CHAPTER I

INTRODUCTION

A. Background of the Study

This research investigates the use of authentic materials in English teaching of Hospitality program at State Vocational High School (SMKN) 1 Buduran Sidoarjo. In detail, this research is aimed to analyze the kinds of authentic materials and what criteria used by the teacher in selecting those authentic materials. This research focuses on the criteria of selecting authentic materials based on the English teacher's experience in teaching English in Hospitality program. Hospitality program is selected because among the programs (Hospitality, Culinary, Hair Stylish and Designer) in SMKN 1 Buduran, it has more chance to use English in real communication in future career. Besides, the students of this program are expected to be able to use English properly in their future career which has a big deal with the English use in the real communication, such as customer service of a hotel, etc.

Vocational school is a kind of senior high schools in Indonesia which has career-oriented purpose. Vocational high school provides particular program related to the students' future careers such as Hospitality, Accounting, Office Administration, Multimedia, etc. The students of vocational high school are prepared to master a specific ability based on the program they choose in order to be able to have a high competitiveness in the career world. Therefore, the

difference between vocational school and regular high schools is that vocational high school has a specific purpose in learning process which is pointed out in some particular programs. Regarding to those specific purposes of learning, English learning in vocational high school should be different from regular high school. The English materials should be relevant to the specific purpose of the program, so there will be no gap between English materials and the students' needs about English as an international language related to the specific program.

English is needed for many specific purposes; therefore there is a term of ESP (English for Specific Purpose). ESP is a term that refers to the teaching of English to students who are learning language for a particular work or career. This specification of English use will help students to master English as well as what they need in term of specific purpose of the specific program they take in vocational high school. ESP is absolutely different from English in general. ESP has narrower focus than general English because the courses are more based on the analysis of learners' needs. ESP concerned with different areas of study based on the field where the specification of English is needed. This narrower focus unconsciously demands the teacher to take other sources of learning by selecting the authentic materials and use them in learning process. Thus, teaching materials for ESP tend to be viewed as distinct and separate from general

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¹ Brian Tomlinson, *Developing materials for Language Teaching*, (London: Continuum, 2003), p. 307. As noted in Benmakholuf Azza Nour El imane, *ESP Materials Selection*, Dissertation, (Kasdi Merbah Quargla University, 2013), p. IV

²Helen Basturkmen, *Developing Courses in English for Specific Purposes*, (London: Palgrave Macmillan, 2010). p.3

coursebooks.³ The teacher should bring the English that is used in communication in the real world into the classroom through authentic materials.

Authentic materials are the materials which have been produced for the purpose other than to teach language.⁴ Authentic materials are any materials made for non-pedagogical purpose or materials that are not created specifically for language teaching. Authentic Materials are any materials which students encounter in their daily life such as job application, menus, voice mail messages, radio programs, videos, etc. In general, authentic materials can be divided into two forms; those are print and auditory materials.⁵ These materials are very helpful for the students to know the real use of English in the real context.

Authentic materials are needed in English language teaching, especially in vocational high school which has specific purpose of learning, since there is no coursebook that can be ideal for any particular class. Using authentic materials in ESP classroom are expected to meet the students' need and interests in learning English. The provided authentic materials should be useful and able to build the

Alan Cunningsworth, Choosing Your Coursebook, (Oxford: Macmillan Heinemann, 1995), p.132
Nunan D., The Learner-Centered Curriculum, (Cambridge: Cambridge University Press, 1988), as noted in Rashid Haned Al Azri & Majid Hilal Al-Rashdi, "The Effect of Using Authentic Materials in Teaching", International Journal of Science and Technology Research, Vol. 3, Issue 10, October 2014,

Sally Ianiro, et all., "Authentic materials", *California Adult Literacy Professional Development Project*, Fact sheet No. 1, September 2007

⁶ Brian Tomlinson, "Materials Development", in David Nunan & Ronald Carter, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, (Cambridge: Cambridge University Press, 2001), p.67

students' interest. Therefore, an effective classroom teacher should provide additional teaching materials over and above coursebook materials.⁷

Related to the previous study, the researcher only found a thesis related to authentic materials that had been done in UIN Sunan Ampel Surabaya. A research conducted by Khoirul Anam stated that teachers faced some difficulties when they used authentic materials in their teaching process. The research entitled "Teachers' Difficulties in Using Authentic Materials for Teaching English in English Education Department of Tarbiyah Faculty of IAIN Sunan Ampel, Surabaya" showed that the teachers / lecturers have some strategies to solve those difficulties by selecting the appropriate authentic materials, skipping uninterested and unneeded materials, grouping and combining the students' level abilities during the learning process. However, his findings did not explain whether the teacher used some considerations in selecting authentic materials as the experts explained in their books.

Another previous study that was done outside UIN Sunan Ampel Surabaya discussed about the effect of using authentic materials in English learning and improving some skills such as reading. A study conducted by Khoirul Fajari Marwan concluded that implementing authentic material could successfully improve the students reading comprehension because the students

⁸ Khoirul Anam, "Teachers' Difficulties in Using Authentic Materials for Teaching English in English Education department of Tarbiyah Faculty of IAIN Sunan Ampel Surabaya", *Undergraduate Thesis*, (IAIN Sunan Ampel, 2012), pp. 66-68

were happily doing their work.⁹ The other study showed that using authentic materials in classroom are highly motivating, giving a sense of achievement when the students understood and encouraging them to have further reading.¹⁰ Those studies have conclusion that using authentic materials can improve the students' ability in English, like enriching the vocabulary.

Those previous studies are under the topic of authentic materials. Yet, the researcher does not find a study which is showed that teachers have done some considerations related to the selection of authentic materials into English language teaching in ESP classroom, especially in Vocational High School in Indonesia. In fact, selecting authentic materials really needs to pay attention on the criteria to make them appropriate to use in English language teaching. If the teacher selects and brings authentic materials into classroom without considering some criteria, the classroom will be boring and the language teaching will be no more than an explanation about language although the teacher uses authentic materials. It may be caused by the authentic materials used by the teacher are inappropriate and do not meet the students' needs. On the other hand, the learning or teaching process depends much on factors like learners' interest and motivation. When the

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⁹ Khoirul Fajari M., "Improving the students' English reading comprehension through authentic materials in SMKN 1 Godean grade XI in the academic year of 2013/2014", *Undergraduate Thesis*, (State University of Yogyakarta, 2014), p. 67

Sacha Anthony B., "The use of authentic materials in the teaching of reading", *The Reading Matrix*, (Vol.6, No.2, September 2006), pp. 60-69

¹¹ Alan p.136

negative impact on the students and they will not encourage them. This will make the students bored instead of helping them to improve their English ability.

Therefore, the researcher wants to know the kinds of authentic materials used by the teacher in teaching English for Hospitality program in SMKN 1 Buduran and the criteria used by the teacher to select them. This school is chosen as the place for doing research because it is a high quality school which is proven by some cooperation with both domestic and foreign institution as a place for students' apprenticing.¹² The Hospitality program is selected because the researcher argues that it has bigger chance to use English in the future career than other programs. Besides, the students of Hospitality program are facilitated with edOTEL¹³ as a place for practicing what they have got in the classroom.

B. Problems of The Study

Based on the background of the study that has been explained, the researcher decides to have two research questions as following:

- 1. What kinds of authentic materials are used by the English teacher of Hospitality program in SMKN 1 Buduran Sidoarjo?
- 2. What are the criteria considered by the English teacher of Hospitality program in SMKN 1 Buduran Sidoarjo to select authentic materials?

Schools profile on brochure
edOTEL is internal mini-hotel. It is one of teaching factories provided by the school to improve students' competence and career experience.

C. Objectives of the Study

Related to the statement of the problems, there are also two objectives of the study here, those are:

- To describe the kinds of authentic materials used by the English teacher of Hospitality program in SMKN 1 Buduran Sidoarjo
- 2. To explain the criteria considered by the English teacher of Hospitality program in SMKN 1 Buduran Sidoarjo to select authentic materials

D. Significance of the Study

This research becomes significance since the use of authentic materials is very important in ESP classroom. Authentic materials should be selected carefully before being used in the classroom. This research is significant to know what criteria which are considered by the teacher in selecting authentic materials to be used in teaching English for Hospitality program at SMKN 1 Buduran. The finding of this research is expected to be the references for the teachers, especially in Hospitality program, whether they have carefully paid attention on the criteria in selecting authentic materials that will be used in ESP classroom. Related to the teachers' candidate in Indonesia, the result of the study may be used as reference to select authentic materials carefully and appropriately.

Selecting authentic materials carefully automatically brings the appropriate authentic materials into the classroom. The proper authentic materials

do not only bring the authentic learning, but also make the students motivated and interested in English language teaching. Furthermore, when the materials are carefully selected, the use of authentic materials can be more effective and relevant to build students' interests and to meet the students' needs.

E. Scope and Limitation of the Study

Related to the problem that has been explained, the scope of this study is the analysis of what kind of authentic materials used and the criteria considered by the teacher in selecting them to be used in teaching English for Hospitality program at SMKN 1 Buduran Sidoarjo. The term authentic materials in this research refer to any authentic materials - print and auditory materials - that the teacher used in teaching process. The analysis of this research will be more focus on the criteria considered by the teacher in selecting the authentic materials. Then, the researcher does not limit the class or grade in conducting the research because the English teacher, as the research subject, is expected to tell his experience during his teaching in Hospitality program.

F. Definition of the Key Terms

1. Selection

In language teaching, selection is the choice of linguistic content (vocabulary, grammar, etc.) for a language course, textbook, and other

teaching materials.¹⁴ In this research, the term selection refers to the way teacher of Hospitality program selects authentic materials following the specific criteria used to get the most suitable materials to be used in teaching process.

2. Authentic materials

In language teaching, materials are anything which can be used by teacher or learners to facilitate the learning of language. ¹⁵ The researcher uses the term authentic materials which have been defined by Nunan as the materials that have been produced for the purpose other than to teach language. 16 Therefore the researcher will analyze any materials used by the teacher which are taken from non-pedagogical sources.

3. Hospitality program

The term hospitality refers to a program existing on SMKN 1 Buduran. This program aims to train students with the knowledge, skills and attitudes, in order to be able to work in the hospitality world such as front officer and other work in the field of provision of accommodation services.

Longman Dictionary of Language Teaching and Applied Linguistics
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¹⁶ Nunan D.,, as noted in Rashid,