

STUDENTS' ATTITUDES TOWARD THE USE OF PODCAST AS DIGITAL MATERIAL IN EFL CLASSROOM

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Submit, 18-08-2021

Accepted, 30-04-2023

Publish, 01-05-2023

ABSTRACT

Some previous studies mentioned that students showed a negative attitude toward EFL learning because they felt bored with printed materials like textbooks. Hence, this study was conducted to implement digital material in EFL classrooms and observe students' attitudes and difficulties in experiencing digital material. Moreover, 30 students from eleven grades used podcasts as digital material to learn exposition paragraphs. This study used questionnaires and interviews as the data collection to describe students' cognitive, affective, and behavioral attitudes as well as the difficulties in using the digital material. This study revealed that students showed a positive cognitive attitude in understanding and comprehending digital material. While the use of podcasts could assist them in producing the exposition text, it also triggers their critical thinking. Besides, students also felt interested and happy because they could choose their podcast as the learning material, and it reflected a positive affective attitude. The students' activeness in classroom interaction was improved after using the digital material, and it showed their positive behavioral attitude. Furthermore, students also faced some difficulties, such as acquired the limitation of an internet connection to access the podcast and being confused about choosing a reliable podcast. In addition, this study showed that podcasts reflect the function of supplementary and complementary digital learning material in EFL classrooms. Finally, this study followed by suggestions for the English teacher to improve the teaching and learning process using digital material.

Keywords: Attitudes, Digital Material, Exposition text, Podcast

INTRODUCTION

Some people relay the term 'language-learning materials' with course books as the primary source for the teaching and learning process. The concept of course books as learning material referred to not only textbooks and workbooks but also recordings and other material offered in a package from a publisher (Woodward, 2001). Nevertheless, many teachers experienced that their students showed negative attitudes when only using printed material such as textbooks. As a result, it bored students, and they could not be actively involved in the interaction (Firmansyah, 2015). Students felt bored because they only learned the vocabulary from the

textbook without knowing the relation to the context and did not stimulate their critical thinking (Kruk & Zawodniak, 2018; Sujono, 2017). Students lose their motivation because the learning is not meaningful, influencing their negative attitudes in the classroom. Attitude is a pattern of an individual's behavior or perception in doing something toward people, objects, or ideas (Ajzen, 2005). The measurement of attitudes could be recognized by describing individual cognitive, affective, and behavioral attitudes. Besides, students' attitudes toward the language learning process could affect students' passion and participation in the classroom (Richards, 2001). It meant that students' attitudes in class influenced their purpose and goal in learning a language.

In addition, Tomlinson (2011) mentioned that the term learning material referred to anything that teachers or learners use to assist in learning a language. Materials are not only printed course books but also in the form of videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks, or photocopied exercises (Tomlinson, 2011). In other words, the teacher is suggested to develop many sources as learning material to increase the student's knowledge or experience and give a positive attitude to students in learning a language. The teacher is required to be productive, creative, and innovative in facilitating the material in the learning process. Nowadays, teachers must improve their learning resources and elaborate on various technologies. Teachers should adjust their teaching material with the current development, which technology develops rapidly. Technology can spread information and knowledge from and all over the world through the boundaries of distance, place, space, and time. In order to reach effectiveness and efficiency, it has endeavored to make the learning experience more updated with technology and ensure that the learning process can run effectively.

Tomlinson (2011) explored that digital technology is suitable as language learning material because it can develop students' communicative competence in the language classroom. Digital technology was introduced in classroom practice, gaining much attention and ever-growing confidence and effectiveness in learning (Van Acker et al., 2013). Thus, teachers need to be creative in the use of digital material. Even though the benefits of digital technology use in the education context have been recognized, previous studies showed evidence that teachers do not seem to integrate technology and take part in classroom teaching and learning activities (Cuban, 2001; Davies & Pittard, 2008; Varank & Tozoğlu, 2006; Yang & Huang, 2008). Some of the previous studies from Indonesia also showed that the EFL teachers were not keeping up to date with the latest technology in digital learning material (Habibi, 2016; Khasanah & Widyantoro, 2013).

As a result, students only develop their competence beyond the limitation of a text without experience with technology. Thus, it affects their negative attitudes

in classroom interaction. In order to reach effectiveness as well as students' positive attitude in the process of teaching and learning, teachers should develop suitable learning material and adjust to the current development; hence, the learning objectives for students are maximized. Therefore, teachers need to implement digital technology as the learning material because it could affect students' involvement and motivation in the classroom (Cox, 2000; Wellington, 2003). Since technology becomes a large part of student's lives outside of the classroom, integrating it into the education context makes sense.

Moreover, digital technology can be used to create meaningful learning experiences. Digital technologies are electronic tools, systems, and devices. At the same time, digital learning is any type that uses technology as the source (Tomlinson, 2011). Furthermore, digital learning material may include the combination of any technologies, textbooks, mobile phones, laptops, computers, and other tools (Warschauer, 2007). The form of digital learning material can be in the form of audio, visual, and audiovisual. One of the digital learning materials in the form of audiovisual is podcasts. The podcast is a recording with some episodes that discuss specific topics like science, politics, health, economics, and social life. At first, the podcast only used audio recording, and it developed into audiovisual recording. The podcast can be one of the digital learning materials because it needs support from technological devices to access learning sources. Students can easily listen to or watch the podcast through radio, the internet, YouTube, or other podcast platforms.

Therefore, teachers elaborate on using podcasts as the learning material to assist students' writing skills in analytical exposition text. The purpose of analytical exposition texts is to reveal students' opinions and personal argumentation regarding a particular topic. Moreover, the writer will describe students' attitudes toward implementing podcasts as digital learning material to develop students' writing skills. Knowing students' attitudes is important because we can understand their perception, passion, participation, and emotion regarding the material used in the EFL classroom (Richards, 2001). Specifically, students can subjectively value the implementation of podcasts that reflect their perceptions, experience, and feeling while implementing digital learning material.

However, some of the previous studies only concerned students' attitudes toward implementing textbooks as learning material in EFL classrooms (Firmansyah, 2015; Kruk & Zawodniak, 2018; Sujono, 2017). It showed students' negative attitudes toward the use of course books because students felt not interested and bored. A few studies in Indonesia concern students' attitudes regarding using or implementing digital media: moreover, this present study fills the gap presented by previous research (Cuban, 2001; Davies & Pittard, 2008; Habibi, 2016; Khasanah & Widyantoro, 2013; Varank & Tozoğlu, 2006; Yang &

Huang, 2008) by developing and implementing the use of digital technology as learning material as well as describing the students' attitudes to know their perception in using the digital material.

Therefore, this study aims to discover eleven-grade students' attitudes toward using podcasts in EFL senior high schools as digital learning material. To measure the students' attitudes during the learning process, this study aims to recognize and describe the students' cognitive, affective, and behavioral attitudes. Additionally, the writer also described the difficulties encountered by them in dealing with digital learning material.

LITERATURE REVIEW

The Definition of Attitudes

This study deals with attitudes toward the use of digital materials portrayed by students in EFL classrooms. Attitudes have become essential to language learning (Sujono, 2017). Students' attitudes toward the language learning process can influence their passion and participation in the classroom (Richards, 2001). Moreover, attitude is the choice, personal view, or action an individual takes in reacting to a thing, person, or situation (Ajzen, 2005). According to Azwar (2010), understanding attitudes is interpreted as a reaction or response from an individual towards an object and triggers their behavior towards something in specific ways. In other words, attitude is a concept that describes an abstract human understanding of particular objects. Attitudes involve individual emotions, feelings, thinking, and the tendency to act toward several objects or ideas (Ajzen, 2005).

Furthermore, attitudes are the dispositions to react favorably or unfavorably. Attitudes consider the likes or dislikes of the same object; on the other hand, not everyone has the same attitude because differences can influence in experience, information, and needs of each individual in their environment. Individual attitudes tend to be positive or negative toward a person, event, or place (Jain, 2014).

In addition, students' attitudes will shape their behavior towards objects in acting, arguing, and feeling something in the classroom context. Once again, attitude reflects how students feel, believe, and react to something. Furthermore, La Pierre in Azwar (2010) determines attitudes as a behavior, tendency, or anticipatory readiness pattern. In a broad, we can infer that attitude is a reaction or response in the form of an evaluation or observation from students to an object or thing. The attitudes are also known as an embodiment of awareness or information about the environment. The process begins with the presence of objects or events around the students that provide a stimulus, and then it is processed in the brain so that a reaction arises. According to Ajzen (2005), someone's appraisals can be either positively or negatively influenced by previous information or personal experience with something.

The Elements of Attitude

The attitudes shown by an individual to an object have a structure consisting of several components. Furthermore, Azwar (2010) and Ajzen (2005) describe some components of attitude structures, namely:

- Cognitive attitude is a belief and understanding of an individual in an object through seeing, feeling, or hearing. In addition, the cognitive component is also related to knowledge, views, and beliefs about the object of attitude. Ajzen (2005) also added that the cognitive component contains thoughts and ideas relating to the object of attitude; for example, it includes judgments, beliefs, impressions, attribution, and responses.
- Affective attitude is a component that relates to an individual's subjective emotional view of something. The affective component is a component that includes a person's feelings or emotions towards the object of attitude. Affective components can be recognized from someone's feelings; they can be positive or negative, happy or displeased with a specific object.
- Behavioral attitude is the tendency to behave an individual towards the object they face. The individual's attitude needs to know the direction, negative or positive. The direction of human attitudes can be seen from the components of attitude that arise from an individual or the subject's response in the form of actions or actions that can be observed.

The Role of Students' Attitudes in the Teaching and Learning Process

Students' attitudes are essential in teaching and learning to reach significance in various studies. According to Abdul Hussein (2014), attitude could affect students' development and productivity in a particular subject. AbdulHussein (2014) mentioned that the teaching and learning process becomes more effective and powerful if students show great attention, enjoyment, active participation, and excitement in certain activities or materials. Moreover, attitudes in teaching and learning processes significantly impact students' achievements and participation. Further, Sujono (2017) emphasized that students need to show positive attitudes toward teaching and learning processes. It is hoped that a positive attitude will motivate students, improve their classroom performance and influence their learning achievement in the learning process. On the other hand, students with negative attitudes did not show good learning performance in the classroom.

Digital Material in Classroom

The utilization of technology in the learning process has the purpose of following the global trend. It is also an effort to improve and develop the material sources as input in the classroom. As a learning medium, according to Munir (2017), there are three functions of digital material in learning activities, described as follows:

Supplemental Function

The first feature of digital learning material is the auxiliary function. The learner can choose whether to utilize electronic learning material or not. There is coercion for learners to access electronic learning materials, and they can choose their material online. Although electronic learning materials function as supplements, learners will have additional knowledge or insight when students use them. The teacher's role is always to encourage and inspire students to access the electronic learning material provided.

Complementary function

The second feature of digital learning material is the complement function. Electronic learning material is programmed to complement the learning material students accept in the classroom. Electronic learning material is programmed to become reinforcement (enrichment) or remedial (learning repetition) material for learners following conventional learning activities.

Substitution Function

The third feature of digital learning material is the substitution function. Learners are given several alternative models of learning activities. The aim is to help make it easier for learners to manage their learning activities so they can adjust their time and other activities to their learning activities. There are three alternative learning activities that learners can choose from: to follow conventional learning activities (face-to-face) only, partly face-to-face and partly through digital learning, or entirely through digital learning.

Podcast as Digital Learning Material

Digital technologies are electronic tools, systems, and devices, while digital material is any type of learning that uses technology as the medium or source (Tomlinson, 2011). In other words, digital learning material may include the combination of any technologies, textbooks, mobile phones, laptops, computers, and other tools (Warschauer, 2007). The form of digital learning material can be in the form of audio, visual, and audiovisual. One of the digital learning materials in the form of audiovisual is podcasts. Podcasts are audio recordings that can be listened to by the public. It differs from radio, where most of the content is live broadcast. Podcasts have been introduced since 2005, but it became popular in 2007. Since 2007, Podcasts have begun to be listened to by many people because technology develops rapidly (Evans, 2008). The term Podcast is derived from the words "iPod" and "Broadcasting." This iPod is one of the products of the company's electronic devices. In other words, the podcast is an episode of a program available online. Nowadays, podcasts are original audio or video recordings but can also be recordings of television broadcasts or radio programs, lectures, shows, or other programs. Podcasts usually offer each episode in the same file format, such as audio or video, so that everyone can enjoy the program similarly. For instance, language

courses have several file formats, such as videos and documents, to make teaching more effective.

Furthermore, podcasts are beneficial for both parties. For podcast listeners, podcasts are a way to enjoy exciting content from around the world for free. For podcast publishers, podcasts are a very effective way to reach many listeners. We can choose many podcast categories according to our interests, which can be a source of information. The podcast can be a source of digital learning material because it involves rich material from many fields (Evans, 2008).

Analytical Exposition Text

Analytical Exposition Text is included in the type of argumentation text, where the text explains the students' clear thinking about an event or events. In language, "Analytical" means to examine or test something carefully. "Exposition" broadly means explanation (Anggrayani et al., 2015). Literally, analytical exposition is a text that tries to comprehensively explain an issue by carefully displaying supporters' opinions. In this text, students can explain their views or ideas about an event or phenomenon happening in society in depth. Moreover, podcasts can be a learning material source of information before they develop their written opinions. The 2013 curriculum provided analytical exposition text material as learning material in grade XI (compulsory material) with a time allocation of 4 x 2 hours of study (Kemendikbud, 2013).

RESEARCH METHOD

This study employed a descriptive method in particular to describe students' attitudes towards the use of digital material of podcast materials as well as their difficulties. According to Creswell (2017), the descriptive method describes and defines someone's action or perception in certain events or situations. Furthermore, the descriptive technique compacts with explaining an Individual's attitudes, behaviors, or other characteristics of a group of subjects (Ajzen, 2005). In line with the purpose of this present study described students' attitudes towards using digital material podcasts in EFL classrooms and students' difficulties when applying the podcast materials. Moreover, the participants of this study were eleven grade students, as many as 30 students. They came from one senior high school in Tuban.

Data Collection

Data collection is an essential aspect of gathering information from participants. According to Crewell (2011), data collection in qualitative research was used to gain certain data to answer the research problem. The data collection procedure started when teachers organized the class and asked students to choose one video or audio podcast as their learning material. Students paid attention to their podcast containing a particular discussion, then wrote their argument and reflection into analytical exposition text. It stimulated students to experience the use of digital

material, and students' attitudes can be seen. When the class was over, the writer collected the data. Later, this study collected the information needed to answer the research questions through two data instruments: a questionnaire and an interview. Moreover, the question for the questionnaire and interview was adapted from the previous research from Sujono (2017) with some revisions to adjust the intention of this study.

Data Analysis

In this study, the writer analyzed the result of the interview descriptively. The writer ignored the unnecessary answer from an interview that did not relate to the question about students' difficulties in using digital learning. While the questionnaire data is explained below:

Measurement of Attitude Using Questionnaire

Attitudes are strongly related to individual control, so they cannot be measured by directly observing persons' physical attributes (de Souza Barros & Elia, 1997). It means measuring someone's attitude is linked with measuring their behavior or perception. However, according to (Krosnick, 1989), measuring someone's attitudes is more than just judging their behaviors because someone has three combinations of cognitive, affective, and conative attitudes. Therefore, some previous studies prefer to use Guttman's scale to measure someone's attitude in certain circumstances.

Guttman's scale is suitable to measure and describe someone's attitude because it reflects a positive and negative view (Nabila, 2017). Every question had two options: sure or not sure, yes or no, never or never before, agree or disagree. Moreover, the writer implemented this scale because students' answers or responses were easy to analyze in the form of positive and negative attitudes. The response that supported the questions was given a score of 1, and the answer that did not support the question was given a score of 0 (Sugiyono, 2013). Therefore, this study applied Guttman's scale to measure the questionnaire of students' attitudes toward the use of digital material. The questionnaire was adapted from the previous research that also discussed students' attitudes in the classroom context from Sujono (2017).

FINDING

The following explanation describes students' cognitive, affective, and behavioral attitudes toward using digital material podcasts in learning English.

Students' Cognitive Attitudes Towards the Use of Podcasts as Learning Material in EFL Classroom

Cognitive attitude relates to individual beliefs and understanding. The result of the questionnaire and interview showed that 22 students tend to be positive in accepting the implementation of digital learning of podcasts. According to them,

podcasts made creating the analytical exposition text easier. They could easily understand and comprehend the podcast content, and it assisted them in writing the argumentation. Previously in learning the exposition text, students mentioned that the course book only provided a certain topic, and they needed to criticize and develop their opinion into an exposition paragraph. However, they had prior knowledge to develop their opinion regarding the topic given in the textbook. Using podcasts as digital learning was helpful because students could enrich their prior knowledge through the podcast recording. Therefore, the use of podcasts could assist students in developing their argumentation in writing exposition.

On the other hand, seven students showed a negative cognitive attitude because they could not easily comprehend the intention of the podcasts in their writing. They stated that the information was already given in the podcast recording, and they could not elaborate or criticize their argumentation in the exposition paragraph.

Students' Affective Attitudes towards the Use of Podcasts as Learning Material in EFL Classroom

Affective attitudes reflect individuals a feeling or subjective emotional views. Based on the questionnaire and interview, 25 students showed positive affective attitudes because they liked and were excited about implementing digital material. They said they felt happy and interested in classroom interaction because they could choose their material from podcasts. Previously, when teachers only used textbooks, students felt bored because they needed to follow the material from the publisher. Using the digital material, students could select their podcast as a reference to write the exposition paragraph. Moreover, they could easily access the podcast through their gadgets such as laptops and phones. Students also recognized that podcasting was fun because it provided visual and audio discussion.

On the other hand, only five students showed a negative affective attitude because they did not like to listen to the recording. For them, it required listening skills. They preferred to browse the article rather than listen to the podcast. Furthermore, they felt insecure because they could not follow the intention of the podcast from the speaker.

Students' Behavioral Attitudes Towards the Use of Podcasts as Learning Material in EFL Classroom

Behavioral attitudes are a tendency to behave an individual towards an object. Based on the questionnaire and interview, 20 students showed positive behavioral attitudes in using the podcast in learning English. Students could actively participate in classroom interaction because digital material provided many new sources and encouraged students' self-confidence. Sometimes, they asked the teacher if the language in the podcast was complex. Moreover, they could quickly organize the exposition writing because they could easily access the digital material

source. However, ten students could not be active in classroom interaction because they faced some difficulties.

Students' Difficulties towards the Use of Podcasts as Learning Material in EFL Classroom

Based on the interview result, students faced some difficulties in implementing the use of podcasts in learning. First, students felt difficulty in choosing a podcast topic that was suitable for them, as we know that podcast offers many sources of audio and video recording. As learners, with the various topic given in podcasts, they are confused about choosing which one of the topics that valuable for them. According to them, the teacher only instructed them to choose one exciting audio or video podcast without giving a limitation on specific topics. Moreover, students had difficulties finding reliable podcast links or channels online. A podcast with no reliable producer might share inaccurate information, while students need a trustworthy source to assist in the making of an exposition paragraph.

Moreover, some students had limited internet data access to the podcast, which became a problem for them as we know that podcasts, specifically video, spend internet data on their cellular phones. The teacher was desirable to facilitate them by checking the quality of school WIFI to make the digital learning and teaching process run effectively.

DISCUSSION

In this study, students showed positive attitudes toward implementing podcasts as learning material in EFL classrooms. It modified the previous study from Firmansyah (2015) since digital material could fix up the authentic material like textbooks that made students feel bored in class. Sujono (2017) mentioned that students should be positive toward teaching and learning, so developing any kind of EFL material is significant. Digital material is suitable to encourage students' effectiveness in the classroom (Van Acker et al., 2013) and meaningful participation in teaching and learning. In using podcasts as digital material, 22 students showed a positive cognitive attitude because they quickly comprehended the use of digital material, which assisted them in producing the exposition text.

In comparison, seven students with negative cognitive attitudes stated they were confused and did not understand how to elaborate on the podcast material. Moreover, 25 students also tended to be more positive in affective attitude because they felt interested and happy as they could choose their podcast as the learning material. They were also fun to experience using digital material because podcast features audio and video. Only five students felt not interested in the use of digital learning because podcasts required students' listening skills to understand the information given. Furthermore, 20 students interacted actively in the classroom

while implementing podcast material, reflecting their positive behavioral attitude. At the same time, ten students showed a negative behavioral attitude because they faced difficulties using digital material. According to Ajzen(2005) and Azwar (2010), those three attitudes are essential for students to evaluate their participation in class. As a result, students were concerned about having positive attitudes when they knew digital material in EFL class rather than only facing a textbook since it affected their involvement and motivation in teaching and learning (Cox, 2000). Once again, it is essential for teachers to always be up-to-date with technology (Habibi, 2016; Khasanah & Widyantoro, 2013).

The success of using podcasts in learning exposition text reflected the function of supplementary and complementary digital learning material (Munir, 2017). However, students faced difficulties finding reliable podcast links or suitable podcast material as the teacher never gave a clue of what theme they needed to find and elaborate with exposition text. Moreover, the school's WI-FI was limited, so it could not support and facilitate the digital learning. While the podcast video contains a large amount of data, and it took many internet cellular if a student used their personal internet credits. Regardless of the difficulties some students face, podcasts involve rich material to support the teaching and learning process in EFL classrooms (Evans, 2008).

CONCLUSION

Based on the result of this study, the use of podcasts as digital material to support EFL learning, especially in making the exposition text, is significant because most of the students showed positive attitudes. However, the other student still faced some difficulties when they used the podcast as digital material. It is recommended that English teacher need to consider certain or specific theme of the podcast that is used by students as learning material. It will make the learning process using digital material more structured and organized. Teachers must also list the reliable link to download the podcast and consider a possible WI-FI connection in school.

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