























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-



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









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 five 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.







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.











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 coursebook 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.







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



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 thought 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

