

USING AUTHENTIC MATERIALS IN THE ESP CLASSROOM

Pratika Ayuningtyas
pratika.ayuningtyas@gmail.com
Politeknik Sawunggalih Aji
Indonesia

Abstract

English for Specific Purposes (ESP) materials should meet with students needs and objectives. With the quick update of the world, students need to be aware of what the real world is. Authentic materials will fill the gap between the formal education with the real world. Students should be exposed to the authentic materials which have connection to the real world in order to be able to practice the language using the authentic one, especially for students of vocational college. Many researchers claim that using authentic materials motivate learners because they are more interesting than the artificial materials. Therefore, this paper investigates the use of authentic materials on students' motivation in ESP Classroom. Data are obtained from the observation and questionnaire taken from 107 students of second semester of Politeknik Sawunggalih Aji who took English for Business.

Keywords – Authentic Materials, ESP, Motivation

Introduction

Vocational education has clear objective to make its graduates become professional and skillful person. They are required to use English for any communicative purposes. Having this in mind, of course the teaching and learning process should be able to facilitate the students to expose the real world as much as possible. The materials that the teachers give should represent the language that they will have in real world. Kilickaya on Al Azri (2014:249) stated that authentic materials is exposure to real language and use in its own community.

Many researchers believe that using authentic materials will improve students' motivation. Because by having authentic material in the classroom, they will understand the concept of it in the real world situation. Al Azri (2014:249) stated that authentic materials will bring students closer to the target language culture and will make the learning process enjoyable and motivating.

Palmero (2003: 192-193) defined authentic material as source of acquisition which knows no limits: instruction leaflets, journals, manuals, advertisements, Internet links, inscription forms, demonstration, videos, statistics, job offers, etc.

Authentic materials and media can help students to develop and enhance the connection between the language classroom and the outside world (Nadrag, 2017:141). The use of the authentic material will be beneficial for the students as stated by Nunan (2005: 51 cited in Nadrag (2017:139)) that authentic material offers students the chance to deal with a small amount of print which at the same time contains complete, meaningful messages. Authentic material can produce sense of achievement where teacher can adapt and adopt the materials depends on the condition and the

circumstances. It will then support the creativity of a teacher to build the classroom ambience (Fatimah, 2016: 197).

Developing materials for ESP learners has different challenges than the general one. Preparing authentic materials for use in the classroom can be very time-consuming. Osborne (2005:74 cited in Benavent 2011: 91) suggests that it is essential to have a clear purpose in mind as well as a personal approach that permits the adaptation of most authentic materials that are locally meaningful. Wegener (2008:137 cited by Benavent (2011: 92) states three functions that authentic texts serve in ESP course. First, inviting authentic materials from the learners' work environment to the classroom the teacher should offers assistance. Second, the ESP teacher always looks for texts that are as close to the learners' target situations in their jobs as possible. Third, authentic texts serve as sources of information for the teacher and may already be collected during the needs analysis period.

As seen in Figure 1 below, that students' enjoyment, satisfaction, autonomy, interest and competence will affect much on their motivation. Ryan and Deci (2000: 73) explain that actions characterized by integrated motivation share many qualities with intrinsic motivation. Accumulated research now suggests that the commitment and authenticity reflected in intrinsic motivation and integrated extrinsic motivation are most likely to be evident when individuals experience supports for competence, autonomy, and relatedness.

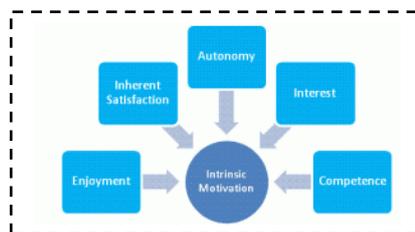


Figure 1. Motivation Diagram

Therefore, As a language instructor – especially teaching ESP, it is important to create an environment that can provide opportunities for students to display these qualities. To make this environment happen, the teacher can provide an engaging environment for students to explore their passions and interests and foster motivation towards any goals the students may create. Authentic materials motivate learners because they have opportunity to enjoy learning and the language and the culture where the language is spoken, putting into practice of what they have learnt to be used in the real world. bringing authentic materials into the classroom can be motivating as they add real life element to the students' learning experience (Nadrag, 2017:141).

Methodology

The present study aims at investigating the use of authentic materials on students' motivation. The aim of ESP especially in the subject English for business is to

make the ends meet between students' need and objectives. As authentic materials used in the teaching and learning process, it is expected that students' motivation also improve.

This research was conducted in the second semester in the academic year of 2016/2017. The research was done within the period of four weeks. The materials given are authentic materials in the form of job advertisement that they should make a cover letter and create CV using website template (cvmkr.com) and biography from successful women in the business (wikipedia.com).

The subject of this research was second semester students (first year students) studying English for Business in the department of Business Administration, Accounting and Computer Engineering. There are 107 students joined this English for Business Subject.

To obtain the data, observation and questionnaire are used. The observation sheet considering the the students' attitude during the process used is utilized. The questionnaire in addition, is given to all the students to measure the individual motivation. It is given in the last meeting of using the authentic materials.

Finding(s) and Discussion

The result from the observation done in four meetings showed that students showed interest in the subject English for Business. They also actively participated in making and creating their own CV and cover letter using the template from the website. The students did the CV and the cover letter by themselves, if they got confused they would ask their friends. It showed that students' autonomous learning has immersed. when students were exposed to the topic women in business, they seemed passionate and their curiosity aroused as they paid more attention to the woman who are pretty, smart and successful in running her business or the woman who are their role model.

The result of the questionnaire which is given in the end of the period shows the good result of the students' motivation. The explanation of each items are as follow:

Q1 : Did you participate in the activities based on authentic materials?

This questions referred to the students' participation when the authentic materials were used. Table 1 showed that high level of students participation in the classroom. The table shows that 58% of the participant participate much in the classroom. Even 36% of the students answer very much which means that their participation is high. Only 6% who had little participation in the classroom.

Table 1. Students' participation in the classroom

Option	Very much	Much	Little	Very little
Participants	39 students	62 students	6 students	-
Percentage	36%	58%	6%	-

Q2: Did you enjoy using authentic materials in the English class?

The second question was aimed to get data whether the students enjoy the

authentic materials or not. 54% or 58 students answered that they enjoy the authentic materials much. Moreover 35 (33%) students answer that they enjoy the authentic materials very much. This is a good sign that students really enjoy the English classes using authentic materials

Table 2. Students' enjoyment to use authentic materials

Option	Very much	Much	Little	Very little
Participants	35 students	58 students	14 students	-
Percentage	33%	54%	13%	-

Q3: Did authentic materials motivate you to learn English?

This question is to determine students' motivation to learn English when authentic materials were used in teaching learning process. More than 90% (41% answered "very much" and 50% answered "much") of the students considered that using authentic materials motivate them in learning English. Only 10 students who didn't have the same thoughts.

Table 3. Students' motivation to learn English

Option	Very much	Much	Little	Very little
Participants	44 students	53 students	10 students	-
Percentage	41%	50%	9%	-

Q4: Did authentic materials make you want to learn English more?

This question referred to the students' self learning when authentic materials were used. For this question, 97 students answered that authentic materials made them want to learn English more, as we can see in the table that 54 students answered "much" and 43 students answer "very much". There is only 10 students who didn't think that authentic materials made them learn English more.

Table 4. Students' self learning

Option	Very much	Much	Little	Very little
Participants	43 students	54 students	10 students	-
Percentage	40%	51%	9%	-

Q5: Did you pay attention to the teacher's explanation while explaining the authentic materials?

Question number 5 exposed the students' attention towards the teacher when authentic materials were used. As for this question, the result shows that 54% (58 students) of students pay much attention to the teacher, 27% (29 students) of the students pay very much attention to the teacher. Unfortunately, there are 19% (20 students) who pay little attention to the teacher.

Table 5. Students' attention towards the teacher

Option	Very much	Much	Little	Very little
Participants	29 students	58 students	20 students	-

Percentage	27%	54%	19%	-
------------	-----	-----	-----	---

Q6: Did you find difficulties when using authentic materials?

The sixth question was aimed to find out whether students had difficulties or not when the authentic materials were exposed. The result shows that 63% (67 students) answered that they had only little difficulties when using authentic materials. The rest of the students answered that they had much (30 students) and very much (9 students) difficulties when using authentic materials in the classroom.

Table 6. Students' difficulties when using authentic materials

Option	Very much	Much	Little	Very little
Participants	9 students	30 students	67 students	1
Percentage	8%	28%	63%	1%

Q7: Did you find authentic materials help you to improve your ability in English?

Question 7 was aimed to find out whether authentic materials help the students improving their ability in English, especially with the vocabulary and terms that they found out in the materials. There are 58 students (54%) considered that authentic materials much help them to increase their ability in English. The other 29 (27%) even considered that authentic materials help them very much in improving their ability in English. Only 20 students (19%) who did not consider that authentic materials help them in improving their English.

Table 7. Students' option concerning the efficacy of authentic materials in improving their ability

Option	Very much	Much	Little	Very little
Participants	29 students	58 students	19 students	-
Percentage	27%	54%	19%	-

Q8: Did you find authentic materials help you to understand the use of English in the future/real world situation?

The last question referred to the use of authentic materials in exposing students to the real world situation. There are 61 students (57%) admitted that authentic materials help them much. The 36 students (34%) admitted that authentic materials help them very much to understand the use of English in the real world situation.

Table 8. Students' option concerning the use of authentic materials for the real world situation

Option	Very much	Much	Little	Very little
Participants	36 students	61 students	25 students	-
Percentage	34%	57%	23%	-

Conclusion(s)

This paper aimed at investigating the use of authentic materials on students' motivation in the ESP Classroom. Based on the observation result, students enjoyed the teaching and learning process. It can be seen from their showing interest and their immersing autonomous learning. Moreover, the result of the questionnaire shows the satisfactory result. The outcome of the questionnaire revealed high level of students' participation in the English classroom. There are total of 101 students (94%) who participate in the classroom when the authentic materials were used. The students also showed positive attitude toward the use of authentic materials stating that they enjoy the teaching and learning process when authentic materials were used. Their self learning or autonomous learning has also immersed as they want to ask their friend for the CV and their questionnaire also shows satisfactory result that most of the students (97 students) stated that they want to learn English more after the authentic materials were exposed. Their attention was also in high state as the questionnaire shows the same result. The level of difficulties from the authentic materials also didn't bother them. The students will be glad to develop their ability in English as they were exposed to the authentic materials. They stated that authentic materials also help them to understand the use of English in the real world situation.

Therefore it can be concluded that using authentic materials can improve students' motivation in the ESP classroom. It is an important fact that self motivation can lead to a successful language mastering (Brown, 2001: 79). It is also believed that the authentic materials that were used in the study proved to be enjoyable, motivating, giving improvement to the language ability and helping students in understanding language use in the real world situation.

REFERENCES

- Al Azri, R.H., & Al Rashidi, M.H. (2014), "The Effect of Using Authentic Materials in Teaching", *International Journal of Scientific and Technology Research*, Vol.10 Issue 3.249-250.
- Azizah. (2016). "Authentic Materials for Developing Listening Comprehension". *English Education Journal*. Vol.7 No.3. 364.
- Benavent, G. T & Penamaria, S. S. (2011) . "Use of Authentic Materials in the ESP Classroom". *Encuentro*. Vol 20. 91-93
- Brown, H.D., (2011). *Teaching by Principle*. 72. Longman. New York.
- Fatimah.A.A & Sulastrri, F. (2016). "Authentic Material: How Do I Motivate My Students in ESP Classroom?". *Proceedings 63rd TEFLIN*. Adibuana. Surabaya. 197-198
- Lowe. I. (2010). "Authentic Lesson Materials in ESP". Retrieved in www.scientificlanguage.com/esp/authentic.pdf

- Nadrag, L & Buzarna-Tihinea, A . (2017). “The Benefis of Using Authentic Materials in the ESP Classroom. Case Study”. *Analele Științifice ale Universității Ovidius din Constanța. Seria Filologie XXVIII(1)*.141.
- Palmero, C.N. (2003). “The ESP teacher as a materials designer: a practical example”. *ELIA vol.4*. 192-193
- Ryan, R.M., & Deci, E. L. (2000). “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being”. *American Psychologist*. Vol.55 No.1. 73.
- Zohoorian, Z & Baghban,V. (2011). “A Review on the Effectiveness of Using Authentic Materials in ESP Courses”. *English for Specific World. Vol.10 Issue 31*. 2