarity is both, Beresova and researcher uses authentic materials as the tools to teach english language. But it has different thing by collecting the data. Beresova uses Experiment for college student while researcher uses literary review as the method. Based on Beresova finding, it has gap and less understandable about the explanation for the students. So the researcher can interpret that it must be guided by the teacher even for University students. Educator also able to gain the student's critical thinking through authentic materials. Supported by Richards (2001) who stated that english communication must take place and stimulate in real worlds. It is true to find something related to the recent news and recent happening in the world. Because natural even will attract more for students. Talking their favorite topic and implement it to the learning goals is the perfect way to deliver the lesson. Correlating to the authentic materials Harmer (1991) stated that authentic material is an original text which natural condition is brought up for the students. In other words, we bring their world into the class, it is also suitable to cultural context and fit in the real life ( Roger & Medley, 1998). Furthermore, authentic material can be applied in many english skill to be taught such as listening, writing, and reading.

Starting to the effectiveness the use of authentic materials in listening. Remembering that Authentic Material basically focused on the natural situation, cultural context being as the communicative approach (Mallapiang, 2014). The studies aim to give more vocabulary to secondary student through authentic, in hope that they able to speak more using English. According to Mallapiang (2014), using Authentic Materials is highly recommended for teacher during learning process. The study also gave suggestion about writing as an output. The researcher analysed that listening is better to be taught using authentic materials. It should come from natural sources like song, or conversation in the movie, short movie with the subtitle. Those kind of techniques will be more accepted. The video, the movie or the sound should be based on topic which can attract them and happening right now. They will get more vocabularies when they get more. The similarity of the studies between Mallapiang (2014) and Ghaderpanahi (2012) is Authentic has succeed implemented in listening skill. Both research has proved it through experimental using pre test and post test but the subject

that Ghaderpanahi (2012) is thirty female undergraduate of psychology major who study English as a foreign language or EFL.

While Mallapiang (2014) implemented it on the second year of Secondary student, Ghaderpanahi (2012) chose EFL students as participant. Ghaderpanahi (2012) uses interviews and questionnaire to strengthen the experiment and the result of the research. Based on the subject, it must have different treatment to implement authentic materials also the different measurement to make sure they got the input. In Ghaderpanahi, the students must demonstrate some output to make sure they've understood. Both studies are important for learners because listening can be the input for students. Moreover,

Not only for Listening Skills, but also proved in grammar. Teachers expected to understand how to fit in the materials through what students need, interest, language levels and the objective itself (Mestari, 2012). This research which had done uses qualitative research. In the research of Mestari (2012) teacher indicated uses various types of teaching grammar so the student able to express and expose the real use of language based on real life. The researcher suggested that the teacher who should use Authentic materials should be more creative designing classroom activities that fit in the student's level, student's need and the objective of the lesson. The students will be more interested to learn if they knew what will they learn, familiar topic or enjoyable situation. The teacher can provide it through authentic materials. Even it isn't provided in the text book, the teacher should look for it in the internet. Especially for grammar, they have to know the reason why they must learn grammar in language learning by showing them the real conversation and explain it. Through the daily that they watch or the daily language that they use based in real life, it will be better study for students.

Another skill that can be taught using Authentic materials are writing, Natural, in context, and native speaker are the keyword interpretation of authentic materials (Setyowati & Sukmawan, 2019). According to research that had been done by Sundana (2017) and Setyowati & Sukmawan (2019) both the research has same purpose which is for improving student's writing skill. Sundana (2017) found out that authentic materials improving students' skill significantly while Setyowati & Sukmawan (2019) get the result that using authentic materials for foreign language learners is indeed motivated. Even though both of the research has differences in collecting the data but most of the result indicates that authentic materials brings out positiveness in teaching writing. Many researches in teaching writing found that there are several materials can be effectively taught using authentic materials such as descriptive text, procedure text and essay writing like short story (Setyowati & Sukmawan, 2019). It able to increase how to organize sentences or paragraph, and using appropriate topic (Sundana, 2017). As what Watthanaboon (2017) said helping student to perceive actual information and increasing knowledge can be done by Authentic Materials. It is kind of challenge for the teacher to use authentic materials because they have to find, select, prepare and designing activities that suitable with the teaching goals. Teaching writing using authentic materials can be correlated also improving student's reading skill. According to experiment that had been done by Najmi & Abdurrahman (2014) that there is correlation between critically reading through student's writing skill. In other word, if the student's reading skill is good then it can influence their writing.

From the several researches above, we can say that using authentic materials can be implemented to improve several skills such as listening, writing, and reading. Although it able to improve teaching language skill, it must be implemented based on what student's need, level and learning purpose. It may be a challenge for educators to find materials which

is related to the topic that will be taught yet looking at the finding several articles above have the same result that it can influence the student's language and motivation in Listening, writing or even grammar. So, Authentic Material can be tools to present and to deliver the topic with goals that the student will understand and enjoy to learn. Furthermore, in this paper, the researcher needs to analyze whether reading skill which can be taught using materials authentic or not.

## **2. The Effect of Authentic Material in Teaching Reading**

In this article the teacher does not understand what authentic material is, but after being explained by researchers the teachers realize that all this time what they have used in learning is authentic material. Teachers who use authentic materials have the reason that the teacher wants to provide a different atmosphere in the classroom, a pleasant atmosphere in the classroom can improve students' understanding of the material being studied, and also avoid boredom students when learning in class. The teacher also explains that using authentic material can motivate students to understand the topic being studied, because authentic material used is directly related to student experiences or student activities. The teacher considers that the use of authentic material is very effective and in practice in the classroom, students get good results because students' understanding of the material increases. As what Gillet (1982) said that the rest will be following if the learner can catch up the meaning of the text which being read.

Furthermore, according to Bahar (2008) the teacher acts as a guide for students in interacting with the learning environment, so the teacher still utilizes the use of authentic materials in learning so that the teacher can evaluate which material is suitable and suitable for student learning. There are four categories of authentic material that can be used by teachers and adjusted to the needs of students, namely Authentic Listening-Viewing Materials, Authentic Visual Materials, Authentic Printed Materials, and Real Object Used. While Benavent (2011) analyzed the use of authentic materials in the ESP class. The use of authentic material on ESP participants who uses realistic contexts that suits the needs of ESP students. In this case authentic material still needs to be continuously updated to meet the needs of students especially ESP students.

Move to the experiment on Watthanaboon (2017) and Khoshbakht & Gorjian (2017), both research has the same result that authentic materials improving and satisfying the student's reading. It can be said that the participant who got authentic materials group has developed. The same result also found out by Apsari (2014) experiment, the researcher recommended teacher using authentic materials. Different method by Kabilan, Seng, & Kee (2010) Albiladi (2019) and Shokrpour & Jafari (2012), three of the researchers uses qualitative as their method which means they used observation and interview also some questionnaire to collect the data. But all of those research has the same result, authentic materials able to motivate and improving student's reading skill (Albiladi, 2019). Not only that, implementing authentic materials give the reader chance to get information and what happening in the real world around them (Berardo, 2006). In Berardo (2006) also explain that student highly motivated and they also agree that more up to date than text book and more interesting.

Another three studies explain that the use of authentic material has a positive impact with varying degrees of success. The first review conducted by Berardo (2006) reading are activities that have a specific purpose, reading will have different meanings according to people's perceptions and the purpose of reading itself. The use of authentic material in the teaching reading of descriptive text in class provides benefits that students get the language

used in real contexts, another benefit of using authentic material is encouraging student motivation in learning English and also encouraging students to read and understand the text in detail. Authentic material that is easily accessed by teachers is sourced from the internet, some teachers adopt material from the internet that is varied and easily found. Rao (2019) explained some media in authentic materials that can be options for teacher. The paper show the effectiveness of teaching using authentic materials media such as short story, radio, book, TV and many more.

A similar study was carried out by Baniabdelrahman (2006) which aims to analyse the impact of using authentic and non-authentic. In the activities of reading descriptive text some teachers have difficulty in finding learning material that is suitable for the topic to be taught to students, research conducted by Apsari (2014) aims to find out whether the use of authentic materials can improve students' reading comprehension. All three of these studies have a similarity that aims to determine the impact of using authentic material in teaching reading descriptive text.

Related to this paper, reviewing some result of experiments, observation and interviewing above, can be said that using authentic materials highly suggested specially in reading descriptive text. It can be said that teacher can help the learner understand the meaning of the text that being read. The purpose of some of these articles is to measure and prove the effectiveness teaching using authentic learning methods.

### **3. The Effect of Authentic Material for Student's Learning Process**

In reading, school often use a textbook as a material to teach and for student to learn. Classically, textbook is used everyday for student but mostly, the student get bored if they have to open page by page with no something new. Follow up on it, authentic material can be something new for student to learn because it doesn't only provide text fiction but also a news which is booming and happening. When they interest to the materials, the learning process will be enjoyable. In othe words, authentic materials also able being the solution improving and influence the student's motivation based on several researches which investigate the effectiveness of authentic materials for student's reading skill. Bacuse authentic materials has been proven used for natural condition, it can motivate students ( Nuttal, 1996). So improving student's reading motivation can be overcome by using authentic materials.

Discussing the effect, there are some researches which has proved increasing student's motivation by implementing authentic materials in classroom. Authentic materials are more motivating for students, even lower level student than artificial materials (Rao, 2019). Related to what Briton ( 1991) said that the teacher should use all the variable teaching such as newspaper, book, radio, story book, songs, label, TV and etch to fulfil what student's need and build the connection between the classroom and outside world. Some experiment from Zohoorian (2015), Assidiq (2019) and Anggaira & Aryanti (2016) proves that Authentic materials was effective to be implemented to attract their interest. Although the researches has different subject, it proves that authentic materials can be implemented in every level depend on how to implement it. 100 % student's agree that authentic materials are better than using books (Anggaira & Aryanti , 2016). Observation and questionnaire that Anggaira & Aryanti ( 2016) done shows that most student's has positive attitude and interest in reading using authentic materials. Different with Assidiq (2019), the researcher use EFL student's as participants and use MRQ ( motivation for reading questionnaire ) to prove how authentic materials can influence student's motivation in reading. Related to Zohoorian (2015), the researcher has the same participan in higher level. Based on the questionnaire,

student got the positive experience. Both Assidiq (2019) and Anggraini & Aryanti (2016) has found the same purpose to improve and measure the motivation in reading comprehension aspect.

Not only Assidiq (2019) and Anggraini & Aryanti (2016), but Hatimah, Rofiq, & T (2013) also has the experiment on student's reading comprehension achievement on higher level. The student's in experiment class has been showed the motivation, interest and got better result in reading comprehension. Authentic materials is the sample of real target. Even the authentic materials are harder than non-authentic materials or text book but it can develop the student's interest, motivation and culturally enlightening (Lee, 1995). Furthermore, authentic material able to make learning process be more enjoyable and understandable (Kramersch, 1993). The result of Baniabdelrahman's (2006) experiment indicate that the experiment group has higher score than control group which means authentic materials effective implemented on EFL student. Move to qualitative research.

There was evidence that the materials which is impelemented in the classroom can help student to gain the learning target because they got real life information (Losada, Insuasty, & Osorio, 2017). It proves classroom enviroment able to motivate student and due to the teacher able to enrinch their teaching practicing, yet authentic materials could be greatly effective depend on the relationship between the topic and school's educational dealing with teacher's experience. Concluding some researches above, Authentic materials provide the opportunity for the teacher or educator to have some strategies to teach and also the learners has the better way to learn english in the classroom. Both experiment or observation researches has the same result in student motivation through authentic materials in teaching reading. It connected to this paper which has to applied authentic materials in teaching reading.

Berardo's (2006) used an observation method conducted for 6 weeks, the study proved that the use of authentic materials motivated students to understand text in more detail, students showed improvement in language use, students get the motivation to learn reading text more deeply. Baniabdelrahman (2006) used a quasi-experimental using one control group and one experimental group, a control class of 37 students and an experimental class of 35 students. According to the data, the average score of the experimental class (62.57) is higher than the average score of the control group (58.51). Although the experimental class scores did not differ greatly, it showed that there were differences between the average scores of the control group and the experimental group. After twelve weeks the application of authentic material in the experimental class becomes a positive effect so that it can improve students' understanding of learning English using authentic material. Next result is done by Apsari (2014) who used experimental method and applied 25 students from the two groups observed. Pre-test and post-test are used as research data, the results of the study that use of authentic materials in teaching reading does not significantly improve students' reading comprehension. However, research reveals that authentic material can be used as supplementary material in class that must be used and corresponding with the abilities and topics of students in learning English in class.

To sum up, the reading skill can be mastered using authentic materials based on several studies above. Most of research found that the experiments are succeed implemented to the students in any level. But it needs to underline that increasing student's motivation to read the text should be done by creating the proper topic as what the student needs.

#### **4. The Advantages of Teaching Using Authentic Materials**

In the twenty-first century there were major changes felt by the community, especially in the development of technology in the world of education. The development of technology has a huge effect on the world of education, one of which is in the field of English. In the article written by Rao (2019) and Berardo (2006) the concept of learning English in this era depends more on technology that has a positive impact on teaching and learning in the classroom. Technology is used by teachers as a facility that can be used to satisfy the needs and interests of students in learning activities, the learning process that is often used is internet access, from the internet teachers get a lot of authentic material that can be taught to students according to the topic being studied with the aim to improve students' standards and develop language skills through information provided by teachers through authentic materials, authentic materials provide connections between teachers, students, and knowledge of the outside world. Authentic materials that can be used by teachers such as newspapers, magazines, story books, films, radio, etc. Authentic material also provides an opportunity for teachers to adopt a variety of learning materials and strategies to teach students using the latest information, authentic material has the benefit of being more economical and easier to access.

Research by Rao (2019) and Berardo (2006) has several similarities, namely explaining the advantages and disadvantages of using authentic material in teaching reading. Berardo (2006) the advantage of using authentic material is to present the language in a real way, the information obtained by students is wider, from authentic material students can find out information that is happening in the world. Authentic material is claimed to be the ideal material for teaching and training students in skimming skills, authentic material also contains various types of texts, using language styles not found in conventional learning materials. Authentic material can also encourage students' interests because they contain interesting topics. Supported by Beresova (2015) in the other words, undoubtedly, the materials will be meaningful learning for the students. However, some disadvantages in the use of authentic material are also explained, namely in the cultural context, authentic material covers a very broad culture, while not all students can understand each culture used in the area, if authentic material is given not in accordance with the topic will give difficulties to students because it is difficult to understand, another loss that is authentic material must be relevant and can be news because of errors in the selection of material.

Whereas in Rao's research (2019) several advantages in the use of authentic material are that the teacher can choose the material to be given to students and adjusted to the needs and interests of students. Just like Berardo's research (2006) students are expected to get information from real life, authentic material is also very economical, easily accessible, and available everywhere. Authentic material is claimed to be able to develop language skills, the ability to learn in understanding texts and enhance students' critical thinking so that creativity between students and teachers is formed. The use of authentic material also provides information to students about conditions and situations in the world, authentic material can be used by teachers for the same material in different classes, authentic material makes the learning process more interesting, with authentic material can build relationships between the outside world and classrooms. Authentic material is usually equipped with sound and images that make students more interested in learning, and motivate students to be active in the classroom by doing the assigned tasks. The disadvantage in using authentic material is also explained that the material presented may not be relevant, similar to Berardo's research (2006) the disadvantage of using authentic material is that students must be able to understand many cultures because authentic material includes a lot of information



from all over the world with different cultures- difference, for that teachers are expected to be more careful in choosing authentic material that is suitable to the level and needs of students. It is truly the challenge for the teacher to applied the authentic materials and adjust it to the student's grade and topic. Moreover, despite all the challenge that the educator face, student has the possibility to feel the real outside world in the classroom and be part of culture of language that they learned (Piri & Gjinali, 2014).

### **5. Teachers and Students Perception in Using Authentic Materials**

Strengthening the experiment of authentic materials in teaching, it needs the perspective from several sources. According to Firmansyah (2015) based on investigation and survey to the student, the thing that determine the student's attitude doesn't depend on the authentic or non-authentic materials but how it delivered to the students. In addition, the familiarity of the topic and level of difficulty can be cosideration for student's perception towards using authentic materials. it corelated to the Oguz & Bahar (2008) statement that material which suitable for student and able to attract them must be from many resources. The more they being motivated, the more they'll get higher score. In here, Oguz & Bahar ( 2008) also explained that using authentic materials is a chance for student to comprehend the learned foreign language better and use it in the real life. Supporting the statement, Allehyani, Burnapp, & Wilson (2017) has found the result that using authentic materials refelct how english is used in real life in societies UK and USA. Not only that, the survey, based on teacher perception, reflected that participant has positive view using authentic materials. While according to educational supervisor agreeing that participant prefered used printed paper rather than text book (Allehyani, Burnapp, & Wilson, 2017). Moreover, teacher participant by providing authentic materials which related use in the daily life language would expose student's language in everyday use (Belaid & Murray , 2015).

Despite all the resarcher, Mudra (2014) there are some disadvantageous using authentic material such as the materials are specific and have the higher difficulties for EFL student. The solution must be agreed by the student and teacher that authentic material will be implemented based on the learning goals and based on student experience learning or familiarity topic. Not only that, based on the role of utilizing authentic materials, teacher should provide various kind of authentic materials so all the student in any level able following the learning process and understandable. It also supported on the Firmansyah (2015) review for the future teacher in higher level, it is hoped that able to implement the authentic material in accordance with the student's needs.

Reviewing what the learner's perception can be conclude that authentic material able to improve student's score in learning process but it need suitable through what student's need and it is hoped that the educator provide based on familiarity topic various startegy how to deliver it so the student can catch up the learning goals and being motivated. In accordance on teacher's perception authentic materials should be organized and set up before it is used in classroom. The researcher can criticize, based on teacher perception, it's better to use authentic material because of student's interest. Meanwhile based on the student's perception whether it authentic material or not, if they don't interest of it then it's all just the same. So, although the teacher uses authentic material to deliver the lesson, it should be fit in the real life. Overall, the authentic materials is the best way to use in teaching as long as the educator know what the learner's need and fit the authentic material in the student's level.

## CONCLUSION

Improving student's English skill is one of the duties for educator to the learner. In learning process, creativity and enjoyable learning necessary needs. To satisfy what the student's hope and need, the teacher should provide fun learning and good atmosphere especially for reading. Many cases in the schools, not only in Indonesia, said that reading is one of skill that has the lowest interest than any skills. It prove on PISA survey in the background of study. That is one of the challenges for the teacher to motivate the student and fulfil the learning goals. In spite, authentic materials is media that can be an option for educator in English Language teaching. Through several studies can be concluded hat authentic materials can be applied in English language teaching. Looking at the result, it gives the good impact in student's English skill.

According to teaching reading, authentic materials are recommended as a tool in learning process. Some studies proved that using authentic materials are good choice. The effect shows that teacher able to create the enjoyable learning by providing real world in class through authentic material while it's effective to increase student motivation and comprehend. Authentic material has positive effect for both, students and teachers in English learning process it supports this paper which analyse the effectiveness using authentic materials in teaching reading. Moreover, the author choose descriptive text because it has mentioned in the experiment of Setyowati & Sukmawan ( 2019) that descriptive text is one of topic which is suitable to teach using authentic materials so combining authentic materials for teaching reading descriptive text should be the best way in learning process in the classroom.

Even authentic materials have some disadvantages such as cross culture which is hard to understandable, and text which is not relevant with the topic. After all, it is better to use in learning process because there are more advantages such as the teacher can search the material easier but important to note that the teacher should find relevant topic based on what student's need, learning goals and purpose. Besides, authentic materials isn't only about text, it also contains pictures, flashcards, movie, audio and many more which are related to what happening in the world. The happening itself which attract student's attention and gain the good result in the end. Based on the both perception, students and teachers, when using authentic material, these tools are kind of new fresh material to share in classroom where the student able to improve their interest in reading descriptive text and the results shows that students from any level has improved their motivation and understanding in reading.

To sum up, this paper has reviewed at least 40 articles from 2006 to the 2019. The results show that implementing the authentic materials for teaching reading in descriptive text may be the best option. It can be helpful for the teacher and also for the future researcher who might analyse the same topic and hopefully this paper is useful for the readers.

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