

**ENGLISH AUTHENTIC MATERIALS OF ADIWIYATA  
SCHOOL IN STATE VOCATIONAL HIGH SCHOOL 3  
BUDURAN SIDOARJO**

**THESIS**



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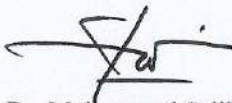
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## APPROVAL SHEET

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## ABSTRACT

Khumaini, Ahmad Muammar (2019). “*English Authentic Materials of Adiwiyata School in State Vocational High School 3 Buduran Sidoarjo*”. Thesis, English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel, Surabaya. Advisor: Mohammad Salik & Siti Asmiyah

The purpose of this research are to know what kind of authentic materials and the teacher consideration in selecting criteria of authentic materials of Adiwiyata schools in SMKN 3 Buduran. Using qualitative approach and descriptive qualitative as its method, the purpose of this research was explore on teachers' experience in using authentic materials that used in teaching English of Adiwiyata school. The data were collected through documentation of authentic materials and interview with the teacher. Document analysis and interview guidelines were also used in this research as research instrument. The result of this study showed that there are two categories of authentic materials that used by the teacher. There are authentic printed materials such as newspaper, warning card, etc; and authentic auditory materials such as videos or songs. In selecting those materials there are some criteria that used. First, authentic materials should appropriate to basic competence of the study and students need. Second, authentic materials should be interesting to the students. Third, authentic materials should be understandable to the students. Last, authentic materials should be up-to-date.

**Keywords: Authentic Materials Selection, Adiwiyata**



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## CHAPTER I INTRODUCTION

This chapter present background of the study that consist the reason why this research is important and the reason why researcher want to take the topic, Problem of the study, Objectives of the study, Significance of the study, Scope and limitation of the study and definition of keyterms

### A. Background of the Study

Authentic materials are the materials that produced for the purpose other than to teach language.<sup>1</sup> Authentic materials are any material that made for non-pedagogical purpose or materials that are not created specifically for language teaching. Authentic material can be any material which student found in their daily life such as restaurant menu, job application, radio programs, etc. According to Laniro, authentic materials can be divided into two forms: there are printed and auditory materials.<sup>2</sup> These easy found materials are very helpful for the student to know the real use of English in the real context. According to the sentences above, Authentic materials are an easy found materials that very helpful for the student to learn English aside from their main course books in English teaching in order to know the use of English in the real context.

Authentic materials are needed in English language teaching, especially in vocational high school that has a specific purpose of learning and specific programs, since there are no course books that can be ideal for any particular class<sup>3</sup> except the teacher made the material itself. Authentic materials usage expected to meet students' interest and need in learning English. It should be useful and able to build the student interest, because an effective English

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<sup>1</sup> 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, 250

<sup>2</sup> Fact Sheet No.1, Developed by the California Adult Literacy Professional Development Project (CALPRO), September 2007

<sup>3</sup> David Nunan & Ronald Carter, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, (Cambridge: Cambridge University Press, 2001), 158

teacher should provide an additional material aside from prime course book materials.<sup>4</sup>

This study investigates the use of authentic materials in English lesson of Adiwiyata School at State Vocational High School (SMKN) 3 Buduran Sidoarjo. In detail, this study aimed to analyze the kinds of authentic material and what criteria are used by the teacher in selecting those materials. Adiwiyata is an award that given to the school that care and based on cultured environment in every aspect of school including their learning process. Adiwiyata is selected because SMKN 3 Buduran always got top three on National Adiwiyata award and it also support occupational safety and health program that always applied in every department.

Vocational school is a kind of senior high school in Indonesia that has career-oriented purpose. Vocational high school has many particular programs related to the student future careers or interests such as Accounting, Engineering, Hospitality, Multimedia, etc. The students of vocational high school are prepared to master a specific ability based on the program that they pick in order to have a high competitiveness in the world career. Therefore, there are difference between vocational school and regular high school. The difference is in vocational high school has a specific purpose in learning process which is pointed out in some particular programs according to their needs. Regarding to those specific purposes of learning, English learning in vocational high school 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.

SMKN 3 Buduran implements Adiwiyata Program to support occupational safety and health program that applied in every department, this is because in SMKN 3 Buduran the major that they have are related with Shipyard building and engineering. Adiwiyata program in SMKN 3 Buduran concern in environmental safety, according to vice headmaster of SMKN 3 Buduran, this program will help the student to create and design green project in shipyard building or engineering, so anything that they create will

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<sup>4</sup> Brian Tomlinson, *Developing Materials for Language Teaching*, (London: Continuum, 2003), 67

be safe for their environment.<sup>5</sup> Adiwiyata program is a part of ESP (English for Specific Purpose), usually ESP is used when the student learning English for a particular work or career.<sup>6</sup>

ESP is absolutely different with English in general, because its focus has narrowed than general English because in ESP the course are more based on the analysis of learners' needs.<sup>7</sup> ESP concern with different area of study and based on the field where the specification of English is needed. This narrowed focus make the teacher to take other sources of learning by selecting authentic material and use them in learning process. Usually, teaching material for ESP viewed as distinct and separate from general course book.<sup>8</sup> In order to create a meaningful English lesson, the teacher should bring the material in the real world through authentic materials.

Related to the previous study, there are many research about authentic material that already done by some of researcher not only from UIN Sunan Ampel Surabaya but also from another University in Indonesia. A study from Khoiril Fajari Marwan from State University of Yogyakarta with title "*Improving the students' English reading comprehension through authentic materials in SMKN 1 Godean grade XI in academic year of 2013/2014*" showed that implementing authentic materials successfully improve the student reading comprehension because they are happy doing the work.<sup>9</sup> According to Anthony, authentic materials in classroom give a sense of achievement and motivate the student because they can understand easily and encourage them to have further reading.<sup>10</sup>

Another previous study about authentic materials had been done in UIN Sunan Ampel Surabaya by Khoiril Anam with title,

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<sup>5</sup> Interview with vice headmaster of SMKN 3 Buduran on March 15<sup>th</sup> 2018

<sup>6</sup> Brian Tomlinson, *Developing ..... 67*

<sup>7</sup> Helen Basturkmen, *Developing Courses in English for Specific Purposes*, (London: Palgrave Macmillan, 2010), 3

<sup>8</sup> Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Macmillan Heinemann, 1995), 132

<sup>9</sup> Khoiril Fajari Marwan, Undergraduate Thesis: "*Improving the students' English reading comprehension through authentic materials in SMKN 1 Godean grade XI in the academic year of 2013/2014*", (State University of Yogyakarta, 2014), 67

<sup>10</sup> Sacha Anthony Berardo, "The use of authentic materials in teaching of reading", *The Reading Matrix*, Vol.6, No.2, September 2014, 67

*“Teacher Difficulties in Using Authentic Materials for Teaching English in English Education Department of Tarbiyah Faculty of IAIN Sunan Ampel Surabaya”*<sup>11</sup>. In this research he states that teacher faced some difficulties when they use authentic material in their learning activity. This research showed that the teacher/lecturer have some strategies to solve these difficulties by skipping uninterested and unneeded materials, grouping and combining the students’ level abilities during learning process, and selecting the appropriate authentic materials for the students. However, in his findings he did not state some consideration in choosing authentic materials as the expert explained in their books.

Sari Anjani in her research shows that authentic materials can enhance students’ comprehension of short functional text and it is very effective in developing students’ reading comprehension.<sup>12</sup> Ria Hosnol Hatimah also has the result that the authentic materials have a significant effect in upgrading students’ comprehension achievement in reading and it can be seen from the result of pre and post-test significance was 0,046 through SPSS.<sup>13</sup>

The previous studies above are under the topic of authentic materials. But, the researcher does not find a study which is showed the consideration how the teacher select or choose the authentic materials in English language teaching in ESP classroom, especially in Vocational High School in Indonesia. In fact, selecting authentic material really need to pay attention on the criteria to make it appropriate in English language teaching whether the teacher select or choosing or combining the material. If the teachers use an authentic material without considering the criteria, the classroom will be boring and the learning activity will be more than explanation like a seminar even the teacher already uses authentic materials. It also may be cause by the authentic

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<sup>11</sup> Khoiril Anam, Undergraduate Thesis: *“Teacher Difficulties in Using Authentic Materials for Teaching English in English Education Department of Tarbiyah Faculty of IAIN Sunan Ampel Surabaya”*, (IAIN Sunan Ampel Surabaya, 2012), 66-68

<sup>12</sup> Sari Anjani, Undergraduate Thesis: *“The Effectiveness of Using Authentic Materials Towards Students’ Reading Comprehension of Short Functional Text; A Quasi Experimental Study of Second Grade Students of SMP Al-Hasra Bojongsari.”* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014)

<sup>13</sup> Ria Hosnol Hatimah, Undergraduate Thesis: *“The effect of using authentic materials on the tenth grade students’ reading comprehension achievement at MA Islamiyah Syafi’iyah Sumberanyar Paiton”*, (Jember: Universitas Jember, 2013)

materials that used by the teacher are inappropriate and do not meet the student needs. The conclusion, if the teachers cannot bring or deliver the appropriate authentic materials to the students, they may have negative impact on the students and will no encourage them to learn about English, also make the students feel bored instead of helping them to improve their English.

Last, the researchers want to know what kinds of authentic materials used by the English teacher of Adiwiyata program in SMKN 3 Buduran and the criteria used by the teacher in selecting the authentic material. SMKN 3 Buduran is chosen, because this school always got top three on National Adiwiyata awarding, and the Adiwiyata program will support them in occupational health and safety program that always applied in department in the school, since most of department are related with shipyard building and engineering.

#### **B. Research Question**

According to the background that explained above, the problems of the study are the following

1. What kind of authentic materials are used by English Teacher of Adiwiyata program in SMKN 3 Buduran?
2. What is the teacher consideration in selecting criteria of authentic material for Adiwiyata program in SMKN 3 Buduran?

#### **C. Objectives of the Study**

According to the problem of the research, there also two objectives of the study, there are:

1. to describe the kinds of authentic material used by English teacher of Adiwiyata program in SMKN 3 Buduran
2. to describe the teacher consideration in selecting authentic material of Adiwiyata program in SMKN 3 Buduran.

#### **D. Significance of the Study**

This research becomes significance since the use of authentic materials is very important especially in teaching English for specific purpose (Adiwiyata Program). Authentic materials should be selected carefully before used in the classroom. This research is significant to know what is the criteria that considered by English



teacher in selecting authentic materials that used in English teaching for Adiwiyata program at SMKN 3 Buduran. The finding of this research is expected to be references for the teacher, especially in Adiwiyata program, are the teacher already carefully paid attention in selecting their authentic material that will be used in their English lesson & regulation from ministry of environment. Related to the teachers' candidate in Indonesia, the result may be used as reference to select authentic material carefully and appropriately.

The proper authentic materials not only bring authentic learning, but also make the student interest and motivated in English learning. Furthermore, when the materials are carefully selected, the use of authentic materials can be more effective and relevant to build student's interest and to meet the students' needs.

#### **E. Scope And Limitation of the Study**

According to the problem that already explained above, the scope of this study are the analysis of what kind of authentic materials used and the criteria considered by the teacher in selecting them to be used in English learning of Adiwiyata program in SMKN 3 Buduran Sidoarjo. The kind of authentic materials in this research refer to any authentic materials, print and auditory materials that the teacher used in learning process. The analysis of this research will be more focus on the criteria considered by the teacher in selecting authentic materials. Researcher does not limit the class or grade in conducting the research because the English teacher is the research subject and researcher expected the teacher will tell his experience while they teach English lesson of Adiwiyata program while using their authentic materials.

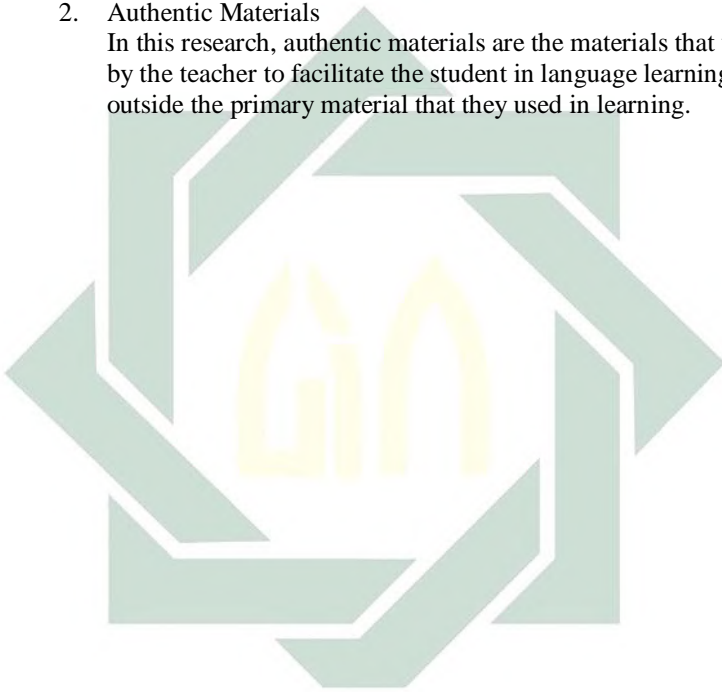
## **F. Definition of the Key Terms**

### **1. Adiwiyata Program**

In this research, Adiwiyata program in an environmental based English language teaching that applied in SMKN 3 Buduran in order to support occupational health and safety program in every department.

### **2. Authentic Materials**

In this research, authentic materials are the materials that used by the teacher to facilitate the student in language learning outside the primary material that they used in learning.



## **CHAPTER II**

### **THEORETICAL FRAMEWORK AND PREVIOUS STUDY**

This chapter presents theoretical framework that used in this research and several previous study to support the research. The theoretical framework that consist in this research is Adiwiyata program, purpose and principle of Adiwiyata school, Component of Adiwiyata school, Authentic materials, Kinds of authentic materials, Advantages and disadvantages of using authentic materials, Selecting authentic materials for classroom, and in the end of the section there are an explanation about previous study about authentic materials that already done.

#### **A. ADIWIYATA PROGRAM**

Adiwiyata Program is a part of Adiwiyata School. Adiwiyata School is a program that oriented in creating school residence that has a full awareness in maintain and preserving the environment in order to achieve a healthy environment and avoiding negative environmental impacts.

Adiwiyata is a title that given from Ministry of Environment to the formal institution that have a contribution in developing an environmental education, According to Mulyana, Adiwiyata title are given to the formal institution that meets the requirements from Ministry of Environment.<sup>1</sup> This title is given as an appreciation to the school or institution that able to carry out the improvement effort of living environment in accordance with established criteria.

#### **B. PURPOSE AND PRINCIPLE OF ADIWIYATA SCHOOL**

According to Junaidi, there are two main principles from Adiwiyata program, they are participative and sustainable.<sup>2</sup> Participative have a meaning that every activity must involve all of school residence starting from the planning, implementations, until evaluation according to the task and their own responsibility. sustainable have a meaning that every activity

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<sup>1</sup> Ahmad Junaidi, Undergraduate Thesis: *"Kontribusi Peserta Didik Dalam Mewujudkan Sekolah Adiwiyata: Study Kasus Pada SMP Negeri 4 Surabaya"*, (Surabaya: UIN Sunan Ampel Surabaya, 2015), 50

<sup>2</sup> Ahmad Junaidi, Undergraduate Thesis: *Kontribusi Peserta ..... 51*

that related with Adiwiyata must planned well and conducted continuously.

### C. COMPONENT OF ADIWIYATA SCHOOL

In order to achieve Adiwiyata, there are four components that the school must have. These four components are: the school regulations, curriculum development, participatory activities and school support facility.<sup>3</sup>

#### 1. School Regulation

In order to achieve Adiwiyata, there are several regulations that must be fulfilled.<sup>4</sup> First, the school vision and mission must base on environmental friendly. Second, the school policy in developing learning material must base on environmental friendly too, either integrated or monolithic. Third, school policy in conduct annual environmental activities and the other activities that have environmental theme in same years. Fourth, school policy in an effort to conserved natural resources (water, soil, etc) in order to reduce meaningless usage of it. Fifth, school policy that support in creating clean and healthy school environment. Sixth, school policies for allocating and use of fund for any activities that related with the problem of environment.

#### 2. Curriculum Development

The Lesson material of Adiwiyata schools that based on environment can be delivered by with integrated or monolithic study. The variation of material development, learning model and learning method are given to the student to provide their environment that associated with their daily activity.

#### 3. Participatory Activities

Whenever a school got Adiwiyata title, the involvement of all the school residence are required in any activities that related with environment not only the learning, but also all the activity that related with school. Moreover, the school are expected to involve the resident around the school

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<sup>3</sup> Ahmad Junaidi, Undergraduate Thesis: *Kontrobusi Peserta ..... 52*

<sup>4</sup> Lampiran Peraturan Menteri Lingkungan Hidup No.2 Tanggal 16 Maret 2009

in any activity that related with environment which is useful for the school or the resident environment.

#### 4. School Support Facility

Aside from school regulation, curriculum development, and activities, the school infrastructures must support friendly environmental and must reflect the effort in managing the environment itself. There is five school support facility that must be fulfilled in Adiwiyata.<sup>5</sup> First, development of school infrastructures for environmental education in order to supports Adiwiyata program. Second, an improvement in the quality of environmental management inside and outside the school including (for example: canteen, sanitation). Third, Energy saving management likes water, electricity and learning material. Fourth, quality improvement on healthy food service.Fifth, development in the waste management system.

### D. AUTHENTIC MATERIALS

According to Kramsch, authentic is a term that refers to the way of language that used in non-pedagogic, natural communication.<sup>6</sup> According to Tomlinson, materials are anything which can be used to facilitate in language learning. Materials can be the form of instructional which inform learner about the language, experiential that provide exposure in language, elicit and stimulate language use, or explore and discover about language use.<sup>7</sup>

Rashid and Majid quote many definition of authentic material from some expert.<sup>8</sup> First, Nunan defines authentic material as a material that have been produce for another purpose that to teach language. Second, Jacobson et al. sees authentic material as a printed materials that used in classroom in the same way the will

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<sup>5</sup> Lampiran Peraturan Menteri Lingkungan Hidup No.2 Tanggal 16 Maret 2009

<sup>6</sup> Freda Mishan, *Designing Authenticity into Language Learning Materials*, (England: Intellect Books, 2004), 12

<sup>7</sup> Brian Tomlinson, *Developing Materials for Language Teaching*, (London: Continuum, 2003), 309

<sup>8</sup> 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, 249-254

use in the real life. Third, Carter & Nunan describe authentic material as an ordinary text that not produced specifically for language learning purposes. Fourth, According to Herod, authentic learning ‘materials and activities’ designed to imitate the real world situation. Fifth, Herrington and Oliver suggest a new pedagogical term which call “authentic learning”. This term directly relate the students’ real life and prepare them to face and deal real world situation. Sixth, Jordan defines authentic text as a thing which not designed for pedagogical aims. Seventh, Stubbs defines authentic text as an actual, attested and such that they have real authentic instances of use.

According to definitions above can be conclude that authentic materials are any materials produced for non-pedagogical purpose and used in a classroom activity to show the reality of English use in daily activity. Authentic material can provide a meaningful exposure to language learning activity and can help the learners to prepare the reality of language use.<sup>9</sup>

## **E. KINDS OF AUTHENTIC MATERIALS**

Teaching materials are the important aspect in every learnings activities, the source of teaching materials are widely provided in this modern era and internet is one of the most accessible sources for searching this materials. According to Genhard, authentic materials classified into three categories.<sup>10</sup> First is authentic listening materials such as cartoons, radio news and mp3 songs. Second are authentic visual materials such as magazine, street signs, newspaper pictures and postcard. The last is authentic printed materials such as newspaper, ticket, restaurant menus, etc.

According to the Fact Sheet published by Department of Education in California, there are two main categories of authentic materials; print and auditory.<sup>11</sup> First is authentic printed materials that include report card, newspaper, magazines, food labels, greeting cards, and bills. Second is authentic auditory materials that include television programs, e-books, podcast, phone messages, videos and DVDs, television programs, etc.

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<sup>9</sup> Tom Hutchinson and Alan Waters, *English for Specific Purpose; A Learner Centered Approach*, (Cambridge: Cambridge University Press, 1987), 6

<sup>10</sup> Rashid Haned Al Azri& Majid Hilal Al-Rashdi, “The Effect ..... 249-254

<sup>11</sup> Fact Sheet No.1 .....



The categories from Genhard and California Department of Education have some similarity, the similarity can be found in the table below.

**Table 2.1**  
**Genhard & California Department of Education Similarity**

Genhard	California Department of Education
Authentic Listening Materials (e.g. radio news, cartoons, song, etc)	Authentic Auditory Materials (e.g. radio boardcast, movies, television programs, etc)
Authentic Visual Materials (e.g. street signs, magazines, newspaper pictures, postcards, etc)	Authentic Printed Materials (e.g. magazines, newspapers, food labels, reports card, etc)
Authentic Printed Materials (e.g. sports reports, newspapers, restaurant menus, train tickets, etc)	

The categories from California Department of Education will be used by the researcher to analyze the kinds of authentic materials that used by the English teacher. The reason from using this category because it is simpler and easier, since in authentic printed materials from California Department of Education already covered the authentic visual and printed materials by Genhard.

## **F. ADVANTAGES AND DISADVANTAGES OF USING AUTHENTIC MATERIALS**

There are many advantages of using authentic materials in learning process, especially in ESP classroom. According to Harmer, authentic materials have positive effect on the learners. First, it can help learners to produce better language. Second, it can help learners acquire language faster. Third, it can make learner more confident dealing in real life situations.<sup>12</sup> Kilickya also mentioned the advantages of authentic material usage. First, it has

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<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching 4<sup>th</sup> Edition*, (United Kingdom: Longman, 2007), 273

a positive effect in learner motivation. Second, it provide authentic cultural information. Third, it provides exposure to real language. Fourth, it relate more closely to learner needs. Fifth, it supports creativity in teaching variation.<sup>13</sup>

The other advantages of using authentic materials are stated by Martinez. He stated that authentic material can make the student or learner expose the real discourse, inform the student or learner about what is happening in the real world, produce a sense of achievement, being able to use under different circumstances, being ideal in teach or practice skimming for reading activity, contain wide variety of text types, and able to encourage the reader for pleasure because it contain interesting topics for learners.<sup>14</sup>

The advantages of authentic materials from some writer above can be concluded that using authentic materials in English language teaching, especially in ESP classroom, are much useful for learners. This advantage may not found in conventional/non authentic teaching materials. However, using advantages materials also have disadvantages.

Kilickaya claimed using authentic material can add a burden on teacher because it can contain difficult vocabulary and complex language structures that need to simplified and explained in order to make it appropriate for the learners.<sup>15</sup> Martinez also mentioned using authentic materials might be too culturally biased, might be irrelevant to the student's immediate needs in the vocabulary, too many mixed structures, need special preparation that make teacher spent much time, too many different accent in listening materials, it can become easily outdated like news.<sup>16</sup>

Even there are some disadvantages, learning English can be better with authentic materials helps as long as the teacher provide the student with pedagogical support. In addition Baniabdelrahman

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<sup>13</sup> Ferit Kilickaya, "Authentic Materials and Cultural Content in EFL Classroom", *The Internet TESL Journal* 10 (7), 2004, 5

<sup>14</sup> Alejandro G. Martinez, "Authentic Materials: An Overview", *Karen Linguistics Issues*, 2002, 3

<sup>15</sup> Ferit Kilickaya, "Authentic Materials ..... 5

<sup>16</sup> Alejandro G. Martinez, "Authentic Materials ..... 4

had proved that using authentic materials in teaching English to EFL learner is more effective than using non-authentic materials.<sup>17</sup>

### G. SELECTING AUTHENTIC MATERIALS FOR CLASSROOM

There are some criteria in selecting authentic materials that should be considered by the teacher. There are two opinions that state by McGrath and Wallace in defining criteria of authentic material.

According to McGrath there are several criteria that should be considered in choosing appropriate authentic materials. First is relevance, it means the authentic materials should be relevant with course book and learners' need. Second are topic interests, the selected authentic materials should contain the appropriate culture which should represent with the local culture where the materials are used. Third are cultural appropriateness, the authentic material should contain the appropriate culture with the local culture. Fourth are logistical considerations because in selecting authentic materials teacher should obey the length and legibility/audibility of the materials. Fifth are cognitive demands, the selected authentic materials should meet the appropriateness of theory used in learning process. Sixth are linguistic demands, the selected authentic materials should contain acceptable language. Seventh are quality, the selected material should have a good quality in order to help the student/learner get better understanding in English. Eighth are exploitability, the selected authentic material should be able to use in various activities of learning.<sup>18</sup>

According to Wallace, in selecting authentic materials we must consider several criteria.<sup>19</sup> First is adequacy, the selected material should contain appropriate language and information about the course. Second are motivation, the selected material should present interesting content in order to help the student to be active and make students' work more effective. Third are sequence, the selected material should relate to the course. So, there must be a

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<sup>17</sup> Abdallah Ahmad Baniabdelrahman, "The Effect of Using Authentic English Language Materials on EFL Students' Achievement in Reading Comprehension", *Journal of Education & Psychological Sciences*, Vol.7, No.1 March 2006, 19

<sup>18</sup> Rashid Haned Al Azri & Majid Hilal Al-Rashdi, "The Effect .....

<sup>19</sup> Benmakulof Azza Nour El Imane, ESP Materials Selection, *Dissertation*, (Kasdi Merbah Ouargla University, Algeria, 2013), 19

relation to previous text or activities or topics in order to create the sense of a lesson. Fourth are diversity, the selected material should lead a range of classroom activities. Fifth are acceptability, the selected materials should contain acceptable cultural customs and language.

From the theory that explained by McGrath and Wallace, researcher find some similarity between both of it. And this similarity is simplified in Wallace theory, the similarity can be found in the table below

**Table 2.2**  
**McGrath and Wallace Similarity**

McGrath	Wallace	Similarity
Relevance	Adequacy	This aspect tells about the appropriateness of the authentic materials that given to the student. (e.g. content of AM)
Topic Interest		
Logistical Consideration		
Cognitive Demands		
Quality	Motivation	This aspect tells about how to make student interested in learning activity.
Exploitability	Diversity	This aspect tells about the flexibility in authentic material use especially in activities.
Cultural Appropriateness	Acceptability	This aspect tells about the cultural customs and language.
Linguistics Demands		

From the table above can be concluded that all the aspect that explained by McGrath are covered in 4 aspect that explained by Wallace. Because of this reason, researcher used the theory by Wallace to analyze and compare the findings of the study since it is simpler and covered all the McGrath aspects.

## H. PREVIOUS STUDY

There are some previous study that already done under the topic of authentic materials. Most of this study focused on the use of authentic materials in ELT and how the authentic materials could influence the language skills.

First, the study conducted by Khoirul Fajari Marwan focused on improving students' reading comprehension through authentic materials.<sup>20</sup> Which done in grade XI of accounting program at SMKN 1 Godean. The conclusion of this research is implementing authentic material could successfully improve the student reading comprehension because the student were happy doing their work. There was an improvement in students' reading comprehension. This improvement can be seen from the result of pre-test and post-test that conducted. The mean of the students' score improved from 6,7 on pre-test to 7,5 on post-test. It showed that authentic materials are successful on improving students' reading comprehension.

Second, a study conducted by Khoirul Anam about Teachers' Difficulties in Using Authentic Materials for Teaching English in Education Department.<sup>21</sup> This research concludes that there are many difficulties while using authentic materials. This difficulties are caused by several factors such as the kinds of authentic materials, the students' ability, and the supporting media of authentic materials. In the findings of the study, teacher have some strategies to solve the difficulties by selecting the appropriate authentic materials, skipping uninterested and unneeded materials, grouping and combining students' level ability during learning activity.

Third, a study conducted by Ria Hosnol Hatimah was about the effect of using authentic materials on the achievement of students' reading comprehension.<sup>22</sup> The aim of this study to know is there a

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<sup>20</sup> Khoirul Fajari Marwan, Undergraduate Thesis: "*Improving the students' English reading comprehension through authentic materials in SMKN 1 Godean grade XI in the academic year of 2013/2014*", (State University of Yogyakarta, 2014), 67

<sup>21</sup> Khoirul Anam, Undergraduate Thesis: "*Teacher Difficulties in Using Authentic Materials for Teaching English in English Education Department of Tarbiyah Faculty of IAIN Sunan Ampel Surabaya*", (IAIN Sunan Ampel Surabaya, 2012), 66-68

<sup>22</sup> Ria Hosnol Hatimah, Undergraduate Thesis: "*The effect of using authentic materials on the tenth grade students' reading comprehension achievement at MA Islamiyah Syafi'iyah Sumberanyar Paiton*", (Jember: Universitas Jember, 2013)

significant effect of using authentic materials on 10<sup>th</sup> grade student reading comprehension at MA Islamiyah Syafi'iyah Sumberanyar Paiton. This research are quasi-experimental research by using pre and post-test. The pre and post-test were analyzed by using ANCOVA though SPSS with the result of significant was 0.046. therefore, Ria conclude there was a significant effect of using authentic materials for upgrade students' comprehension achievement.

Fourth, a study conducted by Rina Desitarahmi discussed about the effectiveness of authentic materials for teaching reading skill.<sup>23</sup> This study is a classroom action research. The result of the study showed that authentic materials are very effective for improving students' reading comprehension. It could be seen from the students' improvement, those were: 1) increased students focus and make them active while participate in teaching and learning process, 2) student got familiar with some reading strategies and can apply them easily, 3) the student are able to scan the detailed information from the text and deduce unfamiliar words easily also they are able to understand the explicitly stated information, and 4) increase student interest and motivation in reading activity. In addition, Rina said the use of authentic materials was going to be effective while they used together with authentic task to provide communicative learning activity.

Fifth, study conducted by Sari Anjani with title *The Effectiveness of Using Authentic Materials towards Students' Reading Comprehension of Short Functional*.<sup>24</sup>The aim of this study to know the effectiveness of using authentic materials to teach reading comprehension on short functional text at 2<sup>nd</sup> grade of SMP Al-Hasra Bojongsari. The result of this research show that authentic materials can enhance the students' comprehension of short functional text. In the conclusion she states that using

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<sup>23</sup> Rina Desitarahmi, *Undergraduate Thesis: "Using Authentic Materials to Improve Reading Comprehension of Grade Eight Student of SMP 15 Yogyakarta"*, (Yogyakarta: Universitas Negeri Yogyakarta, 2013)

<sup>24</sup> Sari Anjani, *Undergraduate Thesis: "The Effectiveness of Using Authentic Materials Towards Students' Reading Comprehension of Short Functional Text; A Quasi Experimental Study of Second Grade Students of SMP Al-Hasra Bojongsari."* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014)



authentic materials was effective in developing students' reading comprehension.

Another study showed by using authentic material in classroom can motivate the student, give them a sense of achievement, and encourage them to have further reading in learning activity.<sup>25</sup> In this study, the use of the authentic materials in the classroom was discussed, with the student benefiting from the exposure to real context in language teaching. The study reflected the changes in the use of the languages. Researcher also stated that anything can be used as authentic material, but for developing reading comprehension the most useful resources was the Internet, because in contain a huge amount of varied materials and easily accessible to everyone.

The previous study above have main topic about authentic materials, including the effect of its use in English language teaching. The difference between this study and the previous study above, the researcher focus on the criteria that used by the English teacher of Adiwiyata program in SMKN 3 Buduran Sidoarjo in selecting the authentic materials.

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<sup>25</sup> Sacha Anthony Berardo, "The use of authentic materials in teaching of reading", *The Reading Matrix*, Vol.6, No.2, September 2014, 68

### **CHAPTER III RESEARCH METHOD**

This chapter described how research is done, they are approach and research design, research subject, setting of the research, data and source of data, data collection technique, research instrument, and data analysis technique.

#### **A. APPROACH AND RESEARCH DESIGN**

This research analyzed by using qualitative approach, and descriptive qualitative was chosen as the method. This study designed to get information and description about the usage of authentic material of Adiwiyata program in SMKN 3 Buduran Sidoarjo. According to Ary Donald, “qualitative research seeks to understand the phenomenon by focusing on the total picture rather than breaking down it into variables and the goal of this research is a holistic picture with depth of understanding rather than a numerical analysis data”.<sup>1</sup> Creswell also said, qualitative research is used when the researcher need a detailed understanding of issue that can be arranged by talking directly with the people, subject of research, and anything that related with the research.<sup>2</sup>

In this research, narrative approach are used since the focus of the research is the teacher experience in using authentic material while teaching in Adiwiyata Program in SMKN 3 Buduran, and the document analysis also used to get the data. Then, both of the document and teacher experience were analyzed and described narratively.

#### **B. RESEARCH SUBJECT**

In this research, the research subject is English teacher of Adiwiyata program in SMKN 3 Buduran Sidoarjo. She is Mrs. Rosa, she taught in 10<sup>th</sup> grade in this school, she has a lot of experience in teaching English, especially using authentic materials in senior high school or vocational high school. She uses authentic materials in order to make student understand easily when she taught English lesson. By using authentic materials she hopes that

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<sup>1</sup> Ary Donald, *Introduction to Research in Education*, Sixth Edition, (USA: Wadworth Thomson Learning, 2002), 44

<sup>2</sup> John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Second Edition (California: Sage Publications Inc, 2007), 40

their student can understand English better especially in communicating with the other.

The reason why researchers select Mrs. Rosa as the research subject because vice headmaster appointed her to assist the researcher in order to complete the data needed in this research. And when researcher tried to ask the other English teacher to become research subject they refuse and said Mrs. Rosa have better experience in English teaching. So the researcher decided that Mrs. Rosa as a sole research subject.

### **C. SETTING OF THE RESEARCH**

This research conducted at SMKN 3 Buduran which located in Jenggolo Street Sidoarjo and the data collected on 23<sup>rd</sup> july – 3<sup>rd</sup> august 2018

### **D. DATA AND SOURCE OF DATA**

#### **1. Data**

According to Creswell, qualitative research collects data by examining document, observing behavior, and interviewing the participant or subject.<sup>3</sup> The data in this research are authentic printed materials such as pictures, alphabet cards, poster, warning card, etc and authentic auditory materials such as song, and videos that used by English teacher while teaching and the teacher experience in selecting the criteria for authentic materials.

#### **2. Source of Data**

Source of data in this research is authentic material document that used by English Teacher of Adiwiyata program in SMKN 3 Buduran and interview with English teacher of Adiwiyata program in SMKN 3 Buduran.

### **E. DATA COLLECTION TECHNIQUE**

The data in this research were the document of authentic materials and the teacher itself, the researcher use the documentation and interview as data collection techniques.

1. To answer the first research question about kinds of authentic materials that used by the teacher, the researcher collected the

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<sup>3</sup> John W. Creswell, *Qualitative Inquiry* ..... 38

data through documentation of authentic materials that used by the teacher.

2. To answer the second research question about the teacher consideration in selecting authentic materials, the researcher uses both documentation and interview. Since to objectives of the second research question is to describe the teacher consideration in selecting authentic materials, using only interview or document analysis alone is not enough to produce or find the information. So, using the combination of documentation and interview allow the researcher get the rich understanding of the data and to confirm what the researcher gets from the interview.

In conducting the interview, semi-structured interview is used as a technique for collecting data. Semi-structured interview is conducted in form of depth interview because this form allows both of interviewer and interviewee to explore additional points and change direction if necessary.<sup>4</sup> Depth interviews are generally carried out face-to-face in order to create a good relationship with the research subject by taking the time to open up the subject and respond to body language.<sup>5</sup> From this interview, the research subject is expected to tell their consideration in selecting authentic materials that used in Adiwiyata School

## **F. RESEARCH INSTRUMENT**

Document and interview were need as the way to collect the data. The document used in this research is the document of authentic materials and for interview the instruments needed are interview guideline and recorder.

To answer the first research question about kind of authentic materials analyzed by using criteria from California Department of Education, while the interview guideline to answer second research question about teacher consideration in selecting authentic materials arranged with the theory from Wallace. The criteria from California Department of Education and Wallace are:

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<sup>4</sup> Paul Hague, Nick Hague & Carol-Ann Morgan, *Market Research in Practice: A Guide to The Basics*, (London: Kogan Page Ltd, 2004), 61

<sup>5</sup> Paul Hague, Nick Hague & Carol-Ann Morgan, *Market Research* ..... 62

1. Kinds of Authentic Materials

According to California Department of Education, there are two kinds of authentic materials there are: Authentic print materials and authentic auditory materials

2. Selecting Authentic Materials

According to Wallace there are five aspect and seven indicators in selecting authentic materials. The distribution of aspects and indicators are:

**Table 3.1**  
**Selecting Authentic Materials by Wallace**

No	Aspect	Indicator
1	Adequacy	a. Relevant with primary materials b. Appropriate to student levels
2	Motivation	a. Have interesting topic b. Make student happy
3	Sequence	a. Have relation with another materials in the same course b. Can be use with or in every activity
4	Diversity	a. Contain acceptable culture b. Contain acceptable language

The research instrument in this research are checklist of authentic materials and interview guidelines that have 17 question about the teacher experience in selecting authentic materials for teaching English. This interview guideline consist 5 common question (opening and warming up question), 11 main question about teacher consideration in selecting authentic materials, and 1 closing question. Both of research instruments in this research can be seen on appendix.

## **G. DATA ANALYSIS TECHNIQUE**

In data analysis technique, researcher use descriptive analysis as the method. It means the data are analyzed and described narratively, and for data analysis plan are.

First, researcher took the needed data from English teacher of Adiwiyata program in SMKN 3 Buduran, this data are authentic material that the teacher used in Adiwiyata program, and teacher experience in selecting authentic materials

Second, researchers examined the authentic material and read it, then classify it according to the criteria from California Department of Education.

Third, researcher transcribed the interview that already done with English Teacher of Adiwiyata school, then coding the transcript and analyze it by using theory from Wallace.

Fourth, researcher analyzed the findings using the theory above and the analysis was focused on the process of selection authentic materials.

Fifth, researcher compared the criteria used by the teacher with the criteria presented in theoretical framework in order to analyze whether the teacher use same criteria or different.

## **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 in the first chapter, the research finding on this research are about the authentic materials used by English teacher of Adiwiyata School in SMKN 3 Buduran and the teacher consideration in selecting authentic material of Adiwiyata School. These data had been collected by researcher on 23<sup>rd</sup> July – 3<sup>rd</sup> August 2018.

According to the research procedure and data collection technique, the data were collected by doing interview and analyze the document of authentic materials that used by the teacher. By analyzing the data from two instruments above, researcher describes the findings to answer the research question. The research findings are described narratively as the following:

#### **1. Kinds of Authentic Materials**

The English teacher of Adiwiyata Program stated that in teaching Adiwiyata is not different with common English lesson, the difference are on the lesson of Adiwiyata will always inserted with environmental based learning (e.g. tidiness, cleanliness, energy saving, etc) because Adiwiyata terms cannot be inserted in all of basic competence of English learning and the most important thing the student can know the importance of Adiwiyata in the school and especially in English lesson.

Based on the document analysis done by researcher, only a few of authentic materials were used by the English teacher to teach, since the Adiwiyata terms can be include only on one or two basic competence and sometimes the teacher include or insert this terms on the indicator of a basic competence (not in whole basic competence).



*“In teaching Adiwiyata school, not all of the basic competence in the lesson can be included the adiwiyata terms. In creating lesson plan, this terms can only applied in one or two basic competence, and the other one I only insert the terms on the indicator of basic competence. Because English is not an exact science, so it’s a little bit unique while adding the adiwiyata terms in the lesson plan” (1<sup>st</sup> interview number 29)*

By using authentic materials, the teacher can be easily taught the student about terms of Adiwiyata in the topic of lesson and related to the literature review that explained in chapter II, the kind of authentic materials that used by the teacher in teaching English of Adiwiyata school are:

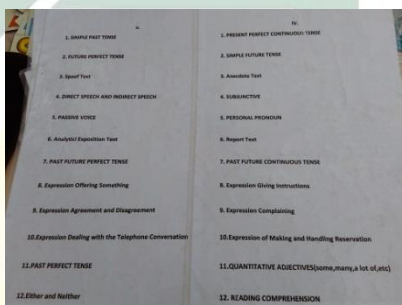
**a. Authentic Print Materials**

Most of authentic materials for Adiwiyata School in SMKN 3 Buduran are in print materials. Picture is the most often used materials in Adiwiyata School in SMKN 3 Buduran, even there are a descriptive text in the materials the student prefer to use picture because it is easily to describe and more attractive to the student, the teacher had many picture, even most of them is not used in whole of basic competence or correlated with the selected major in SMKN 3 Buduran, or the adiwiyata itself.

In authentic printed materials, teachers have a collection picture that have some topics for every picture, usually this picture is used to make sure the student can express what their opinion about the picture. While using the picture the teacher also explain the rule about it. When the student choose the topic that they had learned they can tell the story about the picture directly, but when they had not learned it yet the teacher will explain the topic by relating with the picture.



Picture 4.1. Example picture of Adiwiyata



Picture 4.2. List of picture topics

Related with selected major in SMKN 3 Buduran or Adiwiyata itself the teacher said it is difficult to find the suitable materials. Because most of major in SMKN 3 Buduran is related in engineering and shipyard construction and for Adiwiyata it is only have one basic competence in whole of semester. While the other authentic materials that used in English lesson here is to make sure the student can easily understand about the main competence of language (speaking, listening, writing, reading). There are many printed authentic materials that teacher prepared in order to make the student easily understand about the main competence of language in every major.

1) Shipyard Electricity Engineering

This is an example of authentic materials that used in Shipyard electricity engineering major in SMKN 3 Buduran Sidoarjo



Picture 4.3 Electricity Card

Picture 4.3 is an example of authentic materials that used for teach about warning sign in shipyard electricity engineering. This picture usually found on the box of power plant



Picture 4.4 Electrocuted Person

Picture 4.4 is an illustration about electrocuted person. This picture used together with warning card. Usually the warning card used first then picture 4.4 used by teacher to make a report text or descriptive text

## 2) Shipyard Welding Engineering

This is an example of authentic materials that used in Shipyard welding engineering major in SMKN 3 Buduran Sidoarjo



shutterstock  
Picture 4.5 Safety Welding

Picture 4.5 is an authentic materials that show how to weld properly, this picture tells the student about do and don't while they welding



Picture 4.6 Safety Welding Equipment

Picture is authentic materials that tells the student about safety welding instrument that must be equipped before welding. According to the teacher picture 4.5 and 4.6 used to teach procedure text.

### 3) Computer Network Engineering

This is an example of authentic materials that used in computer networking engineering



Picture 4.7 Router Connection

Picture 4.7 is an example of authentic materials that used in computer network engineering that tell the student about router function.

The picture above is an example that the teacher give to the student to warming up, or as main materials of the lessons. There are still more of picture that the teacher prepared for the class. For warming up usually the teacher give the printed material in groups and ask the student to describe or explain or make a short story about the picture. Sometimes the picture above are included when the student take final or mid semester exam.



Picture 4.8 Alphabet Card

Another authentic print material that used by the teacher is alphabet card (picture 4.8). This alphabet card

can be used to play games, or quiz about vocabulary. The aim of this alphabet card usage is to improve and strengthen students' vocabulary, especially about how to spell the words. Usually when playing with alphabet card, teachers give a clue about the word, when the students know the word they must arrange the jumbled alphabet into the right word and they must spell the word.

#### **b. Authentic Auditory Materials**

Some of authentic auditory materials like videos and songs are used by the teacher in her teaching in Adiwiyata school. The teacher used video to teach the student listening and speaking skill, usually the video given are about news report or short clip of movie. Teacher asked the student to listen and pay attention to the video and observe about the information from the news. After that, teacher will ask the student's opinion and comment about the information from video. Here are some quotation from the interview with the teacher:

*“Sometimes I use the video like news, short film, movie, etc. When I give my student film, I always manage to show them as short as possible, because when the film is too long, sometimes the student feel bored if they didn't interest about it, and if they like the film they didn't want to get a lesson until the English time is over.”*

While giving the video teacher tried to give them a short of video that no more than 10 minutes durations the video, including when the teacher give the student a short clip of movie. According to the teacher, if the video that given is too long the student will be bored, or they did not want to continue the lesson because they already enjoyed about the video (especially movies). For the student in Shipyard Construction and Shipyard Building Design Department teacher said that she has a special video that taken from Titanic movie when the ship crashed the iceberg, in this video she asked the student to analyze the

causes why the ship split into two before it sink to the ocean, which part of the ship parts that take most damage and cause the ship split into two pieces. teacher said this video always given to the student in every years and teacher also said the student analysis is unique in every years.

*“for the video I have a special video from movie cut. It is from titanic movie when the ship crashed the iceberg. This special video designed for student in shipyard construction and shipyard building design department. I give this special video to the student so they can analyze why the ship split into two before it sunk to the ocean. This special video I give to every student that took the department every years.” (1<sup>st</sup> Interview number 41)*

Another auditory authentic material that was used by the teacher is songs and it lyric, this kind of authentic materials were used to teach students’ listening skill, for example by playing missing lyric. The student must complete the missing lyric by listen the songs two times. While doing this activity the teacher ask the student to collect their mobile phone first in front of the class to make sure the student did not cheat while doing this activity, because they can search the lyric of the song in internet.

*“I will ask my student to listen the song while they complete the missing lyric task that already given, before I ask them to complete this task I always had special rule to the student that they must collect their mobile phone in my desk to make sure they truly listen the song and have fair work while they fill the missing lyric.” ( 1<sup>st</sup> interview number 45)*

The authentic auditory materials that used by the teacher for teaching Adiwiyata School mostly got from the internet. Sometimes teacher edit the video themselves



for make sure the video is suitable or the information from the video is easy to understand. Also there are some authentic auditory materials that bought from the other English teacher inside or outside the SMKN 3 Buduran.

From two kinds of authentic materials that used by teacher above, it can stimulate the students enthusiasm in learning, because most of student think English are annoying, bored, and difficult subject. The teacher use authentic materials not only for the main lesson but also for warming up. Teacher also said for authentic material that used is something that the student finds in their daily life and actual thing (e.g. songs, news) because if the teacher used the authentic materials that already out of the date it can make the student lost their interest in using them.

From both kind of authentic material that used by the teacher in English lesson, the student prefer the auditory one when the teacher play song or video. According to the teacher they act like that because it might be their daily activity had been influenced my digital media, like computer/laptop, smartphone, or television. On the other hand, the student enthusiasm is different when the teacher give them a print out of paper that contain picture, or playing with handmade media like alphabet card.

**Table 4.1**  
**Kinds of Authentic Materials**

No	Name	Kinds of AM		Used to teach			
		Print	Audio	Listen	Read	Write	Speak
1	Pictures	v		v			v
2	Warning Card	v					v
3	Alphabet Card	v		v			v
4	Songs		v	v			v
5	Song Lyric	v		v	v		v
6	Videos		v	v			v

Most of authentic materials that used by English teacher of Adiwiyata School tended to be used to teach speaking, because the teacher have a target that most of their student is able to communicate with the other even that is only with a basic conversation. So, usually teacher always find the

material that could improve their speaking and listening skill because teacher also said the student is more active when they got lesson that involve listening or speaking skill. It did not mean teacher ignore the reading and writing skill, teacher said on reading and writing skill were taught only based on the indicator that provided in the main course book without exploring further on those two skills

## 2. Criteria for Selecting Authentic Materials

In selecting authentic materials, teacher did not use certain criteria, because she do not have a certain criteria in selecting it, but she always tried to consider individual ability of the students. During the interview process, researcher tried to point out the criteria used by teacher in selecting authentic materials in English lesson. There were some criteria used by the teacher in selecting authentic materials. The 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 for student of Adiwiyata School.

### a. Appropriateness

Appropriateness means the authentic materials that used for English lesson did not miss the sense of lesson and can be accepted by every student. This is the main criteria that the teacher always paid attention on. Teacher said, the materials will be useless if it not appropriate to be used. There were to kinds of appropriateness that always considered by the teacher in order to select it, the first one is basic competence of syllabus, and the last one is appropriate to the English ability of students. In other word, the used authentic materials should be appropriate to achieve the goal or the objective of the lesson that will be taught.

*“First, I see the main coursebook. In my consideration, if I use what is on that book, the class will be vacuum, so I add another example with the same topic. However, I should pay attention on*

*this (showing learning indicator on the main coursebook)” (1<sup>st</sup> interview number 87)*

*“included the purpose of learning and basic competence. Those should be pay attention on” (1<sup>st</sup> interview number 89)*

First, the teacher said that appropriateness to the basic competence is something that very important that cannot be separated in selecting authentic materials, because authentic materials is a tools to deliver basic competence of lesson that have been defined by the government. When the teacher found the authentic materials that they think is suitable for the student, the first thing that the teacher do is check the content first, is that appropriate or suitable or make sense with the basic competence on syllabus or not. If the authentic materials are appropriate, teacher will consider using it into their lesson. Thereby, the usage of authentic materials must been appropriate to the students' grade and learning topic, since all the basic competence on syllabus were ordered based on the grade with certain topics. Because in this school the teachers teach not only on one major, she always considers the authentic materials would not far from their major too. For example student of shipyard electricity engineering would never get materials for the student on computer network engineering. If the teacher cannot find the suitable authentic materials for some major, teacher will use common materials that can be applied in every term. For example in selecting authentic materials for song or videos

Second, it was about appropriateness to the English ability of students. The teacher told that this was the most challenging in order to find or choose the materials that will be used on the lesson. Because teacher always consider that the students ability is different each other. To solve this problem, teacher always paid attention while identified the student ability in English from the first meeting in the class. Usually teacher did it by asking the

student to have a dialog about introduction in the first meeting. When the students have a good respond to the teacher, teacher can conclude that the student had good basic of English and they were ready to follow the English learning. Since the aim of the teacher they can well communicated with the other, teacher will give more focus on the speaking and listening skill. On the other hand, if there are student that cannot follow or respond well, the teacher will give more attention to them.

*“For new students, as stimulus, firstly I invite them to communicate about introduction using English. If they show good response when I ask them to introduce themselves, (at that time) I have already had little description that the students like this can be treated faster. Yet, if they do not show good response, tends to be slow, it means that they should be treated more.” (1<sup>st</sup> interview number 73)*

From those identification activities, teachers have a good basic highlight of student’s English ability and they were able to decide which materials that appropriate for the student and which one that cannot be used on the students. When there was a student that could not understand with the authentic materials that used in English lesson, the teacher did personal approach to the individual that got the problem. Because teacher said there is the only solution to make the authentic materials that used by the teacher worked and available to all student during English learning.

#### **b. Interesting**

Interesting is defined as any interesting authentic materials that can make their student interest in the learning process. It means that any materials could be interesting materials. In defining which one is interesting materials or not. Teacher used their feeling and recalling their memory while teaching in the classroom. When the teacher find an authentic materials and they feel the

materials is interesting, usually teacher will keep those authentic materials. Then, when teacher taught the topic that seems possible to use the authentic materials that they found, they will use it in English lesson.

However, not all of authentic materials that interesting for the teacher are interesting for the student. Sometimes the student will give a good response, sometimes not. The thing that will make student give a bad response about the authentic materials that given by the teacher is complicated vocabularies. From the response that given by the students, teacher could easily identified whether the authentic materials is interesting or not. If student give a bad response or they did not interested about the materials, sometimes the teacher will invite the students to try to look another authentic materials that interesting for both the teacher and the students. The teacher involve the student by asking them to find any materials that they can find on the internet, since all the student can access the internet from their mobile phone, when some student find the materials that suitable for the lesson, teacher ask the student to write down the link in the whiteboard and ask the other student to open it on their mobile phone.

*“For example, the topic is about reading, Narrative of descriptive text, I give one or two examples, then I explain it to the students that descriptive text is like this, the meaning is like this, the example is like this. Now, please try to find another example of the text that you know.”*  
(1<sup>st</sup> interview number 112)

For example, when teacher gave a lesson material about descriptive text, and the student in the class is not interested about the text that provided in the course book, when teacher explain about descriptive text, the teacher ask the student about what they want to describe to make sure they will interested and understand with descriptive text materials. Sometimes the student asked the teacher to describe historical place, scenery, or historical event. The

teacher will see the collection on the laptop or sometimes directly search the material in the internet

The example of interesting about authentic materials that the teacher used on the student's interest is about historical place. It was interesting because the content of the text can give student information and enrich their knowledge about Indonesian historical and tourism place.

Borobudur was constructed between about 778 and 850 ce, under the *Shailendra dynasty*. It was buried under volcanic ash from about 1000 and overgrown with vegetation until discovered by the English lieutenant governor *Thomas Stamford Raffles* in 1814. A team of Dutch archaeologists restored the site in 1907-11. A second restoration was completed by 1983.



Borobudur, Java, Indonesia.  
Robert Harding Picture Library/PhotoDisc, INC

Picture 4.10 Example of interesting text

In addition, involving the student to select the interesting materials for their learning activities is an application of National Curriculum 2013 Revision, which enforce the teacher to involve the student more on the learning process and acted as a mediator of learning, which means the student can decide whether the materials are used or change it into another materials as long as they still have same basic competence of the lesson. However, the teacher still had a control to the student in finding the authentic materials from internet. For example the students were given a task to find a descriptive text according to their interest in group.

*“Besides using the main coursebook, I also take another text from internet. Sometimes I directly ask the students to search by themselves, because Wi-Fi is available in the classroom”* (1<sup>st</sup> interview number 55)

*“because the aim of curriculum K-13 is that the students should be active and the teacher as the*

*guide. The students who have understood could be the mediator between the teacher and the other students.” (1<sup>st</sup> interview number 116)*

Therefore, the English teacher of Adiwiyata schools always tried to find a red lines between interesting authentic materials, and the application of K-13 revision. By involving the student in the process selecting the authentic materials, is expected and become the best solution for increasing students’ interest especially in English learning and creating creative activities on their teaching and learning process. It is because if the teacher only based on the main course book that given by the government, the student will be easily bored with the learning, because the main course book especially for Vocational High School is compiled in general without any specification on certain programs.

### **c. Understandable**

Understandable is defined as any authentic materials that contained easy context and language content like vocabulary. Authentic materials that used by the teacher should have language contents that easy to understand for the student. Because it is impossible if the teacher give the student an authentic materials that have difficult contend and too hard to understand by the students.

In order to define the content of authentic materials is understandable or not, it was not easy because it depends on the student English ability. Because sometimes the student were unable to understand easily about the materials, when student who have better ability can understand it easily, the student who have lower ability are difficult to understand about it. So that is why define understandable authentic materials is not an easy thing to do.<sup>1</sup>

According to the teacher, when teaching English lesson most of student were able to understand the content

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<sup>1</sup> See Appendix 1<sup>st</sup> interview number 90 - 99



of authentic materials easily, even sometimes there are student that need a time or maybe encouragement from the teacher to understand about the information from the content. When in learning activity if teacher find this case, they will give more focused to the student who cannot understand in order to explain the authentic materials that used.<sup>2</sup> Sometimes teacher divide the student into several groups which contain several student that in every group will have one or two student that have better understanding in English in order to help their student to understand about the materials.

*“I make group, I put him/her into a group. If each group consists of five students, three students with better ability and two of them are students with lower ability.” (1<sup>st</sup> interview number 126)*

The example of understandable materials is a warning sign that can be used for student of shipyard electricity engineering. The content language of this sign is easily to understand by the student even there is unfamiliar vocabulary the student can understand its meaning easily. By using this kind of authentic materials student will get a new vocabularies that can be used in another English lesson activity.



Picture 4.11. Example of understandable authentic materials

<sup>2</sup> See Appendix 1<sup>st</sup> interview number 90 - 99

Related with difficult vocabulary in authentic materials, according to the teacher not all authentic materials contain vocabulary that had been mastered by the students. If they got a new difficult or strange vocabulary they could learn about it, also it can enrich their vocabulary through the authentic materials that given to them

Sometimes if the authentic materials from the teacher were too hard for the student teacher will recognized it easily by seeing the student faces, because when it given to the student sometimes suddenly the class become quiet and it also can be seen by the student face, for example when teacher give student an example of text that taken from the academic journal or newspaper articles as an materials.

*“The example is.... When I give report text. While reading the text, there should be an analysis about the research, etc. That makes students confused. When I see the class so quiet, it means the topic is difficult.” (1<sup>st</sup> Interview number 150)*

In order to make sure the student can understand the context easily, teacher always explained the context of the lesson topic based on the main course book. Because teacher cannot separated the authentic materials used in English lesson from the topic on the main course book.

#### **d. Up-to-date**

The term of up-to-date is not always the latest or newest things. Because in authentic materials that used by the teacher, up-to-date can be refers as a renewal of obsolete authentic materials. In other word, teacher renew the authentic materials that used to teach English lesson, the process of renewing the old materials teacher will replace with the up-to-date materials as long as the newest materials is appropriate with the basic competence. For example in the course books there is an article that happened long time ago. The teacher will replaced the articles with the new one.

*“For me, if it’s possible to find the up-to-date one that related to the topic of lesson, I used it. On the other hand, if I could not find it appropriate to the topic, I still use the obsolete material” (2<sup>nd</sup> interview number 42)*

The example of up-to-date authentic materials used by the teacher was an article about the newest networking system that will be announced in 2019. This article can be used as a report or descriptive text. There are two advantages using this kind of authentic materials. First, student can improve their reading skills by reading the articles that given by the teacher. Second, students know the newest information related to the latest news about networking system on 2019.



Picture 4.12. up-to-date authentic materials example

Considering bringing the up-to-date materials, teachers have an intention not to create an authentic materials collection such as an article, report text, etc. because by doing it teacher can swap the materials (articles) easily and can give the student the newest information about things that happen in their major. To get up-to-date materials, sometimes English teacher of Adiwiyata schools asked to the other teachers that teach other class about the topic that can be taught in English lesson. Sometimes, when the teachers give the student with up-to-date materials they ask the teachers to take the

materials in order they can use it for learning in their home.

The four criteria above are used by the teacher of Adiwiyata schools in selecting the authentic materials. Once again, teachers do not have a specific criteria or consideration to select authentic materials. Teacher may add some additional criteria while selecting the authentic materials for the students. Yet, it did not mean the teacher is fickle or do not have consideration in selecting authentic materials. Imagine when the teacher should give authentic materials for different major in the school or group, the teacher may have different consideration in selecting the materials.

Selecting materials for student who already better in English would use the criteria above, even teacher might not use all of them, at least one or two of them included in authentic materials that given to the students. For student who had lower English ability, teacher might give additional criteria such as the materials are easier and contain daily vocabulary to make the student understand easier and faster. Another example that the teachers do not have exact criteria in selecting authentic materials is the length of reading text. For the student who have better understanding in English no matter how long the text or difficult, as long as they can understand and interesting for them it will give them no problem at all. But, for the student who had lower English ability, longer and difficult text might be a serious problem for them, since they will work and think more to understand the text.

## **B. Research discussions**

In this section, the discussion about kinds of authentic materials used by the teacher and its criteria used by the teacher in selecting authentic materials for English lesson will be presented.

### **1. Kinds of authentic materials**

According to the definition of authentic materials that mentioned on definition of key terms, authentic materials means materials that used by the teacher to facilitate the student in language learning outside the primary material that

they used in learning. The authentic materials are basically created and produced not for English or other learning materials, but these materials can be used in learning process especially English learning. There are many kinds of authentic materials that used by the teacher in order to support their lesson in English. some of authentic materials used by the teacher are pictures, warning cards, alphabet cards, songs, songs lyric, videos, etc. according to the Fact Sheet published by California Department of Education, all those materials used by the English teacher are categorized into two main categories of authentic materials they were printed and auditory materials<sup>3</sup>

From all the authentic materials that used by the teacher not all of them used to deliver English lesson in formal situation. Sometimes, teacher give student authentic materials into the class to play some games, quiz, or warming up, because the teacher intend to make students enjoy and enthusiastic in English learning, also give the impression that the English is not a difficult or scary lesson as they thought. By giving games, or quiz with authentic materials, teacher can explain to the student that English lesson can be learned in a fun way. One kind of authentic materials that used by English teacher to play quiz or games is alphabet card.

When teacher want to use authentic materials in text form, teacher always tried to use text that contained any information about their specific major, or anything that related their future career. Therefore the English lesson that received by the students, especially about the vocabulary, speaking, and listening skill, can help the students in their future job especially in communication. When teacher cannot find any authentic materials that related to Adiwiyata or their major, teacher would use any authentic materials as long as the criteria is suitable and not stray too far from the basic competence in their textbook as long as the criteria was considered.

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<sup>3</sup> Fact Sheet No.1, Developed by the California Adult Literacy Professional Development Project (CALPRO), September 2007

According to Alan Cunningsworth, teaching materials for ESP is absolutely different with English in general, because ESP course are more based on the analysis of learners' needs.<sup>4</sup> Related to the statement above, teacher in Adiwiyata Schools at SMKN 3 Buduran realize that the main course book provided by the government only contained English for general program, without any specification for each programs. Therefore, when the teacher used many kinds of authentic materials it will give a positive effects and vibes to the students especially in their motivation to learn English, also make the teacher more creative in creating a lesson for the students.

## 2. **Criteria for selecting authentic materials**

In this research, researcher already mentioned the analysis of criteria for selecting authentic materials process will be focused on the criteria used by the teacher as the consideration in selecting authentic materials.

In authentic materials selection, teacher also said she did not use certain criteria, because she considered the student ability differences. She said that materials that considered easy for student who had better English understanding will be different with the student who had less English understanding, because for this student it can be easy too, or it will become more difficult for them. Based on the teacher experience and story that already presented in the research findings, researcher had explained there are four main criteria used by the teacher in selecting authentic materials that used in teaching English in Adiwiyata School.

In theoretical framework, researchers mention Wallace' theory in selecting authentic materials as a comparator to the teachers criteria in selecting authentic materials. According to Wallace there are five considerations that can be used as a consideration in selecting authentic materials. They are acceptability, adequacy, diversity, motivation and sequence. Meanwhile English teacher of

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<sup>4</sup> Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Macmillan Heinemann, 1995), p.132

Adiwiyata School in SMKN 3 Buduran used at least four criteria that can be considered in selecting authentic materials for English lesson, they are appropriateness, interesting, understandable, and up-to-date.

**a. Appropriateness**

The first criteria that used by the teacher in selecting authentic materials was appropriateness. This appropriateness means the materials is appropriate to basic competence and student ability in English. on the research finding, the explanation of this criteria have the same meaning with the terms of adequacy from Wallace. Adequacy means the selected materials should contain appropriate language and information about the course.

In Indonesia formal education, basic competence is the main guide for the teacher. Teacher may have some improvement to develop and support the teaching process, including using authentic materials as long as those improvement are appropriate or based on the basic competence that already determined by the government.

While using authentic materials are appropriate with basic competence that already decided by the government, the authentic materials also appropriate with the topic of lesson that presented in main course book which published by the government. In other words, the authentic materials that used were related to the topic of lesson without missed the sense of the lesson itself. However, the sequences that explained by Wallace did not have same explanation with the sequence that used by the teacher. Wallace explained that there should be a relation between the previous activities, text, and topics in each authentic materials, but teacher only considered the relation between topic with authentic materials because teacher did not always use the authentic materials in every lesson.

Authentic materials that used by the teacher for English lesson must be appropriate with students' English level. This criteria is close to the third criteria that used by the teacher that was understandable. Authentic materials must be understandable for the student, because if there



are many students that cannot understand it will not become appropriate. Authentic materials that used should appropriate with their English level, and the process of identifying students' level already described on research findings.

In the process of student level identification, teachers have some weakness, because teacher did not identify student entirely. Teacher only did a brief identification based only on the first meeting. Yet, the teacher might have the reason not to get entire identification of students' English level. It can be the time for English lesson is limited for vocational high school that had been determined by the government.

According to research that conducted by Khoirul Anam<sup>5</sup>, there are some difficulties in selecting appropriate authentic materials, because if the authentic materials does not appropriate for the student it will be useless to use. Since to make sure the authentic materials for student is not an easy task, in his research he state in the findings that he has several strategies to overcome the difficulties in selecting authentic materials there are skipping uninterested and unneeded materials, grouping and combining students' level ability during learning activity.

#### **b. Interesting**

Authentic materials should be interesting, because everything that interesting for student can make them easily learn about English, including authentic materials that used by the teacher in English lesson. When the authentic materials that used by the teacher is interesting, the students will be happy, and do not feel burdened with the presence of authentic materials from the teacher. using authentic materials also could help the student easily understand about the topic that delivered by the teacher. finally the use of interesting authentic materials would

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<sup>5</sup> Khoirul Anam, Undergraduate Thesis: *“Teacher Difficulties in Using Authentic Materials for Teaching English in English Education Department of Tarbiyah Faculty of IAIN Sunan Ampel Surabaya”*, (IAIN Sunan Ampel Surabaya, 2012),

increase students' motivation in learning English, moreover if the kinds of authentic materials given were greatly favored by the students, since the English lesson is a nightmare for some students.

This criteria of "interesting" that considered by the teacher in selecting authentic materials have a same meaning with the criteria that from Wallace, which was motivation. Motivation means the authentic materials should present interesting content in order to help student become more active and make them to understand better about the lesson. This criteria is used in order to make student's work more easy and effective.

Research that conducted by Khoirul Fajari Marwan<sup>6</sup>, showed that when the student are interested in authentic materials it can improve their achievement. In his research he used authentic materials to improve the student reading comprehension. In the findings, he stated that the student are very happy doing their work, it means when they are happy they can understand easily about their work and improve their reading comprehension.

### **c. Understandable**

The third criteria are understandable, which means the selected authentic materials should be understandable for the students. It will require a carefulness to get understandable materials, because of the considerations based on each individual student English abilities. When the authentic materials were understandable and the students want to understand it, it mean the content of the authentic materials is accepted by the student. When the student cannot accept the content of it, it can be concluded that the authentic materials that given by the teacher is not an understandable materials.

According to acceptability that explained by Wallace in his theory, that the authentic materials should be

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<sup>6</sup> Khoirul Fajari Marwan, Undergraduate Thesis: *"Improving the students' English reading comprehension through authentic materials in SMKN 1 Godean grade XI in the academic year of 2013/2014"*, (State University of Yogyakarta, 2014),

accepted by the students. In selecting authentic materials for Adiwiyata schools, teacher should paying attention with the authentic material that given to the student is acceptable or not. At this point the authentic materials should contain acceptable cultural customs and language. Even the point of acceptable did not fully considered by the English Teacher of Adiwiyata School in SMKN 3 Buduran, at least the teacher consider the language of authentic materials is understandable, because the authentic materials that could be accepted by the students is the materials that can be understood by the students.

In addition, even the teacher consider the criteria of the authentic materials is understandable, it did not mean that all of the vocabulary are easily understood by the students. In every authentic materials that given to the students, teacher always tried to give them new vocabulary that related to their major, because one of the aims of authentic materials usage is to develop students' English ability by giving a real thing or situation in to the classroom.

**d. Up to date**

The criteria of up-to-date was not included in the five criteria by Wallace. The English teacher in Adiwiyata School in SMKN 3 Buduran stated that the up-to-date criteria is the thing that should be considered in order to select authentic materials for student while teaching English lesson. This consideration of this criteria may be related to the modern era where everything can be accessed thorough internet in their mobile phone every time, everywhere. This criteria cannot be ignored if the teacher want the student to have a good impression while they saw the authentic materials that brought by the teacher for the first time. The good impression for the first sight can bring positive effect on the following learning process. Therefore, by using up-to-date authentic materials expected to make student accept and understand about the materials.

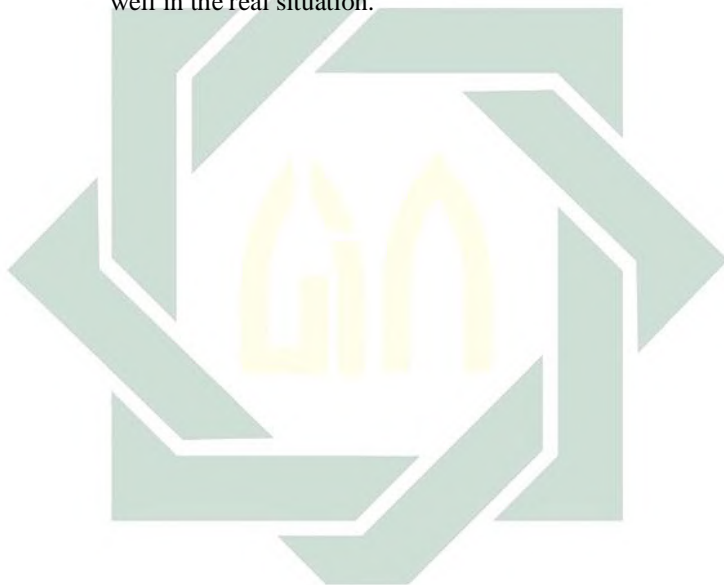
There was one more criteria that mentioned by Wallace that the teacher in Adiwiyata School in SMKN 3 Buduran did not use it. It is the diversity. Wallace told that authentic materials should lead many varied classroom activity because the authentic materials can be used to teach integrated skill and language component. The English teacher did not used this criteria because teacher argued we should be able to use any selected authentic materials to teach integrated skill and language components

Even the criteria that used by teacher is not exactly the same with the criteria from Wallace, it does not mean that the English teacher of Adiwiyata school at SMKN 3 Buduran used the wrong criteria in selecting authentic materials for the student. The researcher argued that every teacher will have a good consideration in selecting authentic materials for their student aside from English teacher of Adiwiyata School at SMKN 3 Buduran. Also it should be kept in mind that the definition of authentic materials is any materials that created for another purpose that to teach or give lesson. Therefore, teacher consideration in selecting authentic materials could be influenced by the environmental factor (student, school, resource) and government policy.

In addition, the criteria used by the teacher had a correlation with application of national curriculum 2013 revision. The teacher involved the student to find and select the authentic materials in order to find the interesting, understandable, also appropriate with students' level based on the students' perspective. Because the aim of national curriculum 2013 revision, student should be more active during the learning process, and the teacher is acted as a mediator and guide during learning process.

According to four criteria that used by the teacher in selecting authentic materials, the first criteria is the most important and became main criteria among the other three. If the first criteria is not compete, the teacher will consider it first before use it on English lesson, even the other three criteria is fulfilled. Sometimes when teacher think that authentic materials is really needed, teacher would consider only on the first criteria. Becapuse as a teacher, they have a duty to deliver

all the basic competence that already determine by the government. In the other hand, this mandatory can be demotivation to the teacher because the preparation of selecting authentic materials is not comparable with English lesson hour of vocational high school based on government regulation. Sometimes the preparation of selecting authentic materials is longer that the lesson hour. However, the English teacher of Adiwiyata School always tried to use authentic materials to achieve the main goals that they can communicate well in the real situation.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions and summarizes the result of the study that explained in the previous chapter. Some suggestion also given to this chapter related to this study

#### **A. CONCLUSION**

This study was expected to gain the answer of two research question about the kinds of authentic materials that used by English teacher and the teacher consideration in selecting authentic materials for English lesson in Adiwiyata School at SMKN 3 Buduran. Based on the explanation presented in previous chapter, researcher concludes the answer of the questions.

1. English teacher of Adiwiyata School used two kinds of authentic materials. There are printed authentic materials such as pictures, warning card, alphabet card, songs lyric, etc. and authentic auditory materials such as songs, videos, etc. teacher got the materials for teaching English by searching through internet, asking friend (English teacher or other teacher) and sometimes he asked the student to find it by themselves. Since, the teacher of Adiwiyata school has aim in English learning that their student are able to communicate with other people.
2. In selecting authentic materials, teacher used four criteria. First, authentic materials should appropriate with basic competence on syllabus and students' need, interesting and understandable for student and up-to-date. Appropriate means the authentic materials did not miss the sense of lesson and can be accepted by the students. Interesting authentic materials mean that the material used can increase students' interest. Understandable means that materials contain easy context and language. Up-to-date authentic materials means the materials are new and do not seems obsolete when used in classroom or it contain the latest/newest thing.

## **B. SUGGESTION**

Related to the result of the study, the researcher has some suggestion as the following.

1. For the teacher

Teacher has done good consideration in selecting authentic materials. Considering four criteria in selecting authentic material for English lesson, is something useful to make sure whether by using authentic materials can bring positive effect to the students or not. However, there is a little weakness in the process of identifying student English level according to the appropriateness of the materials, the teacher should have detailed identification on the student English level. This identification can be used to analyze and to know real students' ability

2. For the teachers' candidate

Authentic materials are very important to be used to teach English in order to show the student about the authenticity of English in use. The teachers' candidate should be able to select authentic materials carefully in order can be used appropriately in teaching English. by reading a lot of references will be got to enrich the understanding of how to use authentic materials carefully.

3. For the next researcher

For the next researcher that want to take a study under the topics of authentic materials. It is possible to analyze the used of authentic materials whether it has been appropriate to the students' need. For the researcher that want to take a study under the topics of Adiwiyata. Since it is a new terms in research, it is better to take a one until two school that got Adiwiyata school, when it is related to English lesson the best thing you should take more than one school in order to get more data to analyze.



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