CHAPTER II

THEORETICAL FRAMEWORK AND PREVIOUS STUDY

A. English for Specific Purpose (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.¹ In English language teaching, ESP is an important subcomponent with its own specification such as curriculum development, material design, pedagogy, etc.² The 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 such as in vocational high school.

Historically, the term ESP existed since English became the accepted international language and created new generation of learners who knew specifically why they were learning English.³ This new generation of learners absolutely needed different English use based on the linguistic characteristic of their specialist area of work or study.⁴ As the consequent, the English learning should be relevant to the learners' need because they were seen to have different

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 Ouargla University, 2013), p. IV

² Nunan D., *Task-Based Language Teaching*, (Cambridge: Cambridge University Press, 2004), p.7. as noted in Helen Basturkmen, *Developing Courses in English for Specific Purposes*, (London: Palgrave Macmillan, 2010). p.3

³ Tom Hutchinson and Alan Waters, *English for Specific Purpose; A Learner Centered Approach*, (Cambridge: Cambridge University Press, 1987), p.6

⁴ Ibid. p.7

needs and interest which would have an important influence on their motivation in learning English.⁵ In short, the term ESP came from the combination of three important factors; the demand for English to suit particular needs, the development in the field of linguistics and the educational psychology that focus on the learners.

In progress, the definition of ESP is various based on the difference of writers' view.⁶ One of the similarities of ESP definitions is that ESP has a narrower focus in learning process than the general English.⁷ The important thing to know about ESP is that ESP is designed to meet specific needs of learners related to content, to particular disciplines, occupations and activities.⁸ Therefore, ESP must be seen as approach rather than a product because ESP is an approach to language teaching in which all of the elements of teaching are based on the learners' reason for learning or learners' need.⁹

ESP becomes the new idea in learning language that focus on the learners' need. In other word, ESP can be seen as learner-centered approach in learning English. In ESP classroom, the teacher should select and bring the appropriate authentic materials into the classroom because ESP is seen as an approach to language learning which is based on learners' need. When the teacher could not

⁵ Tom Hutchinson p.7

⁶ Helen Basturkmen, *Developing Courses in English for Specific Purposes*, (London: Palgrave Macmillan, 2010). pp. 1-3

⁷ Ibid.

⁸ Ardi Marwan, "ESP teaching challenges in an Indonesian vocational higher institution", *The English Teacher*, (Vol. XXXVIII), pp.1-12

⁹ Tom Hutchinson p.19

bring the appropriate authentic materials, it may have a negative impact on the students and it will not encourage them. This will make the students bored instead of helping them.

B. ESP Materials

ESP has narrower focus of study than general English because the courses of ESP are much more based on the analysis of students' needs.¹⁰ ESP concerned with different areas of study based on the field where the specification of English is needed. Concerning the students' need, ESP materials have been in advance of general English materials. This makes ESP materials different from general English materials. Alan argued that ESP materials have been developed specifically for students who were perceived to have specific needs that could not be found fully by general English materials.¹¹

The narrower focus of study unconsciously demands the teacher to take other sources of learning by selecting the appropriate authentic materials in learning process. Thus, teaching materials for ESP tend to be viewed as distinct and separate from general materials.¹² The teacher should bring the English used in the real world communication, based on the specific program, into the classroom through authentic materials. Besides, ESP materials, included the

¹⁰Helen Basturkmen, *Developing Courses* p.3
¹¹ Alan Cunningsworth, *Choosing* p.132
¹² *Ibid*.

authentic materials, must be varied so that to attract and motivate students; they appear in most times interesting, fun and clear.¹³

Sometimes, materials are appropriate for the content but sometimes they need to be modified and creative that the teacher has to adapt or supplement in order to fit the local context.¹⁴ Using inappropriate teaching materials will make learners face difficulties in learning English as foreign language. Learners need to be motivated to succeed in learning any language. Therefore, teaching materials, especially for ESP classroom, must be motivating and raise learners' interest. If teaching materials are not interesting and motivating, learners will be bored in the learning process.

C. Authentic Materials

In language teaching, Freda quoted from Kramsch that the term authentic refers to the way language is used in non-pedagogic, natural communication.¹⁵ Materials are anything which can be used to facilitate the learning of a language. Materials can be in the form of instructional which inform learners about the language, experiential which provide exposure to the language in use, elicitative

¹³ Benmakholuf Azza Nour El imane, p.12
¹⁴ Benmakholuf Azza Nour El imane, p.12
¹⁵ Freda Mishan, *Designing Authenticity into Language Learning Materials*, (England: Intellect Books, 2004), p.12

which stimulate language use, or exploratory which seek discoveries about language use.¹⁶

Rashid and Majid quoted the definition of authentic materials from some writer as the following:¹⁷

- Herrington and Oliver suggested a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations.
- According to Herod, authentic learning 'materials and activities' are designed to imitate the real world situations.
- 3. Nunan defines authentic materials as the materials which have been produced for purposes other than to teach language.
- 4. Jordan defines authentic texts as the ones which are not designed for pedagogical aims.
- 5. Jacobson et al. sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life.
- 6. Stubbs defines authentic texts as actual, attested, and such that they have real authentic instances of use.
- 7. According to Carter & Nunan, authentic materials are ordinary texts not produced specifically for language teaching purposes.

¹⁶ Brian Tomlinson, "Materials Development", in David Nunan & Ronald Carter, p.66

¹⁷ 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, pp. 249-254

Those definitions can be concluded that authentic materials are any materials produced for non-pedagogical purpose and used in a classroom activity to show the reality of English use. Authentic materials, included authentic texts, can provide meaningful exposure to language as it is typically used and help the learners to prepare for the reality of language use.¹⁸

D. Kinds of Authentic Materials

Teaching materials are very important aspect to learn foreign language. Sources of teaching materials are widely provided in this modern era and one of the most accessible sources are internet.¹⁹ Rashid & Majid guoted from Genhard, stated that authentic materials are classified into three categories as the following:²⁰

- 1. Authentic listening materials, such as radio news, cartoons, songs, etc.
- 2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
- 3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

¹⁸ Tom Hutchinson p.68
¹⁹ Rashid Haned Al Azri & Majid Hilal Al-Rashdi, "The Effect of"
²⁰ Rashid Haned Al Azri & Majid Hilal Al-Rashdi, "The Effect of"

Based on the Fact Sheet published by California Department of Education, there are two main categories of authentic materials; print and auditory.²¹

- Authentic print materials include utility bills, packing slips, order forms, websites, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, magazines, newspapers, etc.
- 2. Authentic auditory materials include phone messages, radio broadcasts, podcasts, e-books, movies, videos and DVDs, television programs, etc.

The categories published by California Department of Education are used by the researcher to analyze the kinds of authentic materials used by the English teacher as the research subject. Using these categories, the researcher would be easier in categorizing the authentic materials because there are only two categories; those are print and auditory material.

E. Advantages and Disadvantages of Using Authentic Materials

There are many advantages of using authentic materials in learning process, especially in ESP classroom. Harmer, as quoted by Rashid & Majid stated that authentic material have positive effects on learners; (1) helps learners to produce better language, (2) helps learners to acquire the language faster, and

²¹ Fact Sheet No.1, Developed by the California Adult Literacy Professional Development Project (CALPRO), September 2007

(3) makes learners more confident to deal with real life situations.²² Kilickya also mentioned the main advantages of using authentic materials are: (1) they have a positive effect on learner motivation, (2) they provide authentic cultural information, (3) they provide exposure to real language, (4) they relate more closely to learners' needs, and (5) they support a more creative approach to teaching.²³

The other advantages are stated by Alejandro G. Martinez that there are several advantages in using authentic materials for teaching English such as exposing to real discourse for the learner, informing the learner what is happening in the real world, producing a sense of achievement, being able to be used under different circumstances, being ideal to teach or practice skimming and scanning for reading texts, containing a wide variety of text types, and being able to encourage reading for pleasure because they contain interesting topics to the learners.²⁴

Those are some advantages argued by some writers about using authentic materials. From those ideas, it can be concluded that using authentic materials in English language teaching, especially in ESP classroom, are so much useful for the learners. Those advantages may not be found in conventional / non-authentic

²² Rashid Haned Al Azri & Majid Hilal Al-Rashdi, "The Effect of"

²³ Ferit Kilickaya, "Authentic materials and cultural content in EFL classrooms", *The Internet TESL Journal* 10 (7), 2004, from <u>http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html</u>, accessed on 11th April 2016 at 12.03 PM

²⁴ Alejandro G. Martinez, "Authentic Materials: An Overvie", *Karen's Linguistics Issues*, 2002, from <u>http://www.metu.edu.tr/~kilickay</u>, accessed on 11th April 2016 at 12.25 PM

teaching materials. However, using authentic materials also have some disadvantages.

Kilickaya claimed that authentic materials add a burden on teachers, as they may contain difficult vocabulary and complex language structures which need more effort to be simplified and explained, in order to make them appropriate for the learners.²⁵ Alejandro G. Martinez also mentioned the disadvantage of using authentic materials for teaching English. He stated that authentic materials might be too culturally biased, might be irrelevant to the student's immediate needs in the vocabulary, were too many mixed structures which make lower levels have a hard time decoding the texts, needed special preparation which spent much time, were too many different accents in listening, and became outdated easily like news.²⁶

Although there are some disadvantages, the learners will feel better with authentic materials that help them involve in the real language as long as the teachers provide them with pedagogical support. In addition, as mentioned by Rashid and Majid, the results of the study carried out by Baniabdelrahman had proved that using authentic materials in teaching English to EFL learners is more effective than using non-authentic materials.²⁷

²⁵ Ferit Kilickaya, "Authentic materials and"
²⁶ Alejandro G. Martinez, "Authentic Materials:"
²⁷ Rashid Haned Al Azri & Majid Hilal Al-Rashdi, "The Effect of"

F. Selecting Authentic Materials for ESP Classroom

In selecting authentic materials, there are some criteria that should be considered by the teacher. There are two opinions stated by McGrath and Wallace in defining criteria of materials selection.

First, according to McGrath, as noted by Rashid and Majid, there are eight criteria to be considered when choosing appropriate authentic texts. These are:²⁸

- (1) relevance, that is authentic materials should relevance to course book and learners' needs,
- (2) topic interest, that is selected authentic materials should have interesting topic to bring the students' interest in learning process,
- (3) cultural appropriateness, that is authentic materials should contain the appropriate culture with the local culture where the materials used,
- (4) logistical considerations, that is in selecting authentic materials should obey the length and legibility/audibility of the materials,
- (5) cognitive demands, that is the selected materials should meet the appropriateness of the theory used in learning process,
- (6) linguistic demands, that is the selected materials should contain acceptable language,
- (7) quality, that is the selected materials should have a good quality to help learners get better understanding of English, and

²⁸ Rashid Haned Al Azri & Majid Hilal Al-Rashdi, "The Effect of"

(8) exploitability, that is the selected materials should be able to be used in various activities of teaching.

Second, as quoted by Benmakholuf, Wallace suggested the following criteria when selecting authentic materials for ESP:²⁹

- (1) Adequacy: The selected materials should contain appropriate language and information about the course.
- (2) Motivation: The selected materials should present interesting content in order to help students be active and work hard in order to understand better. This criterion should be respected in order to make students' work more effective.
- (3) Sequence: The selected materials should relate to the course. There must be a relation to previous texts, activities, topics not to miss the sense of a lesson.
- (4) Diversity: The selected material should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary, and promote strategies.
- (5) Acceptability: The selected materials should contain acceptable cultural customs and language.

From those criteria explained above, the criteria given by Wallace will be used by the researcher to analyze and to compare the findings of the study

²⁹ Benmakholuf Azza Nour El imane, p.19

because those five criteria are simpler than McGrath's and have covered the eight criteria given by McGrath.

G. Previous Study

There were some previous studies that had been done under the topic of authentic materials. Most of those studies were focus on the use of authentic materials in English language teaching and how the authentic materials could influence the language skills.

First, a study conducted by Khoirul Anam was about Teachers' Difficulties in Using Authentic Materials for Teaching English in English Education Department.³⁰ The research which was done in IAIN Sunan Ampel (now UIN Sunan Ampel) showed that there are many difficulties in using authentic materials dealing with the kinds of the authentic materials and the understanding of the students when the teacher used the authentic materials. Those difficulties are caused by several factors such as kinds of the authentic materials. As the findings of the study, the teacher 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.

³⁰ Khoirul Anam, "Teachers' Difficulties in"

Second, a study conducted by Khoirul Fajari Marwan focused on improving the students' reading comprehension through authentic materials.³¹ The study which was done in grade XI of accounting program at SMKN 1 Godean concluded that implementing authentic material could successfully improve the students reading comprehension because the students were happily doing their work. There was an improvement on the students' reading comprehension. It could be seen from the result of pre-test and post-test. The mean of the students' scores improved from 6,7 on pre-test to 7,5 on post-test. It showed that authentic materials were successful in improving students' reading comprehension.

Third, a study entitled *The Effectiveness of Using Authentic Materials towards Students' Reading Comprehension of Short Functional* was done by Sari Anjani.³² The study was aimed to know the effectiveness of using authentic materials to teach reading comprehension of short functional texts at second grade of SMP Al-Hasra Bojongsari. The result of the study showed that teaching reading by using authentic materials could enhance the students' comprehension of short functional text. Therefore Sari Anjani concluded that using authentic materials was effective to develop students' reading comprehension.

³¹ Khoirul Fajari M., "Improving the students' English"

³² Sari Anjani, "The Effectiveness of Using Authentic Materials Towards Students' reading Comprehension of short Functional Texts; A Quasy Experimental Study of second Grade Students of SMP Al-Hasra Bojongsari", *Undergraduate Thesis*, (UIN Syarif Hidayatullah, 2014), pp.-

Fourth, the study which was done by Rina Desitarahmi was also discussed about the effectiveness of authentic materials for teaching reading skill.³³ A study entitled *Using Authentic Materials to Improve Reading Comprehension of Grade Eight Students of SMP 15 Yogyakarta* was a kind of classroom action research. The results of the study showed that the use of authentic materials was effective to improve the students' reading comprehension. It could be seen from some students' improvement, those were: 1) the students could focus on the lesson and actively participated in the teaching and learning process, 2) the students were able to scan the detail information of the texts, deduce the meaning of unfamiliar words and understand information when not explicitly stated, and 4) the students had more interest and motivation in reading. In addition, Rina said that the use of authentic materials was going to be effective when they were used together with authentic tasks which provide communicative activities.

Fifth, a study conducted by Ria Hosnol Hatimah discussed about the effect of using authentic materials on the achievement of students' reading comprehension.³⁴ The study was aimed to know whether there is a significant effect of using authentic materials on the tenth grade students' reading comprehension achievement at MA Islamiyah Syafi'iyah Sumberanyar-Paiton.

 ³³ Rina Desitarahmi, "Using Authentic Materials to Improve Reading Comprehension of Grade Eight Students of SMP 15 Yogyakarta", *Undergraduate Thesis*, (Universitas Negeri Yogyakarta, 2013), pp. ³⁴ Ria Hosnol Hatimah, "The effect of using authentic materials on the tenth grade students' reading comprehension achievement at MA Islamiyah Syafi'iyah Sumberanyar-Paiton", *Undergraduate Thesis*, (Universitas Jember, 2013), pp.-

This quasi-experimental research used pre-test and post-test. Then the pre-test and post-test scores were analyzed by using ANCOVA through SPSS. The result of the study showed that the significant column of the class was 0.046, lower than 0.05. Therefore, Ria concluded that there was a significant effect of using authentic materials to upgrade the students' comprehension achievement.

Another study showed that using authentic materials in classroom are highly motivating, giving a sense of achievement when the students understood and encourage them to have further reading.³⁵ In this study, the use of authentic materials in the classroom was discussed, with the student benefiting from the exposure to real language being used in a real context. The students reflected the changes in the use of language. He also stated that anything coulod be used as authentic material but for developing reading, one of the most useful resources was the Internet, with large amounts of varied materials easily accessible.

Those are the previous studies with the main topic about Authentic Materials, included the effect of its use in English language teaching. The difference between this study and those previous are that in this study, the researcher focus on the criteria used by the English teacher in selecting the authentic materials to be used in ESP classroom which is represented by Hospitality program in SMKN 1 Buduran Sidoarjo.

³⁵ Sacha Anthony B., "The use of authentic materials"