

Authentic Materials Used by English Teachers at Grade 10TH of SMKN 4 Pariaman

Rahmat Hidayat¹, M. Zaim, Zul Amri²

Universitas Negeri Padang, Padang, Indonesia

Abstract: *The purpose of this article is to describe the use of authentic materials by English teachers at grade 10th in the first year of the first semester. Commonly, materials given in teaching English in vocational high school don't connected to the students' majors, different with this in SMKN 4 Pariaman at grade 10th in the first year, there the teachers have been using authentic materials associated with students' majors in order to take some benefits. What are types and the kinds of authentic materials used ?, and problems faced by teacher in providing them to the students ? to answer these questions, a descriptive research was done by taking documents of authentic materials used by the teachers at grade 10th in the first year of the first semester, and by conducting interviews were given to the teachers to confirm the previous findings. The result showed that there were three classifications of authentic materials and eleven kinds of them used by the teachers. First, in authentic listening/viewing materials only video used. Second, in authentic visual materials catalogues, instructions, pictures, letters, and internet were used, and. Third, in authentic printed materials articles, movie advertisements, street signs, brochures, and manuals were used. There were some problems faced by the teachers in providing authentic materials and the teachers did some ways to solve these.*

Keywords: Authentic Materials; Types of Authentic Materials; vocational high school; SMK

1. Introduction

There are three types of senior high school (in the same level) in Indonesia and each type has its own characteristics, they are senior high school (SMA) as general school, religious high school (MA) that religion as its characteristic, and vocational high school (SMK) which provides some majors in it. English is one of important subject that must be taught to students in Indonesia starts from junior high school to senior high school even to university level. Different with other countries near of Indonesia such as Malaysia, Singapore and Hongkong that English language is widely spoken as a second language, but in Indonesia English language is taught and learned as a foreign language (Sulistiyono, 2015:12). The use of authentic materials in teaching English as a foreign language is one of important thing to expose the learners to the target language as how it is used outside the classroom. Concerning this, most language teachers recognize the value of using authentic materials for teaching and learning purposes (Wong et al.1995), he also indicates that most language teachers find authentic materials as a rich source for planning and conducting teaching and learning activities to enrich students experiences in the learning and using English in the real world and helping them to generate learning strategy for learning English, including provide the authentic materials match with students' major. Vocational high school is in the same degree with senior high school. In teaching English in vocational high school, authentic material is suggested as an approach. Authentic material is given to the students because it has some advantages related to the target job of the students in the future. It is better for vocational high school to strengthen its characteristics, and one way to do this is by giving authentic materials related to students' majors. In using authentic material, the teacher still found some problems but there are solutions could be implemented.

2. Method

The method used in this research is descriptive research study because it describes authentic materials used by English teachers at SMKN 4 Pariaman at grade 10th students of the first semester. According to Gay and Airasian (2000:275) descriptive research is used to describe the facts and characteristics of a given subject of interest factually and accurately. The data collected in this research is by using document checklist and interview. The data description presents the facts related to in a depth discussion about the kinds of authentic materials used by the English teachers which are related to the students' majors or not and the problems faced by teachers in providing authentic material.

The data in this research are the documents of authentic materials and poured into a document checklist and script of interview. The data from authentic materials checklist deal with the authentic materials used presented in the form of table. The displayed data are arranged based on the indicators the types of authentic materials used in english teaching activity. Then, they are followed by a clear explanation. The data from the interview is used to get data about the appropriateness of the authentic materials used and teachers' problems in providing authentic materials. The irrelevant information from the result of interview was discarded, but still saved them if they were needed to re-examine the previous data. Then, the data were displayed in order to made the data better organized, thus the data are comprehensible to see the results and draw conclusion.

3. Results and Discussion

Strengthening School's Characteristic by Giving Authentic Materials Based on Students' Majors

There are three types of school in the same level with senior high school in indonesia, they are ; senior high school or known as common school, religious high school that known

as religious school, and vocational high school referred to the school provide some majors oriented on the vocational (specific job field). Each school has majors in it, in senior or religious high school provides IPA and IPS majors, and in vocational school provide many more majors and more specific such as engineering, electronics, IT, and etc. So, what make different among them if in senior or religious high school provide majors and in vocational high school provides majors too ?, one way to do this is by giving material (authentic) based on students' majors.

Vocational high school is a type of school that provides some majors for the students. when a student enters a vocational high school she or he must choose what major as her or his want. The examples of majors such as engineering, automotive, electronics, and etc. Related to the majors, some subjects are provided and given to the students as the way to give knowledges about majors that have been taken, this is the only characteristic of vocational school. while, there are many others subject given and commonly they are not connected to students majors such as math, Indonesian language, English language, and etc. It is better for the teacher to give material in common subjects based on the students' majors especially in English language subject. There is no disadvantages by doing this, the subject doesn't turn low or bad.

Using authentic material is an approach in using teaching materials against non authentic one. The students of vocational high school, especially in SMKN 4 Pariaman need to know about the use of English in the real context and also the materials should be related to their majors because the students need to improve and develop their English language connected to their majors, and there are some benefits can be taken by using authentic material in English teaching.

Authentic materials has been used for language learning for several years ago. According to Polio (2014:1) the purpose of authentic teaching materials is to prepare the students in social life or to bridge the gap between language at class and that or real life. It means that the students need to explore the use of English language in the real life, and one way to do that is by giving authentic materials for them. One weakness of non authentic materials is the students have limited acces to see the use of language in real context because the English language taught for them has been designed for classroom activity such as by giving textbook. If the students are exposed only to textbooks, they will lose opportunity to learn how language is used in real life

In line with the definition above, Gilmore (2007:98) states that authentic materials contain real language produced by a real speakers or writers for a real audience and designed to convey a real message. It means that in authentic materials, the language is not imaginary or artificial but originally used in the real world contexts. The language in the material provides a new experience dealing with the language inside the classroom. One of the purposes of authentic materials is to prepare the students in joining the real life contexts where the language used is not artificial. The students' sense of English language could be strengthened because the examples language in the materials produced by native

speaker which has good sense in the language because they speak their in their mother tounge.

The students in vocational high school need to be given materials of English language subject not only in common field, but also in specific field such as related to the expected job field after will have graduated. The automotive students need to learn English related to automotive field, the audio video students need to learn English related to electronics field, and so forth. One benefit of this is to develop, improve, and to expand the students' knowledge about the use of English language related to their majors so that the students not only be able in English in common but also in specific that is in their each major, and automatically this also can give an impact that the characteristic of vocational high school is strengthened.

Kinds of Authentic Materials Used in Vocational High School

There are four classifications of authentic materials namely 1) authentic listening/viewing materials, 2) authentic visual materials, 3) authentic printed materials, and 4) realia real world objects. There are three types documents taken from the teacher they are number 1, 2, and number 3 as below that useful as the evidence that the teacher used authentic materials in English teaching. To get deeper information about the problems faced by the teacher in using authentic materials the interview was also used. The result of data taken presented as follows :

Authentic Materials Used by the Teachers

Classification of Authentic Material	Authentic Materials	Teacher		
		A	B	C
1. Authentic Listening/ Viewing Materials	1. Movies (Video from youtube)	✓	✓	✓
	2. Catalogues		✓	
2. Authentic Visual Materials	3. Instructions	✓		✓
	4. Pictures	✓	✓	✓
	5. Letters	✓	✓	✓
	6. Internet	✓	✓	✓
	7. Articles	✓	✓	✓
3. Authentic Printed Materials	8. Movie advertisements	✓	✓	
	9. Street signs	✓	✓	✓
	10. Tourist information (brochures)	✓	✓	✓
	11. Manuals	✓		✓

It could be seen that all of teachers, teacher A, B, and C only used three classifications of authentic materials, they are; authentic listening/viewing materials, authentic visual materials, and authentic printed materials.

There is only one kind of authentic listening/viewing materials used by the teachers namely video, there are five kinds of authentic materials used by teachers in authentic visual materials, they are catalogues used by teacher B, instructions used by teacher A and C, pictures used by teacher A, B, and C, letter used by teacher A, B, and C, and internet used by teacher A, B, and C. In authentic printed materials, there are five kinds of authentic materials used by teachers, they are articles used by teacher A, B, and C, movie advertisements used by teacher A and B, brochures used by teacher A, B, and C, street signs used by teacher A, B, and

C, and manuals used by teacher A, and C. In authentic realia or real world objects there was no teacher used this.

Vocational high school or known as SMK in Indonesia provides majors in it. The students need to be able to practice English in the field relates to their majors. So, the teachers need to provide the students materials related to students' majors and to give materials that are authentic. There are four classifications of authentic materials suggested, they are; authentic listening/viewing materials, authentic visual materials, authentic printed materials, and realia or real world objects and each classification is consisted by a number of kinds of authentic materials (Lingzhu, J. and Yuanyuan, Z. 2010, Vaiciuniene and Uzpalienė 2010, and Bocanegra, 2010:150.)

Based on the documents asked, all teachers used only three classifications of authentic materials, they are ;

- 1) Authentic listening/viewing materials, in this classification all teachers used only one from some kinds of authentic materials that is movie or video from internet (youtube). Video is interesting material because the video can show the students the original context and situation, by using video the students can also see the body movement, body language, gesture and some expression, and the students can listen stressed of syllable, rhythm, and intonation. The video brought can be set such as can be played step by step or part by part, can be played back forward if the students missed a part or unclear pronunciation. From some videos found only one of them is not connected to students' major, the video is authentic but the content is about introducing that we know as common material in English learning, and the others videos found connected to DKV (desain komunikasi visual), TPBO (teknik perbaikan bodi otomotif) and DKV (desain komunikasi visual).
- 2) Authentic visual materials, in this classification all the teachers used five kinds of authentic materials, they are; catalogues, instructions, pictures, letters, and internet. Catalogues are used only by one teacher, pictures, letters and internet are used by all of the teachers and instructions are used by two teachers. All the catalogues found related to the students' major such as EI (elektronika industri), TAV (teknik audio video), DKT (desain kriya tekstil), and DKV (desain komunikasi visual). Instructions found connected to students' majors like EI (elektronika industri) and TAV (teknik audio video). All of pictures found connected to almost all the students' majors. Letters found are not connected to students' majors because the letters are application letter thought as common thing. All the materials in internet taken by the teacher connected to the students' major such as EI (elektronika industri), TAV (teknik audio video), and DKV (desain komunikasi visual).
- 3) Authentic printed materials, the teachers used five kinds of them, they are; articles, movie advertisement, street sign, tourist information brochures, and manuals. All of the teachers used articles, street sign and tourist information brochures. While, movie advertisement was only used by two teachers. All of articles found connected to two majors such as EI (elektronika industri) and TAV (teknik audio video). In movie advertisement, all of them only connected to one major that is DKV

(desain komunikasi visual). The street signs found are not connected to student major. Tourist information brochures found only connected to one majors that is DKV (desain komunikasi visual), and all manuals found connected to two students' majors that are DKV (desain komunikasi visual) and EI (elektronika industri).

- 4) Realia or Real world objects, there is nothing used by the teachers in realia or real world objects materials, it is caused by the complicated to bring the realia into the classroom. Imagine that the teacher need to look for realia or real object of computer or a car into the classroom, thi thing needs much more money and consume time. Commonly the people tend to do or use a simple thing, including the English teacher that don't want to be involved in a complication. So, It is more easy for the teacher such as just to take the picture of an object and printed the picture of object to be brought into the classroom.

4. Problems and Solutions

Accoring to Peacock (1997:144), Martinez (2002:2), and Kadagidze (2006:4) there are some problems usually faced by teacher in providing authentic materials, they are ; language difficulty, students' motivation, learning result, time, cultural bias, relevancy to students' needs, complexity of language structure, vocabulary relevancy, teaching objective, out of date, ambiguity, and length of the materials. There are the problems identified that faced by the teachers in providing authentic materials : 1). Slang language, 2). Long text, 3). Students' motivation, and 4). Cultural bias.

Commonly authentic material consist of slang language because as we know that authentic material is produced by natives that speak English in their daily life, and slang language is not appropriate for academic field, slang language may also make the students to be deviated to understand the meaning of this or called as cultural bias. Long text (content) and students' motivation have a relationship mutually, long text or content in a material can give another impact that the students will be lazy and discouraged.

The problem in providing authentic material could not be avoided but can be reduced. Related to the material which consists of slang language and makes a cultural bias, the teacher need extra time and power. The teachers must give additional information about the context to use slang language, the teachers explain additional information on the meaning of slang expressions, the context, and some stories about how they are created if possible, the discourage students can be helped by giving them supports, and the teacher will need to be extremely patient to support the students in their learning process. The teachers can also give the materials that up to date and interesting, the students will not feel unfamiliar with up to date material and they will feel nice with the interesting ones.

In sum up, not all the problems mentioned by the experts faced by the teachers in providing authentic material at grade 10th of SMKN 4 Pariaman. Naturally problem couldn't be avoided. But, they can be reduced by some ways.

5. Conclusion

To conclude this discussion, using authentic materials that connected to students' majors in English teaching is one way to strengthen characteristic of vocational school. Using this doesn't mean make the English subject to be low or bad, even it can rise some advantages, the advantages are ; first. To expand students' knowledge about the use of English in specific field, second. Providing students the real language not artificial causes produced by native speaker, and third. To strengthen characteristic of vocational high school. Although the problems always appear, but. They can be solved.

6. Acknowledgments

Alhamdulillah rabbil 'alamin, all the praises to Allah SWT, who has helped me to finish this paper. I also would like to send shalawat to prophet Muhammad SAW by saying Allahumma shalli 'ala sayyidina Muhammad wa 'ala ali sayyidina Muhammad.

Moreover, I would like to express my thanks to those who have given contribution in finishing this paper to:

- 1) Prof. Dr. M. Zaim, M.Hum and Dr. Zul Amri, M.Ed as my advisors who have given a professional help, a great deal of time, guidance, and valuable advices
- 2) Dr. Refnaldi, M.Litt and Sitti Fatimh, SS, M.Ed, Ph.D as the examiners, and
- 3) The principal and the English teachers of SMKN 4 Pariaman

References

- [1] Bocanegra-Valle, A. (2010). *Evaluating and Designing Materials for the ESP Classroom. In English for Professional and Academic Purposes*. Miguel F. Ruiz-Garrido, Juan C. Palmer-Silveira and Inmaculada Fortanet-Gómez, 143-168. Amsterdam: Rodopi.
- [2] Gay, L.R and Airasian, Peter. (2000). *Educational Research: Competences of Analysis and Application*. Columbus: Merrill publishing company.
- [3] Gilmore, A. (2007). *Authentic Materials and Authenticity in Foreign Language Learning*. Language Teach.
- [4] Kadagidze, Lamara. (2006). *Different Types of Listening Materials*. IBSU International Refereed Multi- diciplinary Scientific Journal 2006 Volume 1 no 1.
- [5] Lingzhu, J & Yuanyuan, Z. (2010). *The Use of Authentic Materials in Teaching EFL Listening*. Retrieved from: <http://WWW.hltmag.co.uk/aug10/mart03.htm>.
- [6] Martinez, G. Alejandro (2002) *The use of Authentic Materials in Classrooms*: Oxford.
- [7] Peacock, M. 1997. *The Effect of Authentic Materials on the Motivation of EFL Learners*. ELT Journal Volume 51/2.
- [8] Polio, P. (2014). *Using authentic materials in the beginning language classroom*. Center for Language Education and Research, Volume 18, Issue 1, Spring 2014, Michigan: Michigan University Press.

- [9] Sulistiyo, Urip. (2015). *Improving English as a Foreign Language Teacher Education in Indonesia: The Case of Jambi University*. RMIT University.
- [10] Verghese, C Paul. 2007. *Teaching English as a Second Language*. New Delhi: Sterling Publishers Private Limited.
- [11] Wong, V., Kwok, P. & Choi, N. (1995). *The Use of Authentic Material at Tertiary Level*. ELT journal, 49 (4).