### **CHAPTER IV**

### FINDINGS AND DISCUSSION

In this Chapter, the researcher presents the research finding and discussion. It reports the findings and results of the data collection. Detailed description of the results obtained from this study is presented.

## A. Research Findings

Based on the research problems stated in the first chapter, the research finding presents the result of the research based on the statement. They are about the kinds of authentic materials used by the teacher in English Language Teaching Process at SMKN 1 Buduran and how the teacher selects them to be used in the class of Hospitality program. These data had been collected by the researcher during  $6^{th} - 25^{th}$  of June 2016.

Based on research procedure and data collection technique, the data were collected by doing three times of interviews and analyzing the documents of Authentic Materials used by the teacher. From those two instruments of collecting data, then the researcher describes the findings to answer the research questions. The findings are described narratively as the following:

### 1. Kinds of Authentic Materials

The English teacher of Hospitality stated that teaching Hospitality program is very challenging. The challenge is on how to make the students able to communicate with the staff and customers, especially foreign customers, when they stay in the hotel for training program. Hence, the teacher use supported materials, included authentic materials, in his teaching.

Based on the document analysis done by the researcher, the teacher of Hospitality program at SMKN 1 Buduran used many kinds of Authentic Materials. The teacher used authentic materials to deliver the topic of lessons and to give some entertainment by playing games and quiz. Then, related to the literature review explained in chapter II, the teacher used both authentic print and auditory materials.

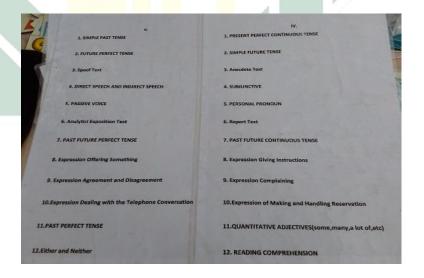
## a. Authentic print materials

Many kinds of print authentic materials were used by the teacher in his teaching. Picture was the most often used materials in Hospitality program. The teacher had a collection of pictures with some topics of learning behind picture. To use this picture, the teacher asked the students to choose one among some pictures and to think a moment about the selected picture. Then the teacher folded back the picture to show some topics. The teacher invited

the students to remember what topics that had been learned and what topic that had not been learner. Choosing a topic that had not been learned yet, the teacher explained it by relating the topic to everything on the picture.



Picture 4.1. Example of picture as authentic materials



Picture 4.2. List of topics behind the pictures

Related to skill of Hospitality, the teacher also used authentic materials that support students understanding about the program, such as bills, orders forms and menus. Bills were used to teach speaking. Using bills, students should practice how to serve customers when they would check out from the hotel. The teacher asked the students to have conversation in pair and acted like they were a customer service and a guest. Bills were also able to teach another skill such as reading, writing and vocabulary. For example, the students should read and understand well the bills before they practice the conversation.

BANARAN HOTEL Jl. Ngaliyan Raya No. 18			Page 1 B1103210001 REKENING TAMU GUEST BILL				
Jakarta 024 - 7621740							
NAME : Rudi Winengku ROOM NO : 301		CHECK IN DATE CHECK OUT DATE	: 21-Ma : 23-Ma				
URAIAN / STATEMENT			JUMLAH/ AMOUNT				
Kamar 104 (Supperior)		SUB TOTAL	Rp.	300.000			
.Room (ROOM)	1 Day(s)		Rp.	300.000			
Kamar 202 (Executive)		SUB TOTAL	Rp.	180.000			
.Room (ROOM)	1 Day(s)		Rp.	180.000			
Kamar 301 (Deluxe)		SUB TOTAL	Rp.	297.000			
.Room (ROOM)	2 Day(s)		Rp.	297.000			
SAY		TOTAL	Rp.	777.000			
#-Tujuh Ratus Tujuh Puluh Tujuh	Ribu - Rupiah-#						
		Jak	Jakarta 23-Mar-2011				

ADMIN

Picture 4.3. Example of bill

Order forms and menus were also used to improve students' speaking skill. They were used to practice speaking like how to offer food, beverage, or another service to the customers when the students became waiters. All of those materials were used by the teacher to bring the real situation of world-career into the classroom.



Picture 4.4. Example of order form

Another authentic print material that was used by the teacher was poster of alphabet. It was used to play games or quiz about vocabulary. It was also aimed to improve and to strengthen students' vocabularies, especially about spelling the right words.

To use poster in teaching vocabularies, the teacher cut the poster of alphabet into pieces. The teacher gave the clues to the students about a word. When the students had got the word, they should find that word by arranging the jumble alphabet into the right spelling.



Picture 4.5. Pieces of alphabet poster

# b. Authentic auditory materials

Some authentic auditory materials like videos and songs were also used by the teacher in his teaching in Hospitality program. The teacher often used videos to teach speaking. When the teacher decided to use video in his teaching, he played and showed the videos to the students by using LCD projector. He asked the students to pay attention on the videos and to observe

what was in the videos. Then the teacher would ask the students' opinion about what was in the video.

Sometimes the teacher used videos to show the students about the real practice of hospitality work like front officer, customer service, reception desk, etc. Watching the video, the teacher asked students randomly to practice the conversation like what was in the video.



Picture 4.6. Screenshot video conversation of reception desk at hotel

In using videos, the teacher tried to give videos with no more than 10 minutes duration, included when the teacher gave short movie. According to the teacher, when the videos or short movies were more than 10 minutes, the students would get bored because it took long time for students to have concentration on the videos or short movies.

Another auditory authentic material that was used by the teacher was songs and its lyrics. These kind of authentic materials were used to train students' listening ability, for example by playing missing lyrics. The students should complete the missing lyrics by listening to the songs. This activity was given to the students by the purpose of quiz to make students interested in learning English.

#### "Hotel California"

On a dark desert (1) ......., cool wind in my hair
Warm smell of colitas, rising up (2) ....... the air
Up ahead in the (3) ......., I saw a shimmering (4) ......
My head grew (5) ...... and my sight grew dim
I had to stop for the night
There she stood in the (6) ......;
I heard the mission bell
And I was (7) ...... to myself,
"This could be (8) ...... or this could be Hell"
Then she lit up a candle and she showed me (9) ......
There were voices down the corridor,
I thought I heard them say...

Picture 4.7. Example of missing lyrics

Those are some authentic materials that were used by the teacher in teaching hospitality program. The teacher mostly got those materials from internet. Sometimes the teacher bought the authentic materials when he thought that it would be useful for the students in learning English. Some authentic materials were also gotten by the teacher from his friend of English teacher inside or outside the school.

From those varied authentic materials used by the teacher, the students liked and enthusiastic when the teacher used video and songs. The teacher argued that it might be caused by the students' daily which had been influenced by media digital. On the other hand, the students seemed to be less enthusiastic when the teacher used authentic materials containing reading or text.

			6		A .						
	N o	Name	Kind Al	ls of M	Used to teach						
			Duint	Audi tory L	Skills		Comp.		Others		
	Z		Print		L	R	W	S	V	G	Others
	1.	Bills	v	1	-	v	v	V	V	-	-
	2.	Order forms	v	,	v	v	v	v	v		
	3.	Pictures	v	-	1	v	v	v	-	v	- //
	4.	Poster	v	-	-	-	-	-/	v	- /	spelling
	5.	Videos	-	v	v	-	-/	v	v	-	pronunciation
	6.	Songs	1	V	V	7	-	v	v	-	pronunciation
	7.	Song lyrics	V	-	V	-	,-/,	v	V	-	-

\*other authentic materials can be seen in appendix 1

Table 4.1. Kinds of authentic materials

All of the authentic materials that were used by the English teacher in Hospitality program tended to be used to teach speaking. It was caused by the target of the school committee that hospitality students should be able to master at least two English skills, those were speaking and listening. The target was aimed to make students capable of communicating to the customers when they were in their field-work. Therefore, the English teacher of hospitality program gave more portion to teach speaking and listening skills. As the consequence, in finding the supported materials such as authentic materials, the teacher always considered whether those materials could explore further about students' speaking and listening skills. It did not mean that another two skills, reading and writing, were not important. The teacher taught reading and writing skill only based on the indicator provided in the main coursebook without exploring further on those two skills.

## 2. Criteria for selecting authentic materials

In selecting authentic materials, the teacher did not use certain criteria because he always tried to consider the individual ability of the students. However, based on his story during the interview process, the researcher tried to point out the criteria used by the teacher in every selection of authentic materials. There were some criteria used by the teacher in selecting authentic materials. The selected authentic materials should be appropriate to basic competence on syllabus and students' English ability (appropriateness), interesting, understandable, and up-to-

date. Here are the criteria considered by the teacher in selecting authentic materials to be used in his teaching in Hospitality program:

## a. Appropriateness

Appropriate authentic materials means that the use of materials did not miss the sense of lesson and can be accepted by the students. This was the main criterion that the teacher always paid attention on. The teacher argued that the given materials would be useless if they were not appropriate to be used. There were two kinds of appropriateness that always be considered by the teacher in selecting authentic materials, that was appropriate to basic competence on syllabus and appropriate to the English ability of students. In other word, the used authentic materials should appropriate to achieve the goal or the objective of the lesson.

First, the teacher stated that appropriateness to the basic competence on syllabus was something that could not be disobeyed because the teacher were demanded to deliver all of basic competence that have been defined by the government. When the teacher found the authentic materials that seemed to be suitable to be used in the classroom, he checked the content whether they were appropriate to the basic competence on syllabus

or not. If they were appropriate, the teacher would consider using those authentic materials in his teaching. Thereby, the used authentic materials must had been appropriate to the students' grade (class) and learning topic since the basic competence on syllabus were ordered based on the grade with certain topics. Furthermore, this is hospitality program, so that all of the learning topics that were taken from both main coursebook and authentic materials would not far from hospitality-world.

Second, it was about appropriateness to the English ability of students. The teacher told that this was the most challenging in using authentic materials because the students' English ability was not equal. To solve that problem, the English teacher usually identified the students' English ability from the first meeting in the class. The teacher did eliciting by inviting the students to have a dialog about introduction. When the students were able to give a good respond to the teacher, then the teacher concluded that the students had had basic of English and were ready to follow the English learning in hospitality program that would be focus more on the speaking and listening skills. On the other hand, when there were students that could not respond well, the teacher decided to give more attention to them.

From those activities of identification, the teacher had got basic highlight of students' ability of English and was able to decide whether the selected authentic materials had been appropriate to the students' ability of English. When the teacher had tried to bring into line between authentic material and students' ability, yet there were students that could not understand the used authentic materials because of their less ability, then the teacher did personal approach to each individual of the students. It was expected to be the solution that the authentic materials were still available to be used by all of the students in learning English.

In addition, the teacher was also able to identify the English ability of students from the selection process when the students enrolled in SMKN 1 Buduran. The students who took hospitality program should join the interview section done by the school committee to know their English ability. The students who could not achieve the standard minimum ability determined by the school committee, automatically they were failed to join hospitality program.

## b. Interesting

The teacher defined the interesting authentic materials as the materials that could increase students' interest. It meant that any materials could be interesting materials. In defining whether the authentic materials were interesting or not, the teacher used his feeling and recalling his memory when he was in the classroom. When the teacher found authentic materials and felt that those authentic materials were interesting, he decided to keep those authentic materials. Then, when the teacher taught the topic that seemed possible for him to use those authentic materials, he would use them.

However, not all of the authentic materials that were interesting for the teacher were interesting for the students. Sometimes the students were less interested because of some factors like the complicated vocabularies. The teacher could easily identify whether the students were interested or not by seeing the students responds whether they were enthusiastic or not. If the students seemed less interested in the authentic materials given by the teacher, the teacher would invite the students to try to look for other authentic materials that were interesting for both the teacher and the students. The teacher involved the students to get the

interesting authentic materials that could be accessed through internet, so the students would get the authentic materials that they thought interesting.

For example, when the teacher was going to teach descriptive text, there were some students that less interested in the topic of descriptive text presented in the main coursebook. Explaining about descriptive text, the teacher asked the students about what they want to describe to explore further about students understanding of descriptive text. Sometimes the students asked to the teacher to describe historical places, athlete, public figure or even racing car. Then the teacher looked for the pictures or texts in his laptop, or sometimes directly searched on the internet.



Picture 4.8. Example of interesting picture

Another example of interesting authentic material that the teacher used based on the students' interest was about historical places. It was interesting because the content of the text could enrich students' knowledge about Indonesian tourism place. The teacher used this kind of authentic material to review the previous meeting about descriptive text.



#### National Monument of Indonesia

The national monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945.

The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold.

The monument houses a couple of museums; Freedom Hall and Contemplation Hall. The

Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas,

Picture 4.9. Example of interesting text

In addition, involving the students for selecting interesting authentic materials was the activity of application of curriculum 2013 (K-13) which compelled the teacher to involve the students more on the learning process and the teacher acted as the mediator of learning. However, the teacher still had a control to the students in finding the authentic materials form internet to ensure that the

students got what the teacher asked. To ease the control process, this activity was usually done in a group.

Therefore, the English teacher of hospitality program always tried to bring in line between using interesting authentic materials and the application of K-13. Furthermore, involving the students in the process of selecting authentic materials was expected to be the solution for increasing students' interest in learning English and for creating creative teaching and learning process. If the teacher were only based on the main coursebook provided by the government, the students would be easily bored because that main coursebook are for Vocational High School in general without any specification on certain program.

### c. Understandable

The teacher defined understandable authentic materials as the materials that contained the easy context and language content such as vocabularies. Authentic materials that were used by the teacher should have language contents which was easy to be understood by the students. It was impossible for the teacher to give authentic materials that the content was difficult to be understood by the students.

To define whether the content of each authentic material was understandable or not was not easy because it depends on the students'

ability of English. Sometimes the students who has better ability of English could easily understand whatever authentic materials used by the teacher. In the contrary, the students with lower ability were unable to understand easily although the teacher gave the same authentic materials.

In fact, the teacher said that during his experience in teaching hospitality program, most of students were able to understand the contents of the used authentic materials, though sometimes there were few students who had low understanding because of lower ability than others. In learning process, the teacher would focus on the students that seemed difficult to understand in order that they had more effort from themselves to understand the content. Sometimes the teacher grouped the students into several groups containing fife to six students with two of them were they who had low understanding. The students who understood the content of authentic materials were expected to help them who had low understanding by sharing their knowledge. This activity also eased the teacher to ensure that all of students understood the used authentic materials well.

The example of understandable materials is hotel signs. The language content could be understood by the students. Although it contained some unfamiliar vocabularies, the students could still understand its meaning. Using this kind of authentic materials also enriched students' vocabularies. The teacher used it to teach short functional text.



Picture 4.10. Example of understandable authentic materials

Related to the difficulty of vocabularies, the teacher said that not all of authentic materials should contain the vocabularies that had been mastered by the students. The materials might have some new vocabularies that the students could enrich their vocabularies through using authentic materials.

Sometimes, the authentic materials brought by the teacher were too difficult for the students. The teacher was able to know that the students got difficulties in understanding the materials by seeing their face that seemed to be confused and the class became quiet. For example the students got difficulties when the teacher gave the example of text that he took from article or journal. This kind of materials usually had difficult context. To make sure that the students could understand

the context easily, the teacher firstly explained the context of the lesson topic based on the main coursebook.

## d. Up-to-date

In this case, the term up-to-date was not always the latest thing. The teacher defined the term up-to-date to renew the obsolete authentic materials. In other word, the teacher renewed the authentic materials that he used to teach English for hospitality program. In the process of renewing the old authentic materials, the teacher would replace with the up-to-date materials as long as the materials were appropriate to the basic competence, otherwise the teacher would only renew the old materials with the new one.

Although not all of the used authentic materials were up-todate, the teacher always tried to find the up-to-date materials to bring into line between what were learned in the classroom and what was going on at present.

The example of up-to-date authentic materials used by the teacher was the news report about Indonesia hotel construction. It was used to teach report text. The teacher told that using this kind of materials brought two advantages. The students could improve their English by reading another example of report text and they

also got new knowledge related to the latest news about hospitality.



Picture 4.11. Example of up-to-date authentic material

Considering bringing the up-to-date materials, the teacher intentionally did not create authentic materials collection that makes him possible to change the materials used previously with the latest one to bring the easiness of students' understanding. To get the up-to-date materials, the teacher sometimes asked opinions to his friends (other teacher) about the authentic materials that would be used in teaching English. When the teacher used the up-to-date materials, sometimes the students asked those materials to the teacher in order that they could use those materials at home.

Those were the four criteria used by the teacher in selecting authentic materials. Once again, the teacher basically did not use specific criteria to select authentic materials. The teacher might add some additional criteria when he selected authentic materials for his students. Yet, it did not mean that the teacher did not consistent on his consideration of authentic materials selection. For example, when the teacher should give different authentic materials to different students or group, the teacher might have different consideration in selecting those materials.

Selecting materials for them who had better ability of English would use the four criteria as mentioned above; even the teacher might not use all of those criteria. Whereas, when the teacher selected materials for them who had lower ability of English, the teacher might add additional criteria such as the materials should contain the easy and famous vocabulary to make the students understand easier. Another differentiation might be about practical consideration such as length of text. For them who had better ability of English, it really did not matter how long the text was, as long as the text was interesting and understandable. On the other hand, for them who had lower ability of English, longer text might be a serious problem because they should work and think more to understand the text.

### **B.** Research Discussions

In this stage, the discussion about kinds of authentic materials used by the teacher and the criteria used by the teacher for selecting authentic materials be used in teaching English are presented.

### 1. Kinds of authentic materials

Based on the definition of authentic materials that had been mentioned in the key term, authentic materials means any materials that had been created for the purpose other than to teach language. The materials that basically created and produced not for English learning, yet the teacher used those materials to teach English. There were many kinds of authentic materials used by the teacher to support the lesson delivery to the students. Some of the authentic materials used by the teacher were bills, menus, brochures, videos, songs, etc. (for other kinds of authentic materials can be seen in appendixes). Based on the Fact Sheet published by California Department of Education, all of those materials used by the teacher were divided into two main categories of authentic materials; that were print and auditory materials.<sup>1</sup>

From all of authentic materials that had been used by the teacher, not all of them were only to deliver the lesson in formal situation.

<sup>&</sup>lt;sup>1</sup> Fact Sheet No.1, Developed by the California Adult Literacy Professional Development Project (CALPRO), September 2007

Sometimes, the teacher utilized the authentic materials that he brought to the class to play some quizzes or games with the students. It was intended to make students spirited and enthusiastic in learning English and gave impression to the students that English was not as scaring as they thought. By playing quizzes or games using authentic materials, the teacher could explain to the students that English was not always be learned in serious way. One of authentic material that was used by the teacher to play quizzes or games was poster alphabet.

When the teacher used authentic materials in form of text (authentic text), he always tried to use texts contained any information about hospitality since the students in hospitality program needed specific English related to their job-career in the future. Thereby the English lesson received by the students, especially about vocabulary, would help the students to develop their English ability in the world of hospitality. When the teacher really needed to use authentic material, meanwhile he could not find it that related to hospitality, he would use any authentic material as long as the criteria were considered.

Alan Cunningsworth stated that teaching materials for ESP tend to be viewed as distinct and separate from general coursebook.<sup>2</sup> Related to Alan's statement, the English teacher of hospitality program at SMKN 1 Buduran realized that the main coursebook provided by the government

<sup>&</sup>lt;sup>2</sup> Alan.....

contained the general English for vocational high school, without any specification for each program. Therefore the teacher used many kinds of authentic materials in his teaching process since they had positive effect on learner motivation, related more closely to learners' needs, and support a more creative approach to teaching.<sup>3</sup>

Furthermore, this school cooperated with several domestic fivestar hotels and some hotels in Malaysia as the place for apprenticeship. Finishing apprenticeship program, the students also had a chance to work on that hotel. Hence, the English teacher of hospitality program should have more effort to increase students' speaking and listening skills. One of the ways to do that was by using authentic materials in learning English.

## Criteria for selecting authentic materials

In this research, the researcher had mentioned that the analysis of authentic materials selection process would be focus on the criteria used by the teacher as the consideration in selecting authentic materials.

In selecting authentic materials, the teacher said that he did not use certain criteria because he considered the difference of students' English ability. He illustrated materials that were considered easy by the students with better abilities, uncertainly were considered easy by the students who had lower ability. Based on the teacher' story presented in the research

<sup>&</sup>lt;sup>3</sup> Ferit Kilickaya, .....

findings above, the researcher had explained the main four criteria used by the teacher in selecting authentic materials to be used in teaching English for hospitality program.

In theoretical framework, the researcher had mentioned that Wallace' criteria for selecting authentic materials for ESP classroom would be used as the comparator to the teacher's criteria. Wallace argued that at least there were five criteria that could be used as the consideration in selecting authentic materials to be used in ESP classroom. They were adequacy, motivation, sequence, diversity, and acceptability. Meanwhile, the English teacher of hospitality program in SMKN 1 Buduran used at least four criteria that should be considered in selecting authentic materials for hospitality program, they were appropriateness to basic competence and students' level, interesting, understandable, and up-to-date.

# a. Appropriateness

The first criterion used by the teacher to select authentic materials was appropriateness to basic competence and students' ability of English. In research findings, the explanation of this criterion had the same meaning with the term of adequacy expressed by Wallace. Adequacy meant the selected materials should contain appropriate language and information about the

course. Yet, there is another side that can be discussed in the following discussion.

In Indonesian formal education, basic competence is the main guidance for the teacher. Teacher may have some improvement to develop and support his teaching process, included using authentic materials, as long as those improvement are based on the basic competence that have been determined by the government.

When the used authentic materials were appropriate to basic competence, then those authentic materials were most likely appropriate to the topic of the lesson presented in main coursebok which had been published by the government. In other words, the used materials were related to the topic of lesson without missing the sense of the lesson. Wallace mentioned this explanation by the term of sequence criterion. However, what was considered by the teacher was not exactly the same with the meaning of sequence explained by Wallace. Wallace explained that there should be a relation to previous texts, activities, and topics in each authentic material, while in this case, the teacher only considered the relation to the topic because the teacher did not always used authentic materials in every meeting.

Then, authentic materials used by the teacher must be appropriate to the students' English level. This criterion was closely linked to the third criterion used by teacher; that was understandable. Authentic materials could be understood by the students when those materials were appropriate to the students' level of English. The process of identifying students' level had been described in research findings.

In the process of identification, the teacher had some weaknesses because he did not identify entirely. The teacher only did a brief identification based on the first meeting supported by the result of the test during selection process of enrolling the school. Yet, the teacher might have his own reason not to have entire identification of students' level of English. It closely related to the limited hours of English lesson for vocational high school that had been provided by the government.

## b. Interesting

Authentic materials should be interesting because basically every interesting thing would be easy to be learned, included the authentic materials used by the teacher. When the authentic materials used by the teacher were interesting, the students

indirectly would not feel burdened with the presence of authentic materials brought by the teacher. Using interesting authentic materials also could ease the students to understand the topic delivered by the teacher. Finally, the use of interesting authentic materials would increase students' motivation in learning English, moreover if the kind of the authentic materials were greatly favored by the students.

Thus, the criterion of "interesting" that was considered by the teacher in selecting authentic materials had the same meaning with the criteria expressed by Wallace, which was Motivation. Motivation means that the selected authentic materials should present interesting content in order to help students be active and work hard in order to understand better. Besides, this criterion is used in order to make students' work more effective.

## c. Understandable

The selected material should be understandable. It was required a carefulness to get the understandable materials, because the consideration was based on the English ability of each individual students. When the used authentic materials were understandable and the students wanted to understand it, it meant

the language content of the materials was accepted by the students. When the students could not accept the language content, it seemed impossible for them understand the used authentic materials. Thereby, the used authentic materials could not be considered as understandable materials.

Wallace told in his five criteria that the language of authentic materials should be accepted by the students. It was explained in the criteria of Acceptability in which the used authentic materials should contain acceptable cultural customs and language. Although the point of acceptable customs was not fully considered, at least the English teacher of hospitality program in SMKN 1 Buduran had considered that the content of authentic materials, especially language, was accepted by the students. Therefore the teacher mentioned one of his criteria to select authentic materials was understandable, because authentic materials that could be accepted by the students, automatically those materials can be understood by the students.

In addition, although the teacher considered the criteria of understandable, it did not mean that all of the vocabularies were easily understood by the students. In each authentic material, the teacher tried to give new vocabularies related to hospitality because one of the aims of using authentic materials was to develop students' English ability through introducing real English of the certain work into the classroom.

# d. Up-to-date

The criterion of up-to-date was not included in the five criteria told by Wallace. The English teacher of hospitality program in SMKN 1 Buduran stated that the criterion of up-to-date was the thing that should be considered in selecting authentic materials to be used in teaching English. The consideration of this criterion might be related to the modern and digital era where everything could be accessed in one place through internet using smartphone. This criterion could not be neglected if the teacher wanted the students to have good impression for the first time they saw the authentic materials brought by the teacher into classroom. Good impression for the first sight could bring the positive effect to the following process. Thereby, using the up-to-date authentic materials was expected to make students easier to accept and understand the materials.

There was one more criterion mentioned by Wallace that the teacher did not use it. It was about the diversity. Wallace told that authentic materials should lead to various classroom activities that the selected authentic materials could be used to teach integrated skills and language component. The English teacher of hospitality program was intentionally to not consider the criterion of diversity because he argued that the English teacher should be able to use any selected materials to teach integrated skills and language components.

Although the criteria used by the teacher were not exactly the same with the criteria expressed by Wallace, it did not mean that the English teacher of hospitality program at SMKN 1 Buduran used the wrong criteria to select authentic materials to be used in classroom. The researcher argued that the teacher had good consideration in selecting authentic materials. It should be kept in mind that the definition of authentic materials was any materials produced for the purpose other than to teach language. Therefore, teacher's consideration in deciding the criteria to be used in authentic materials selection could be influenced by the environmental factor and government policy.

In addition, the criterion used by the teacher had strength in the relation of application of curriculum 2013 (K-13). The teacher involved the students to find and select authentic materials in order that the

materials could be interesting, understandable, and appropriate to students' level based on the students' perspective. It was in line with the aim of K-13 in which the students should be more active during the learning process, while the teacher acted as the mediator and guide during the learning process.

From the four criteria used by the teacher in selecting materials, the first criterion was the main criterion amongst others. If the first criteria were not completed, the teacher would not use the materials although the other criteria were completed. Sometimes, when the teacher though that he really required to use authentic materials in his teaching, he would use the first criterion only. It was related to his responsibility as the teacher that should deliver all of the basic competence determined by the government. On the other hand, this obligation could demotivate the teacher to use the selected authentic materials because of the limited lesson hours for vocational high school. However, the English teacher of hospitality program at SMKN 1 Buduran always tried to use authentic materials to achieve the current purpose of the program. Graduating from the school, the students should achieve the target of being capable in speaking and listening.

Having good speaking and listening was the target decided by the school committee for the graduation of hospitality program. The teacher was compelled to explore further on the students' speaking and listening as the preparation for the students in order that they have capability to compete in the world-career after graduating from the school. This target had no relation to the syllabus given by the government. Based on syllabus, the English teacher should deliver all of four English skills equally and the teacher had done his obligation related to his responsibility as the English teacher. The teacher taught reading and writing skill only based on the indicator provided in the main coursebook without exploring further on those two skills.