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AUTHENTIC MATERIALS SELECTION
IN HOSPITALITY PROGRAM AT STATE VOCATIONAL HIGH
SCHOOL (SMKN) 1 BUDURAN SIDOARJO

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Abstract. Authentic Materials are helpful for the students of vocational high school to know the real use of English in the real context. Using authentic materials is expected to meet an ideal teaching materials to build students' interest in learning English since there is no coursebook that can be ideal for any particular class (Brian, 2001) and teaching materials for vocational high school tend to be viewed as distinct and separate from general coursebook (Alan, 1995). However, authentic materials should be selected carefully to get the proper authentic materials that could make students interested, motivated, and possibly bring authentic learning. Thus, there are two research questions that need to be answered; those are what kinds of authentic materials used by the teacher and the criteria used by the teacher to select them to be used in English teaching in Hospitality program at SMKN 1 Buduran Sidoarjo. The research used descriptive qualitative design with narrative approach since the focus of the research was to explore more on teacher's experience in using authentic materials to be used in English teaching of hospitality program. The data was collected through documentation and interview technique using document analysis checklist and interview guideline as the instruments of the research. The result of the study showed that the teacher used both of two categories of authentic materials; those are authentic print materials such as bills, order forms, signs, pictures, etc. and authentic auditory materials such as videos, songs, etc. Selecting those authentic materials, the teacher considered four criteria: 1) authentic materials should appropriate to basic competence and students need, 2) authentic materials should be interesting, 3) authentic materials should be understandable, and 4) authentic materials should up-to-date or do not seem obsolete to be used.

Keywords: *Authentic materials selection, hospitality program*

Introduction

Vocational high school is a kind of senior high schools in Indonesia which has career-oriented purpose. Vocational high school provides particular program related to the students' future careers such as Hospitality, Accounting, Office Administration, Multimedia, etc. Regarding to those specific purposes of learning, English learning in vocational high school should be different from regular high

school. The English materials 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. This explanation is closely linked to the term of ESP (English for Specific Purpose). ESP is a term that refers to the teaching of English to students who are learning language for a particular work or career (Brian, 2003). This specification of English use will help students to master English as well as what they need in term of specific purpose of the specific program they take in vocational high school. Besides, ESP has narrower focus than general English because the courses are more based on the analysis of learners' needs (Helen, 2010). Thus, teaching materials for ESP tend to be viewed as distinct and separate from general coursebooks (Alan, 1995). Then, the teacher may bring authentic materials into classroom to show the real use of English in communication in the real world.

Authentic materials are any materials which have been produced for the purpose other than to teach language (Nunan, 1998). It means that the materials which are created or produced for non-pedagogical purpose and they are used English classroom, could be classified as authentic materials. In general, authentic materials can be divided into two forms; those are authentic print materials such as bills, order forms, menus, pictures, etc. and authentic auditory materials such as videos, movies, songs, podcasts, etc. (Sally et all, 2007). Authentic materials are needed in English language teaching, especially in vocational high school which has specific purpose of learning, since there is no coursebook that can be ideal for any particular class (Brian in Nunan & Carter, 2001). In Indonesia, English coursebook for vocational high school has no specification to particular subject or program that demand the English teacher to find another sources of additional materials. Authentic materials can be additional teaching materials over and above coursebook materials to create effective classroom learning process On the other hand, the use (Brian in Nunan & Carter, 2001).

Using authentic materials can be effective in increasing students' English skills. A study conducted by Khoirul Fajari Marwan concluded that implementing authentic material could successfully improve the students reading comprehension because the students were happily doing their work (Marwan, 2014). Another study showed that using authentic materials in classroom are highly motivating, giving a sense of achievement when the students understood and encouraging them to have further reading (Sacha, 2006). Yet, using authentic materials may bring some difficulties for the teachers. A study conducted by Khoirul Anam stated that teachers faced some difficulties when they used authentic materials in their teaching process (Anam, 2012). Anam stated in his conclusion that the lecturers have some strategies to solve those difficulties by selecting the appropriate authentic materials, skipping uninterested and unneeded materials, grouping and combining the students' level abilities during the learning process.

The difference among this study and those previous studies is on the focus of materials selections. In this case, the researcher does not find a study which is showed that teachers have done some considerations related to the selection of authentic materials in ESP classroom, especially in Vocational High School in Indonesia. In fact, selecting authentic materials really needs to pay attention on the criteria to make them appropriate to use in English teaching. If the teacher selects and brings authentic materials into classroom without considering some

criteria, the authentic materials may not be appropriate and do not meet the students' needs. As the consequence, the classroom will be boring and the language teaching will be no more than an explanation about language although the teacher uses authentic materials. On the other hand, the learning or teaching process depends much on factors like learners' interest and motivation (Alan, 1995). When the teacher could not bring the appropriate authentic materials, they may have negative impact on the students and they will not encourage them. This will make the students bored instead of helping them to improve their English ability. Therefore, the researcher has two research problems that are formulated in two research questions, they are: a) what authentic materials are used by the English teacher? and b) what criteria are considered by the English teacher in selecting the authentic materials to be used in English teaching?

Furthermore, SMKN 1 Buduran is chosen as the place for doing research because it is one of high quality schools in Sidoarjo which is proven by some cooperation with both domestic and foreign institution as a place for students' apprenticing. The Hospitality program is selected because the researcher argues that it has bigger chance to use English in the future career than other programs. Besides, the students of Hospitality program are facilitated with edOTEL (internal mini-hotel as one of teaching factories provided by the school to improve students' competence and career experience) as a place for practicing what they have got in the classroom. Related to the research subject, the researcher chooses the English teacher of Hospitality program at SMKN 1 Buduran because he has been using authentic materials in his teaching for more than ten years.

Authentic Materials

In language teaching, the term authentic refers to the way language is used in non-pedagogic and natural communication (Freda, 2004). Materials are anything which can be used to facilitate the learning of a language. Materials can be in the form of instructional which inform learners about the language, experiential which provide exposure to the language in use, elicitative which stimulate language use, or exploratory which seek discoveries about language use (Brian in Nunan, 2001). The definition of authentic materials from some expert can be seen as following (Rashid & Majid, 2014):

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

7. According to Carter & Nunan, authentic materials are ordinary texts not produced specifically for language teaching purposes.

Kinds of Authentic Materials

Based on the Fact Sheet published by California Department of Education, there are two main categories of authentic materials; print and auditory (Sally et al, 2007). Authentic print materials include utility bills, packing slips, order forms, websites, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, magazines, newspapers, etc. Authentic auditory materials include phone messages, radio broadcasts, podcasts, e-books, movies, videos and DVDs, television programs, etc.

Advantages of using authentic materials

There are several advantages in using authentic materials for teaching English such as exposing to real discourse for the learner, informing the learner what is happening in the real world, producing a sense of achievement, being able to be used under different circumstances, being ideal to teach or practice skimming and scanning for reading texts, containing a wide variety of text types, and being able to encourage reading for pleasure because they contain interesting topics to the learners (Alejandro, 2002). The main advantages of using authentic materials are: they have a positive effect on learner motivation, they provide authentic cultural information, they provide exposure to real language, they relate more closely to learners' needs, and they support a more creative approach to teaching (Kilickaya, 2004).

Disadvantages of using authentic materials

Other than those advantages, there are also some disadvantages of using authentic materials in classroom teaching. Authentic materials might be too culturally biased, irrelevant to the student's immediate needs in the vocabulary, were too many mixed structures which make lower levels have a hard time decoding the texts, needed special preparation which spent much time, were too many different accents in listening, and became outdated easily like news (Alejandro, 2002). Using authentic materials is possible to add a burden on teachers, as they may contain difficult vocabulary and complex language structures which need more effort to be simplified and explained, in order to make them appropriate for the learners (Kilickya, 2004).

Selecting Authentic Materials for ESP Classroom

There are no specific criteria in selecting authentic materials. Different writer may have different criteria in selecting materials. Yet, there are some criteria that could be main consideration for the teacher in selecting authentic materials to be used in teaching English, they are adequacy, motivation, sequence, diversity, and acceptability (Benmakholuf, 2013).

1) Adequacy: The selected materials should contain appropriate language and information about the course.
2) Motivation: The selected materials should present interesting content in order to help students be active and work hard in order to understand

better. This criterion should be respected in order to make students' work more effective.

3) Sequence: The selected materials should relate to the course. There must be a relation to previous texts, activities, topics not to miss the sense of a lesson.
4) Diversity: The selected material should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary, and promote strategies.
5) Acceptability: The selected materials should contain acceptable cultural customs and language.

Method

This research was in form of descriptive qualitative research. This study was designed to get information and description concerning with the selection of authentic materials in Hospitality program at SMKN 1 Buduran Sidoarjo. The qualitative research is used when the researcher need a detailed understanding of issue that can be established by talking directly with the people or the subject of the research (Creswell, 2007). The variable of this research is authentic materials selection in which there are many kind of selection process, and the research is focus on the criteria considered during authentic materials selection before being used in the English teaching. Besides, in this qualitative research, the narrative approach was used since the focus of this research was the experience of teacher in selecting authentic materials used in his teaching of ESP classroom. The procedure for implementing narrative approach consist of focusing on studying one or two individuals as the research subject, gathering data by collecting their stories, reporting individual experiences, and chronological order (Creswell, 2007). Therefore, the data was collected through interview and documentation techniques.

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 freedom for both the interviewer and the interviewee to explore additional points and change direction if necessary (Paul, 2004). Depth interviews are generally carried out face-to-face so that the interviewer can create a relationship with the research subject by taking the time to open up the subject and respond to body language (Paul, 2004). From this interview, the teacher is expected to tell more about criteria that he considered in selecting authentic materials to be used in Hospitality program.

Documentation

The researcher used documentation because one of sources of data was documents of authentic materials used by the teacher in learning process. Then, document analysis was done to meet the answer of the research questions. Besides, using documentation in combination with interview allows the researcher to appropriately gain a rich understanding of the data and to confirm what the researcher gets from the interview.

Discussion
Kinds of authentic materials

There were many kinds of authentic materials used by the teacher to support the lesson delivery to the students. Authentic print materials used by the teacher are bills, brochures, greeting card, hotel signs, manual books, magazines, maps, menus, order forms, newspaper, news report, SOP, song lyrics, pictures, and posters. Some of the authentic materials used by the teacher were bills, menus, brochures, videos, songs, etc. Authentic auditory materials used by the teacher are videos, songs, short movies, movie trailer, and online journals and articles. The teacher mostly got those materials from internet. Sometimes the teacher bought the authentic materials when he thought that it would be useful for the students in learning English. Some authentic materials were also gained from his friend of English teacher inside or outside the school. From those varied authentic materials used by the teacher, the students liked and enthusiastic when the teacher used video and songs. The teacher argued that it might be caused by the students' daily which had been influenced by media digital. On the other hand, the students seemed to be less enthusiastic when the teacher used authentic materials containing reading or text.

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

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

Alan Cunningsworth stated that teaching materials for ESP tend to be viewed as distinct and separate from general coursebook (Alan, 1995). Related to Alan's statement, the English teacher of hospitality program at SMKN 1 Buduran realized that the main coursebook provided by the government contained the general English for vocational high school, without any specification for each program. Therefore the teacher used many kinds of authentic materials in his teaching process since they had positive effect on learner motivation, related more closely to learners' needs, and supports a more creative approach to teaching (Kilickaya, 2004).

Criteria for selecting authentic materials

In selecting authentic materials, the teacher said that he did not use certain criteria because he considered the difference of students' English ability. He illustrated materials that were considered easy by the students with better abilities, uncertainly were considered easy by the students who had lower ability. Based on the teacher' story presented in the research findings above, the researcher had explained the main four criteria used by the teacher in selecting authentic materials to be used in teaching English for hospitality program.

a.   *Appropriateness*

The first criterion used by the teacher to select authentic materials was appropriateness to basic competence (to achieve the goal or the objective of the lesson) and students' ability of English. Appropriateness to the basic competence on syllabus was something important related to the government policy. The teacher would only use authentic materials that were appropriate to the students' grade (class) and learning topic since the basic competence on syllabus were ordered based on the grade with certain topics. The understanding of this criterion had the same meaning with the term of adequacy expressed by Wallace. Adequacy meant the selected materials should contain appropriate language and information about the course. In Indonesian formal education, basic competence is the main guidance for the teacher. Teacher may have some improvement to develop and support his teaching process, included using authentic materials, as long as those improvement are based on the basic competence that have been determined by the government. When the used authentic materials were appropriate to basic competence, then those authentic materials were most likely appropriate to the topic of the lesson presented in main coursebok which had been published by the government. In other words, the used materials were related to the topic of lesson without missing the sense of the lesson. Wallace mentioned this explanation by the term of sequence criterion. However, what was considered by the teacher was not exactly the same with the meaning of sequence explained by Wallace. Wallace explained that there should be a relation to previous texts, activities, and topics in each authentic material, while in this case, the teacher only considered the relation to the topic because the teacher did not always used authentic materials in every meeting.

The following consideration is about appropriateness to the English ability of students. It was the most challenging in selecting authentic materials since the students' English ability was not equal. To solve it, the English teacher had identification in the first meeting to get the basic highlight of students' ability of English to decide whether the selected authentic materials would be appropriate to the students' ability of English or not. Yet, personal approach to the students with lower ability was done to be the solution that the authentic materials were still available to be used by all of the students in learning English. Further, it was closely linked to the third criterion used by teacher; that was understandable. Authentic materials could be understood by the students when those materials were appropriate to the students' level of English.

In the process of identification, the teacher had some weaknesses because he did not identify entirely. The teacher only did a brief identification based on the first meeting supported by the result of the test during selection process of

enrolling the school. Yet, the teacher might have his own reason not to have entire identification of students' level of English. It closely related to the limited hours of English lesson for vocational high school that had been provided by the government.

b.   *Interesting*

Interesting authentic materials are the materials that could increase students' interest. It meant that any materials could be interesting materials based on teacher's perspective. Authentic materials should be interesting because basically every interesting thing would be easy to be learned, included the authentic materials used by the teacher. When the authentic materials used by the teacher were interesting, the students indirectly would not feel burdened with the presence of authentic materials brought by the teacher. Using interesting authentic materials also could ease the students to understand the topic delivered by the teacher.

Yet, practically, not all of the authentic materials that were interesting for the teacher were interesting for the students. Sometimes the students were less interested because of some factors like the complicated vocabularies. If the students seemed less interested in authentic materials given by the teacher, the teacher would invite and involve the students to get the interesting authentic materials that could be accessed through internet. Besides, inviting students to select interesting authentic materials was also the implementation of curriculum 2013 (K-13) which compelled the teacher to involve the students more on the learning process and the teacher acted as the mediator of learning. However, the teacher still had a control to the students in finding the authentic materials form internet to ensure that the students got what the teacher asked.

Finally, the use of interesting authentic materials would increase students' motivation in learning English, moreover if the kind of the authentic materials were greatly favored by the students. Thus, the criterion of "interesting" that was considered by the teacher in selecting authentic materials had the same meaning with the criteria expressed by Wallace, which was Motivation. Motivation means that the selected authentic materials should present interesting content in order to help students be active and work hard in order to understand better. Besides, this criterion is used in order to make students' work more effective.

c.   *Understandable*

The selected material should be understandable. Understandable authentic materials are the materials that contained the easy context and language content such as vocabularies. It was impossible for the teacher to give authentic materials that the content was difficult to be understood by the students. It was required a carefulness to get the understandable materials, because the consideration was based on the English ability of each individual students. Some students with better ability of English could easily understand whatever authentic materials used by the teacher. In the contrary, the students with lower ability were unable to understand easily although the teacher gave the same authentic materials. To solve this, the teacher grouped the students into several groups containing fife to six students with two of them were they who had low understanding. The students who understood the content of authentic materials were expected to help them who had low understanding by sharing their knowledge. This activity also eased

the teacher to ensure that all of students understood the used authentic materials well.

When the used authentic materials were understandable and the students wanted to understand it, it meant the language content of the materials was accepted by the students. When the students could not accept the language content, it seemed impossible for them understand the used authentic materials. Thereby, the used authentic materials could not be considered as understandable materials. Wallace told in his five criteria that the students should accept the language of authentic materials. It was explained in the criteria of Acceptability in which the used authentic materials should contain acceptable cultural customs and language. Although the point of acceptable customs was not fully considered, at least the English teacher of hospitality program in SMKN 1 Buduran had considered that the content of authentic materials, especially language content, was accepted by the students.

Related to the difficulty of content, not all of vocabularies of authentic materials should be easily understood by the students. The materials might have some new vocabularies that the students could enrich their vocabularies through using authentic materials because one of the aims of using authentic materials is to develop students' English ability, included enriching vocabularies, through introducing real English of the certain work into the classroom.

d.   *Up-to-date*

In this case, the term up-to-date was not always the latest thing. The term up-to-date is defined to renew the obsolete authentic materials. In other word, the used authentic materials were renewed to teach English for hospitality program. In the process of renewing, the teacher replaced with the up-to-date materials as long as the materials were appropriate to the basic competence; otherwise the teacher would only renew the old materials with the new one. Although not all of the used authentic materials were up-to-date, the teacher always tried to find the up-to-date materials to bring into line between what were learned in the classroom and what was going on at present.

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

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

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

In addition, the criterion used by the teacher had strength in the relation of application of curriculum 2013 (K-13). The teacher involved the students to find and select authentic materials in order that the materials could be interesting, understandable, and appropriate to students' level based on the students' perspective. It was in line with the aim of K-13 in which the students should be more active during the learning process, while the teacher acted as the mediator and guide during the learning process.

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

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

Conclusion

The English teacher of hospitality program used many kinds of authentic materials such as bills, order forms, pictures, videos, songs, etc. The teacher got those materials by searching through internet, asking to another English teacher and even sometimes he should use his own money to buy some materials that seemed to be useful for the students. Although all of the materials could be used to teach integrated skills, the teacher always tried to explore further on the students speaking and listening through any authentic materials he used in the

classroom as the consequence of school target that the students should be capable in communicating to the customers when they were in their field-work.

In selecting authentic materials, at least the teacher used four criteria. Authentic materials should appropriate to the basic competence on syllabus and the students' need, interesting, understandable, and up-to-date.

a. Appropriate authentic materials mean that the use of materials did not miss the sense of lesson and can be accepted by the students.
b. Interesting authentic materials mean that the materials could increase students' interest.
c. Understandable authentic materials mean that the materials contain easy context and language content such as vocabularies.
d. Up-to-date authentic materials mean that the materials are new and do not seemed obsolete to be used in classroom; moreover the materials are about the latest thing at that time.

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