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20-21
May 2016
Bandar Lampung
University, Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M

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THE USE OF AUTHENTIC MATERIALS IN SPEAKING CLASS AT THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY OF BANDAR LAMPUNG UNIVERSITY

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Abstract

This study was done in order to describe the students' interest and motivation who were assigned by using the authentic materials through Schoology in speaking II class. The population of this study was the second semester students of English Education Study Program in UBL. Researcher used two kinds of instruments included the observation of students' interest and motivation after they were assigned with authentic materials and the questionnaire aimed to describe their experiences during the treatment given. Result of this study showed that students' interest and motivation improved and the treatment gave positive effect for their speaking ability.

Keywords: authentic materials, speaking skill, students' interest and motivation, performance.

1. INTRODUCTION

Education is an interaction that is carried on directly or indirectly between teachers and students where teachers convey information to students in the learning process that is composed and performed by a certain time. In the process of education, there are some components that really support the success of educational process in achieving its objectives. As written in an online article Suparlan. "Komponen Pendidikan." One Color Media, 2nd October 2015. Web 13th April 2016, he stated that educational components include three categories. The first is the educational inputs. Educational inputs include raw inputs, instrumental inputs, and environmental input. The second is the educational process which consists of learners or students, teachers, curriculum, and educational facilities are affected by the components of the educational environment. This component is the interaction among all components of the education. The third is output and outcome of education. From some of the components above, there are certain components that have big influence to other components. They are teacher, students and materials.

In addressing **educational components**, it is clear that the role of those three components greatly affect other components. On the other hand, sometimes the students less attention from their teachers while teacher gives material. As my experience when I was teaching on the 1st grade of SDIT Baitul Jannah, they were less responsive from the material that I gave even though I have tried to attract their attention by giving varied examples. Research conducted by Martinez (2002) and Jacobson et.al (2003) as cited in Tanti and Yusuf (2010) shows that the existing materials have burdened students and teachers due to the difficult vocabularies covered and the preparation could be time consuming. In response to this problem, teacher has to think more hardly to locate the student's interest in participating in a lesson and the type of educational material. It is also the same as the statement expressed by Richards & Rodgers: 2001, in Ayu and Murdibjono(2012) that teachers must find ways to make students become active in learning English. In addition, teachers also must put more attention in selecting educational materials.

Regarding to that problem, choosing the material especially an effective one that can motivate once interest the students is teacher's demand. Nuttall 1996:172 as cited in Berardo in 2006 expressed, "authentic materials can be motivating because they are proof that the language is used for real-life purposes by real people". Authentic materials are purposely not designed for learning activity especially for English as second language. Berardo (2006) argued that the use of authentic material is very important in order to bring students into real life even if the classroom is not real-life situation but it can have a great place within it. Meanwhile, the students can gain real information and get know about what is going on in the world around them. It has occurred since 1970s as cited by Azri and Al-Rashdi (2014). There are many kinds of authentic materials, Genhard (1996) as cited in Azri and Al-Rashdi (2014) classified "authentic materials into three categories as follows: 1. Authentic listening materials, such as radio news, cartoons, songs, etc. 2. Authentic visual materials, such as street

signs, magazines and newspapers pictures, post cards, etc. 3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.” Learning activities could be more interesting if it is held through innovative and interactive ways. Recently, e-learning platform Schoology has been a popular technology to assist teachers teaching their students. Why should the teaching learning hold in Schoology platform? Schoology platform is web-based teaching learning instruction where both teacher and students can follow the teaching learning process without having face-to-face meeting. The teacher can give the instruction as delivering the materials, attending the students etc through Schoology and the students can join the learning process by using their own mobile phone or laptop through Schoology. As stated by Wasim et.al. (2014) that web based learning has advantage to encourage more independent and active learning. Here, the researcher expects all students feel free to deliver their idea into forum especially for them who in the class are shy. That is why the learning was done through schoology platform.

1.1 Problem Identification

Regarding to the previous background explained that putting attention on students’ interest and motivation while studying in the classroom are very important, it is also in tuned as stated by (Chen, 2001; Chen & Ennis, 2004; Chen & Shen, 2004; Hidi & Harackiewicz, 2000 in Subramaniam: 2009) that interest and goals are the components of learning activity that have the same important motivational construction that can influence students’ achievement in learning. There are many researchers agree that interest in learning is highly important. As Herbert’s view, interest is closely related to learning (Schiefele, 1991). Interest is an internal factor that has big influence in achieving good learning goals. Students’ interest itself can probably come from the materials given, the way teachers lead the classroom etc.

According to those aspects, choosing materials is the highest thing to be considered as a teacher before delivering the materials because it refers to students’ motivation and interest. There are many sources material available over the world. It can be from the book given by government, some publishers, the internet or many kinds of media that can be used as the materials as long as they are appropriate to the students and support the learning process. In our educational fields, most teachers use text book given by the government to support the learning process where it will be delivered to the students. Most teachers who depend on text book in delivering the materials probably will never produce a creative and innovative way in teaching. As stated by Iskandaryan (2005) in Tanti and Yusuf (2010), ... “it also reduces teacher’s role in classroom from the classroom managers to the teachers who rely on other people’s idea”. From those sentences we can conclude that teachers who depend on text book actually they just continue or deliver the author’s idea to the students. The teacher cannot improve his teaching to increase students’ enthusiastic because he has no idea other than the idea taken from the author. Whatever teachers ask to the students mostly based on the book, teachers cannot develop the materials because it has been their habit.

Moving forwards, recently, there were some researchers analyzed about some factors that influence the learning goal in educational field. The learning goals are influenced by the internal factors and external factors. The internal factors include physically, mental or psychology, emotional and attitude while the external factors include family, school and society. As cited by Haryati (2014), she said that curriculum and text book which do not match to students’ level and students’ need can extremely have big bad influence for learning goal. Researcher extremely agrees on this statement because putting attention on materials is one of important thing. Students learn from the materials given. Students get knowledge from the materials given. Students apply the way they live based on the knowledge they got.

1.2 Research Question

Nowadays, there are still many teachers who do not apply the authentic materials in their teaching activity. They do not realize how useful and important to implement this kind of material to push students’ interest and motivation in following the lesson. Choosing interest, motivational ones has big influence in students’ understanding.

That is why in this study the researcher would like to know further about the use of authentic materials in learning English EFL especially in speaking class at second semester students. Below are the questions that researcher wants to observe in order to measure how authentic materials work in students’ achievement is:

- 1) Can using the authentic material increase students’ interest and motivation?
- 2) How does the authentic material facilitate the students’ achievement?

2. RELATED LITERATURE

2.1 Authentic Materials

Learning activity is done between the teacher and the learners where the learners get the materials given by the teacher. In learning language, there are five important components in learning (Kitao:1997) include a teacher,

students, materials, teaching methods and evaluation. A teacher plays role as the sender of knowledge or information, learners play role as a receiver of knowledge from the sender, material is the knowledge will be transferred to the learners, teaching method is teacher's management strategy in delivering the idea, the general principles or pedagogy teacher applies in teaching while the evaluation is the activity to collect the data then make it getting improve.

Regarding to material, there are many available sources provided; such as text book, magazine, audio, video, novel etc that can be used by the teacher to deliver the knowledge. One kind of the materials existed is authentic materials. As stated by Sanderson (1991) in Tamo (2009), "authentic materials are materials that we can use in the classroom and that have not been changed in any way for ESL students". It is one kind of materials that is applicable to use in the classroom and such the content or anything inside has not been replaced yet before it is given to the learners. Authentic materials are the materials that are created not for educational purpose but general purpose and they are created with real-life goal especially for the native speaker (Polio: 2014).

2.2 Types of authentic materials

As mentioned above that authentic materials are used purposely not for educational goal instead for general especially for the native speakers. Even the target of materials is not for the ESL learners, still they are applicable to be spread out to the ESL Learners. There are many types of authentic materials. The authentic materials are categorized in 2 types – printed materials and auditory materials (Janiro: 2007). Some examples of many printed authentic materials include utility bills, packing slips, order forms, ATM Screens, Magazines, Newspaper, Calendars, Food labels etc. While for auditory authentic materials include phone messages, Radio broadcast, Podcast, E-books, Movies, Television program, Videos and DVDs etc.

2.3 Authentic materials Pros and Cons

2.3.1 Pros

As stated by peacock (1997) in Rahman (2013) that the use of authentic materials can intrinsically increase students' interest and motivation in following the learning activity other than non-authentic materials. In learning English especially in improving students' speaking, putting more attention in increasing students' interest and motivation to learn is highly important.

Another pros of assigning the students with authentic materials is the materials represent the real-world language (Flowerdew and Peacock: 2001 : 182) in Penamaria and Benavent (2011) so the students' can be more easily in applying the language to their daily activity.

2.3.2 Cons

Still there are some cons that against the use of authentic materials even it has positive effect to use for learning activity at speaking class especially for ESL students. As stated Martinez (2002) as cited in Rahman (2013) that authentic materials sometimes has different cultural given through the materials because purposely they were created for native language speaker. That is why teachers must carefully in adapting the materials into their learning process. Another statement against this material is there are many different structures are mixed especially in an article. Here the students with lower level of English sometimes will be time consuming to interpret it especially for the old-fashioned ones (Kilickaya: 2004) as cited in Rahman (2013).

3. METHODOLOGY

The population in this study was the second semester students of English Education Study Program of Teacher and Training English Faculty in speaking class. The researcher conducted this study in some ways. The learning process was done through schoology platform and the learners were treated with the authentic materials. The treatments aimed to improve students' interest and motivation and also students' speaking skill.

In supporting the study, researcher included some instruments in order to know how far students' interest and motivation and also achievement in learning English especially in speaking class by implementing the authentic materials. The instruments used are :

1. Observation

This observation was used to describe the students' interest – motivation and also students' improvement after they were assigned with authentic materials during the offline class.

2. Questionnaire

It was aimed to collect the information about students' interest – motivation, difficulties and feeling from each students in speaking class.

The students will be treated with authentic materials in speaking class. The treatments done in 3 times for offline meetings which were done in the class and 6 times for online class through schoology platform. For offline class would be done every Tuesday on 8.00 a.m. while online class would be done on every Wednesday during 7.00 p.m. to 9.00 p.m. and Friday with the same time.

In the online class, researcher gave students materials and asked students to deliver their idea about the materials given. It could be the main idea, topic and responses or comments about the materials. The reason why meeting was done through schoology because the researcher wanted the students to feel free to express their feeling, idea or comments.

And then the researcher discussed with the students through the online class. Mostly, in online class, the researcher only gave the material, discussed it with the students then gave them assignment. The activity was different from offline class. Here, the researcher asked the students to perform their assignment given in the previous meeting in online class. In short, in online class, researcher delivered the material, asked students to discuss it then gave comments etc while in offline class the real practical activity performed by the students.

As the instruments researcher used above, the observation was done in order to know how far authentic materials work on students' interest – motivation and also students' improvement of their speaking skill. Here, the researcher collected the data according to the offline meeting in the classroom or students' practical activities which was done on every Tuesday during three meetings. The criteria that researcher looked at to describe in this instrument were student's score for each performance and the process during the class, starting from kind of material and the learning situation.

In order to collect further informations from the students related to their motivation and interest in following the learning process that was treated with authentic materials, researcher gave the population of the research a questionnaire. The questionnaire consisted 15 questions that had purpose to know students' difficulties during the class was running and also students' feeling while they were assigned with authentic materials.

4. RESULT AND DISCUSSION

4.1 Result and discussion as found from observation.

Researcher provided three authentic materials to the students. Firstly, it was about the video that explained about an idol. The material was the video that taken from Youtube website. It was the biography of Thomas Alfa Edison. The second material was about the video with love as the topic. This video told about a dog that was adopted by a family. Then the last material was about dream vacation. Researcher gave some beautiful pictures about some places taken from the website. Here the researcher only looked from the three offline classes because researcher wanted to know about their performance after they were assigned with authentic materials.

The performance started from the assignment given in the end of online class to students were asked to perform their idol in front of the class. In their performance, some of them brought such thing that related to their idol and many of them also act as if they were their idol. For instance, Gita Amelia (student), she sang a song from Taylor Swift. The class became alive because there was one of them who sang a song with Taylor' character. Sri Hartanti (student), her idol is Ge (Standup Comedian). She tried to give some jokes as if she was Ge. Everyone started to laugh. Even there were some of them who felt sleepy, they became excited after watching Sri's performance. Another student from Srilanka (Ishini Mendis) presented her father as her idol. When she expressed her feeling, she cried and suddenly the class became so silent. The other students knew how to respect their friends. Many of them also asked such questions about her father. The researcher also included their scores based on their individual performance with the average is 74.5. The average score was got from the accumulation of the whole score that was 1565 then divided into the number of population 21 participants (students).

For the second performance, the students were asked to bring their special thing that given by someone special, it could be their parents, best friend etc. There were so many different things the students brought. For instance, Rizky Adelia P. (student) brought her special thing from her boyfriend, it was rukuh (prayer robe for women). Everyone in the class was curious to know how that thing was in her hand. Another student, Tasya, brought her special thing, it was pink sandals. Some of the students fell their tears after knowing that someone who gave pink sandals to Tasya has been passed away. Everyone in the class gave their full attention especially when there was someone who told about someone who already passed away. Researcher also included their scores based on their individual performance with the average is 75.1. The average score was got from the accumulation of the whole score that was 1578 then divided into the number of population 21 participants (students).

For the last performance, the students were asked to work in group. Each group consisted of two to three students. They presented about their dream vacation. They presented their presentation by using some unique media such as video about certain places, printed picture and picture about their moment while they went to that certain place. Firstly there were some students in the class were busy with their own presentation but still there were number group focused to the student's performance. The score for each group was divided into 9 groups in order to measure the average score achieved by the whole students. The score covered from some criteria included fluency with percentage 30%, content with percentage 30% , performance with percentage 30%, and pronunciation with percentage 10% and the accumulation for all criteria was 100%. The average score of groups' performance was 78.6%. The average score was got from the total scores divided into the number of groups which drawn as number below:

$\frac{\text{the total scores}}{\text{the number of groups}}$ results $\frac{707}{9} = 78.6$ then the score was converted into percentage, 78.6%.

4.2 Result and discussion as found from students' questionnaire.

The figure 1 below is students' answer for the questionnaire given.

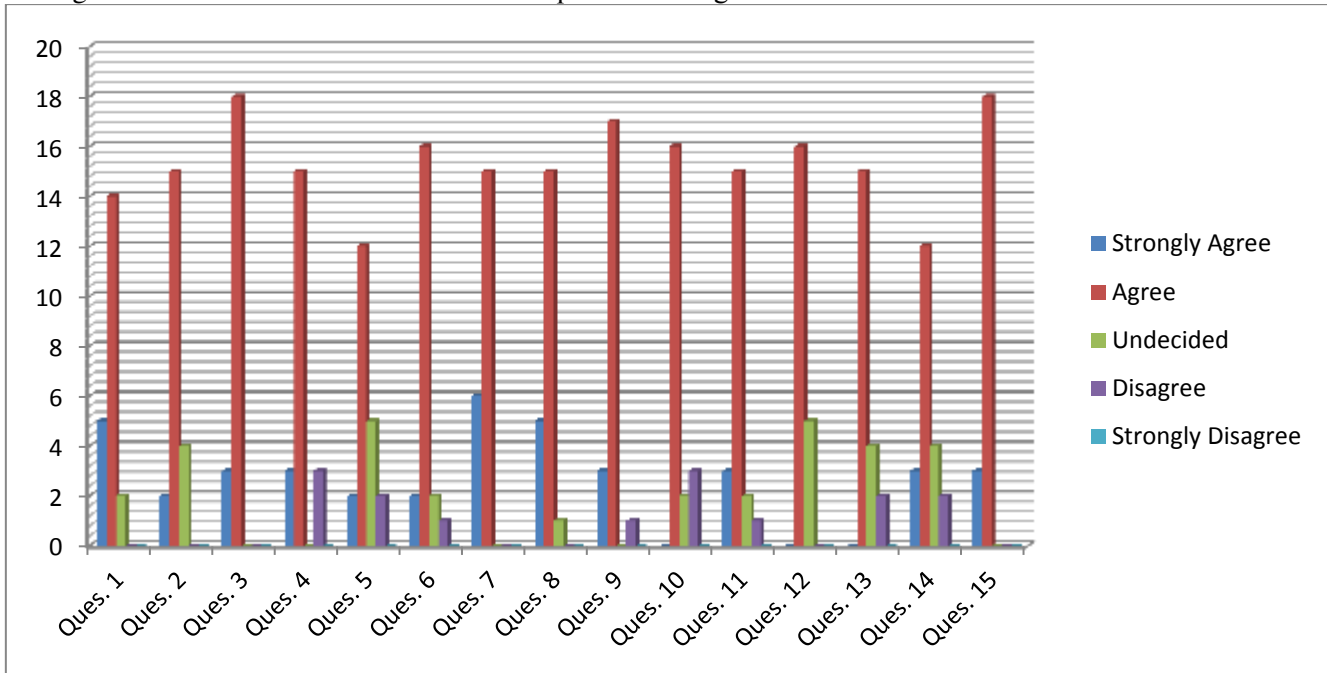


Figure 1. Students' answer for the questionnaire given.

4.3 The researcher formulated the questions in the questionnaire based on some indicators.

The first indicators represented about students' motivation and interest in learning that was assigned with authentic materials as described in questions number 2, 7, 10 and 14. The second indicator represented about students' achievement after assigned with authentic material as described in questions number 6, 8 and 15. The third indicator represented about how authentic material treats the students as described in questions number 1, 3, 4, 5, 9 and 13. The last indicator represented about students' feeling while they were treated with authentic materials as described in questions number 11 and 12. In describing the result of questionnaire, researcher used a five-point Likert to collect participants' for statements in the with number 1 being Strongly Disagree (SD), number 2 being Disagree (D), number 3 being Undecided (U), number 4 being Agree (A), and number 5 being Strongly Agree (SA). Researcher also adopted Likert scale mean score values as shown below:

Table 1. Likert scale
 The interpretation taken from LIN et.al in 2015.

Interpretation of Mean Score Values	
Scale	Description
1.00-1.49	Strongly Disagree
1.50-2.49	Disagree
2.50-3.49	Neutral
3.50-4.49	Agree
4.50-5.00	Strongly Agree

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical (table 1) bottom ones are calculated for the mean score. And for each item the number of the total respondent was 21 students.)

Table 2. Mean Score for each item questioner

No.	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean score
1.	As my experiences in online speaking class, the language from the materials used real-life language so I could understand more easily.	0 0	0 0	2 6	14 56	5 25	4.1
2.	The materials given motivated me well during the class run. It increased my motivation to learn deeper about the certain topic.	0 0	0 0	4 12	15 60	2 10	3.9
3.	The words used for the material were easy to interpret because it was real-life language.	0 0	0 0	0 0	18 72	3 15	4.1
4.	The materials given during the online class were not time consuming to understand.	0 0	3 6	0 0	15 60	3 15	3.8
5.	I had good imagination related to the materials given, it meant the materials helped me much in finishing the assignment given at the end of each online class.	0 0	2 4	5 15	12 48	2 10	3.6
6.	The teacher has chosen the appropriate materials for the students in increasing students' speaking ability, especially for me.	0 0	1 2	2 6	16 64	2 10	3.9
7.	I felt enjoyed following the learning process because the materials given increased my interest.	0 0	0 0	0 0	15 60	6 30	4.2
8.	Honestly, the materials given helped me much in getting better improvement in learning English especially for my speaking ability.	0 0	0 0	1 3	15 60	5 25	4.1
9.	There were some unfamiliar vocabularies I found from the materials but quickly I got the meaning because the material showed the visual so I could interpret based on the video.	0 0	1 2	0 0	17 68	3 15	4.0
10.	In the offline class, while I saw some students performed, I felt curious about the speech that would be delivered by my friends.	0 0	3 6	2 8	16 64	0 0	3.7
11.	I felt excited when the teacher gave the material with some audio visual in online class.	0 0	1 2	2 6	15 60	3 15	3.9
12.	I felt something better with my performance in offline class after I was treated with specific materials given.	0 0	0 0	5 15	16 64	0 0	3.7
13.	The activities done in the offline class became alive after the students were assigned with the specific materials given in the offline class	0 0	2 4	4 12	15 60	0 0	3.6
14.	The materials pushed me to give more attention in following the learning process even it was not face-to-face meeting.	0 0	2 4	4 12	12 48	3 15	3.7
15.	The materials given increased my fluency in speaking because some materials are audio visual then I could learn the way how to pronounce correctly from the audio.	0 0	0 0	0 0	18 72	3 15	4,1

“The interpretation key of students' attitude is: 1.00 - 2.25 = negative attitude, 2.26 -3.25 = not satisfactory attitude, 3.26 - 4.25= satisfactory attitude, 4.26 - 5.00 = very satisfactory” as taken from Rahman (2013)

The first indicator as written previously was calculated as the accumulation of mean score divided by the number of questions as shown; $(3.9 + 4.2 + 3.7 + 3.7) : 4 = 3.8$. So, it can be described that they were satisfied of increasing interest and motivation.

The second indicator as written previously was calculated as the accumulation of mean score divided by the number of questions as shown; $(3.9 + 4.1 + 4.1) : 3 = 4.0$. So, it can be described that they were satisfied of getting better achievement.

The third indicator as written previously was calculated as the accumulation of mean score divided by the number of questions as shown; $(4.1 + 4.1 + 3.8 + 3.6 + 4.0 + 3.6) : 6 = 3.8$. So, it can be described that they were satisfied that authentic materials has good treatment for their speaking skill.

The last indicator as written previously was calculated as the accumulation of mean score divided by the number of questions as shown; $(3.9 + 3.7) : 2 = 3.8$. So, it can be said that they were satisfied that authentic materials gave them nice feeling and excited in following the learning process.

5. CONCLUSION

According to the data shown above, it can be concluded that the use of authentic materials in speaking class are definitely valuable parts which have to be selected more carefully by the teacher. By using authentic materials, it has many advantages for both the teacher and the students. For the teacher, they can improve the way the teacher lead the class and color the material. For the students, by using authentic materials, the students will increase their interest and motivation. The class situation also became alive after students were assigned with authentic

materials. Besides, the use of authentic materials can improve students' achievement in speaking ability because the language used in the material is real-life language so it is familiar to the students. Even though there were some unfamiliar vocabularies; they will get easy in interpreting those vocabularies because the visual aids the students to interpret through the gesture from the video.

Consequently, authentic materials can bring an effective speaking class. The using of authentic materials must be balanced with combination between both materials provided and teaching system. By doing so, the students can enhance the opportunities for learning language.

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