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**INTRODUCTION**

Teaching materials are important parts to help teachers achieve better teaching and students' desired learning outcomes.  Carefully selecting materials, English teachers can present new knowledge and the language items to be taught clearly,  purposefully and systematically. As a result, students learn better  because appropriate tools enhance their interest and understanding, practice and internalization. For experienced English teacher, preparing teaching materials may be easy. However, for newly graduated teachers or novice teachers, particularly those who haven't taken a course on material constructions, may have difficulties in preparing or selecting teaching materials. Some suggestions can be valuable to them. This article, therefore, presents some suggestions for novice English teachers on how to select teaching materials such as textbooks and authentic materials. It also suggests how to adapt the contents and activities of the selected materials to get the best of students' learning outcomes.

A convenient and easy way to adopt a material is to use an existing textbook. Once assigned to teach a course, new teachers have freedom of material selection and how to teach with their own lesson plans. Novice English Teachers may look for relevant commercial textbooks by publishers or a course book with syllabus designed by previous teachers based on the curriculum specification. The teachers can simply follow units in the selected textbook and its activities or provide other supplementary materials. They have to primarily familiarize themselves with the textbook and seek further supporting information and clarification about how to use it as classroom teaching material in an accompanying teacher's manual.

Teachers should be able to choose materials that are the best suitable for the students' needs in terms of the course's goals and objectives, their language proficiency and learning styles. Amerian  concludes in his research findings that benefits of a textbook can be derived from its

contents - a list of vocabulary, grammatical structures, functions and reading passages, etc.  As textbooks are various; no course book can be absolutely ideal for a particular group of learners  It is essential for the teachers to know how to evaluate a textbook and select appropriate additional materials to use.

Using textbooks has its own value.  Some consider them valid, useful, and labor-saving tools. A textbook provides ready-made teaching texts and learning tasks. A textbook can be a framework that regulates and times the particular course. A textbook is an economic way of providing learning materials. With a textbook, a learner has focus and can be independent. For novice teachers a textbook means security, guidance, and support. They feel secured as they are ascertained that their teaching is on the right track and is likely to be successful.

However, textbooks have some disadvantages. A textbook has its own themes and framework; it doesn't take students' background knowledge into account and they may not concern student's interest. Textbook questions tend to be low level or fact-based and it has all the answers to all the questions Thus, the students' critical thinking skill is not well-enhanced. Moreover, Reading level of the textbook is usually too difficult.

As textbooks can have disadvantages, when selecting one, textbook evaluation needs to be taken into account.  There are several ways to evaluate a textbook; however, one popular checklist is Miekley's  He suggests what to consider in his textbook evaluation checklist. Teachers have to evaluate the selected one by examining it and answer the following questions. It is not necessary that all the questions have to be answered and that all the answers have to be  definitely  accurate.   These questions  are merely a guidedance.

For content aspect:  Is  the subject  matter presented either topically or functionally in a logical, organized manner? Does the content serve as a window into learning about the target language culture (American, British, etc.)? Are the reading selections authentic pieces of language? Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?

For Vocabulary and Grammar: Are the grammar rules presented in a logical manner and in increasing order of difficulty? Are the new vocabulary words presented in a variety of ways? Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so

that students are able to retain new vocabulary? Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?

Miekly further suggests consideration regarding exercises and activities. Are there interactive and taskbased activities that require students to use new vocabulary to communicate? Do instructions in the textbook tell students to read for comprehension? Are topdown and bottom-up reading strategies used? Are students given sufficient examples to learn top-down techniques for reading comprehension? Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? Do the exercises promote critical thinking of the text?

Lastly, for attractiveness of the text and physical Make-up, the questions to consider are: Is the cover of the book appealing? Is the visual imagery of high aesthetic quality? Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? Is the text interesting enough that students will enjoy?

Teachers can go through a particular textbook that interests them, then think and try to answer the suggested questions for the lessons' focus points. Then the decision on whether to use the particular book can be made. This evaluation checklist can also be adapted to evaluate other materials whenever teachers have to prepare new materials for classroom use.

In this era of information technology and easy accessibility of abundance of sources both online and local surroundings, it is not necessary for language teachers to stick to only one or two assigned textbooks. Following curriculum specification and the course's goals and objectives, language teachers can utilize various materials other than the traditional textbooks.

Using authentic materials is another option that teachers can easily do. As not all topics and activities in the course book satisfy the teachers or meet the course objectives, teachers can select other more relevant materials they find in their environment. These materials used in the day-to-day life involve the real language use and are strongly recommended by educators and theorists that they are beneficial to language learners.

Then what exactly are authentic materials? Zazulak notes that an authentic material is any material written in English that was not created for intentional use in the English language classroom. Using this content to

teach the English language can make the learning process even more engaging imaginative and motivating for students.

Meanwhile, Martinez defines authentic-based materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. In other words, authentic materials involve language naturally occurring as communication in nativespeaker contexts of use: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Nevertheless, authentic materials do not refer to only newspaper and magazine articles, but they can also encompass such things as songs, web pages, radio & TV broadcasts, films, advertisements, product labels, leaflets, product manuals, signs, posters, in other words, anything written in the target language.

Authentic materials are significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language. Therefore, authentic texts or materials are beneficial to the language learning process as discussed by Some of the main advantages of using authentic materials are as follows:

1.      Authentic texts have a positive effect on learner motivation.
2.      Authentic texts can be up to date and topical
3.      Authentic texts provide authentic cultural information.
4.      Authentic texts provide exposure to real language.
5.      Authentic texts relate more closely to learners' needs.
6.      Authentic texts support a more creative approach to teaching.

We can claim that learners are being exposed to real language and they feel that they are learning the 'real' language that is useful and connected to them. Using the authentic materials, the teachers can get all students' attention and participation.

Nevertheless, no matter how useful the authentic materials are, they can be disadvantageous as well. Richards points out authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teachers in lower-level classes. Caseargues that authentic materials' vocabulary is not graded and there might be language and cultural references that even native speakers from other countries, areas or age groups would not understand. Likewise, Martinez mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. Since most teachers always used authentic material unedited, it is important and necessary to be careful when selecting the materials to be used in class, i.e., to consider in accordance with the topic,

target language area, skills, time and students' needs and interests, more importantly, the students' language proficiency level.

Adapting materials

As discussed earlier that teachers can use the assigned textbooks or select the most suitable commercial textbook. However, they need to consider the immediate context including the students' language proficiency level in the assigned class and utilize the additional materials to achieve the goals of the course. To serve different student individual, the teachers can simply adapt the materials.

**Conclusion**

To sum up, choosing appropriate materials and activities helps teacher better manage the class and helps the students learn effectively and achieve the ultimate goals of the course. Teachers have to carefully adopt the most suitable textbook and may use authentic materials with real language use. During material preparation, a textbook evaluation choice, criteria for selection and contents checklist is recommended and possible and activities of adaptation should serve format of adaptation needs to be the goals of the course and the students determined. However, the validity of the in a particular class.

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