

USING AUTHENTIC MATERIALS TO TEACH ENGLISH FOR COMPUTER NETWORK ENGINEERING STUDENTS IN BINA UTAMA VOCATIONAL HIGH SCHOOL, KENDAL

Susandari¹, I Gede Arga Anggara², Anisa Nur Azizah³

Graduate School Program: State University of Semarang
(susanbu33@gmail.com¹), (argagede25@gmail.com²), (anurazizah_52@yahoo.co.id³)

Abstract

In relation to the mission of the school, the graduate computer network engineering students of Bina Utama Vocational High School Kendal are expected to be educated competent labors who are digital literate and able to communicate in using foreign language. This quality standard graduate can be accomplished through the teaching English in the classroom. Furthermore, in the future, the graduate students will get additional benefit when they are certified and licensed in the field of computer network engineering that requires both vocational and English mastery. Hopefully, teacher can hold effective and proportional English learning process between theory and practice so that students can easily communicate using English as well as to compete with others from other countries in their future work especially to face ASEAN Economic Community Market. One way to create efficient English learning process is by bringing authentic materials in class. According to Wallace (1992:145) and Peacock (1997) in Berardo (2006), they describe authentic materials as real life materials which are not produced purposely to be used in the classroom but they can become the helpful learning material for students in completing some social purpose of the language community. The authentic materials are used in order to introduce English language in social context for the tenth grade students for recognizing some particular terms in the computer network engineering field. The results will show us the authentic based material which can be applied in syllabus of computer network engineering program especially in procedural text.

Keywords: authentic material, syllabus, computer network engineering, vocational high school

Introduction

Over decades, teaching foreign language has increased in many countries around the world. It makes teacher to find not only appropriate but also effective teaching materials in line with the purpose of learning foreign language that wants to engage the students using this language in the real situation. Related to that, the suggestion of bringing authenticity in teaching English in EFL class has been recommended by some experts. Four types of authenticity are categorized by Breen (1985) explained in Taylor (2009). They are (1) authenticity of text which refers to authentic qualities of text used for developing authentic understanding, (2) authenticity of learners which refers to the learners' ability to interpret the meaning included in the text like the native speakers do in the real world situation, (3) authenticity of the tasks which refer to provide tasks for the learners in engaging the authentic communication, (4) authenticity of the classroom which refer to give the learners experience in public and interpersonal sharing of content in language learning during the class. In

applying authentic materials, EFL teachers are suggested to follow the four types of authenticity explained before as the foundation.

Involving authentic materials in EFL classroom has been discussed over time. This topic is not new since teachers started to use them in the 1970's as the findings of Communicative Language Teaching (CLT) approach. According to Wallace (1992:145) and Peacock (1997) in Berardo (2006), they describe authentic materials as real life materials which are not produced purposely to be used in the classroom but they can become the helpful learning material for students in completing some social purpose of the language community. Another definition stated by Lee (1995), Little, Devit, and Singleton (1988), Peacock (1997) and Shei (2001) summarized in Azhri and Rashdi (2014), they describe authentic based material as basically making students more active, interested, and stimulated. By adopting the authentic material, they not only help learners' learning process but also develop learners' English skills.

Some definitions stated before relate to several reasons on why applying authentic material in classroom stated by Peacock (1997) cited in Richards (2001). Authentic materials can provide experiences in the real life, present authentic information about culture, that meet the learners' need. Besides, authentic materials can increase students' motivation and support teachers in implementing effective teaching method.

Furthermore, three categories of authentic materials are explained and provided by Gebhard (1996) in Lingzhu – Yuanyuan (2010) on the following table:

Table 1. Types of Authentic Material

Number	Types of Authentic Materials	Examples
1	Authentic listening viewing materials	TV commercials, quiz shows, cartoons, radio ads, songs, movies, etc
2	Authentic visual materials	slides, photographs, paintings, picture books, stamps, wordless street signs, etc
3	Authentic printed material	newspaper articles, movie advertisements, restaurant menus, street signs, song lyrics, etc

Related to those types of authentic material, some criteria of selecting the suitable authentic materials have been offered to EFL teachers. This selection of authentic materials should be based on course goals and individual lesson objectives. According to McGrath (2002), there are eight to be considered by the teacher when choosing appropriate authentic texts. The materials should be chosen based on the relevance of material with course book and learners' need, topic interest, cultural fitness, logistical though, cognitive demands, linguistics demand, quality, exploitability as well

In addition, Larsen- Freeman (2000:129) state that one characteristics of the application of CLT is using authentic material. The application of authentic material will help EFL teachers to support their students in learning English better and to prepare them in communicating with the outside world. It is in line to the goals of CLT proposed by Richards and Rodgers (2001:192) stating that applying CLT aims not only to make communicative competence in the objective of language teaching

but also to develop procedures for teaching of the four skills known as the interdependence between language and communication.

Some advantages of applying authentic material in class had been mentioned by some experts. Nunan (1997) cited in Laamri (2009) believes that exposing students to the authentic material will be important because they give the rich of language. After students had been exposed to such language forms, they are expected to be able in handling real interaction occurred inside and outside the classroom. These explanations are accordance to Harmer (2007:273) who states that the authentic materials will bring the positive effects on learners since those materials will aid learners to produce better language, to acquire the language faster, even to encourage learners becoming more confident to deal with real life situation.

Later, Richards (2001:252-254) also tries to summarize some statements proposed by Phillips and Shettlsworth (1978), Clarke (1989) ,and Peacock (1997) who regard that authentic materials are beneficial to be used in language teaching since they will present the real language which related to learners' need to the learners. Then, a positive effect on learners' motivation can be increased since cultural information will be presented to the students' attention. Moreover, teachers are suggested to promote creative teaching approach as employing authentic materials in class,

Considering the benefits of applying authentic materials in class, the English teachers in some schools are suggested to employ these authentic material combined to non authentic materials or artificial materials for teaching in the classroom. By combining the authentic and artificial materials, teachers are expected not only exposing students to the theories mentioned in textbooks but also giving real experiences to students.

Further, these advices are also suggested especially for English teacher in vocational high school. According to Inayah (2017), the goals of teaching in vocational school not only teach the students theories but also develop their skills needed to perform a particular job. At that time, the impacts of globalization influences the demand of specified labors that have higher level of skills and can perform international standard. Therefore, English becomes the first requirement to be mastered for joining the work field. Regarding to this requirement, the need of mastering English become the main concern for some graduate students in some vocational school. One of the schools is Bina Utama Vocational High School.

In relation to the mission of the school, the graduate computer network engineering students of Bina Utama Vocational High School Kendal are expected to be educated competent labors who are digital literate and able to communicate in using foreign language. This quality standard graduate can be accomplished through the teaching English in the classroom. The graduate students are expected to get additional benefit when they are certified and licensed in the field of computer network engineering that requires both vocational and English mastery.

Hence, teachers are suggested to hold effective and proportional English learning process between theory and practice so that students can easily communicate using English as well as to compete with others from other countries in their future work especially to face Asean Economic Community Market. One way to create efficient English learning process is by bringing authentic materials proposed before in class. This paper will show us the development of authentic based material which can be applied in syllabus of computer network engineering program especially in procedural text. By developing this syllabus, the graduate students of

Bina Utama Vocational High School are expected to be not only skillful but also trained to communicate using foreign language.

Finding and Discussion

In teaching English, especially in the 2013 curriculum, the government has provided the teachers and students with the textbooks. However, they are sometimes not appropriate with the students' needs. In this case, the teachers' creativity is required. They should be able to develop the material as the supplementary material. The supplementary material means the material given to students that is not exist in the textbook so that the students will comprehend the material based on their major programs.

Talking about teaching English in Vocational High Schools, it is different from teaching English in Senior High Schools. Even though Education Ministry Number 20 Year of 2016 about Graduation Students states that there is no difference between those two kinds of schools in English teaching, according to the Constitution of National Education Number 20 Year of 2003, especially in the explanation of clause 15, it is stated that there are some special goals should be achieved in the education of Vocational High Schools. The goals consist of (1) preparing the students to be able to get a job, either independently or filling the jobs in the industrial works as employees based on their major studies, (2) providing the students the competencies so that they will be able to choose their carrers, and (3) providing the students with knowledge and skills to develop themselves through the higher education. Those special goals will automatically affect the English teaching and learning process. It is because of the difference of needs between the graduated students of Vocational High School from Senior High Schools. Thus, in the English teachers of Vocational High Schools should be selective in choosing the material in teaching process.

One of the English teachers of Bina Utama Vocational High School in Kendal, Susandari (2015) conducted an action research about the use of ESP (English for Specific Purposes) material to teach information report text in the eleventh grade students majoring on Automotive Engineering. The result show that the ESP material could improve both the students motivation and achievement in learning English. The authentic materials were used as the ESP materials on this research to make the students met with their real world.

Since it was in the Vocational High Schools, the material would be adjusted to each major study. For additional information, there are two basic major studies in Bina Utama Vocational High School of Kendal. They are Automotive Engineering, which is divided into Car, Motorcycle, and Body Repair Engineering and Computer Engineering, which is divided into Networking and Software Engineering. Therefore, this conceptual paper proposes the use of authentic material for the Computer Networking Engineering students as one of the realization of ESP.

In the field of Computer Networking, in fact the graduated students of Vocational High School will have more value of their competencies when they have certified with their work field. The certificate will be achieved by doing a kind of on line test internationally. Due to all test items are in English, the students of Vocational High Schools require English, not only English as communication but also English that is related to their fields.

Regarding to that matter, teaching English using authentic material is explained as actually insterting some other elements that are not exist in the main textbook because of a certain objective. The teachers of Bina Utama Vocational High School of Kendal are expected to use this kind authentic material with the goal to

make the students not only master English in general but also master English related to the subject matter or their field. For example, when the teaching and learning process aims in the mastering of information report text, the teachers will automatically adjust the text with the students' need which depends on the subject matter the students learn in their major program. As presented in the textbook published by government entitled Bahasa Inggris SMA/MA, SMK/MAK Kelas XI Semester 2, an information report text about cheetahs is proposed to be explored by the students in learning the information report text. It not only contains the classification and some description about cheetahs but also matches with the basic competence that is regulated in the 2013 curriculum, in which this basic competence intends to make the students understand the factual information about a phenomenon related to their other subjects in grade XI. "Cheetahs" may be relevant with the students of Senior High Schools who are majoring on science.

Meanwhile, when we are talking about students of Vocational High Schools, "cheetahs" is described too far. So, it is more appropriate when "cheetahs" is changed into "computer networking" to teach information report text for the students of Computer Networking in Bina Utama Vocational High School since this material is really related with them and they will need this material. The examples of a set of teaching and learning activities about the information of report text for the Computer Networking Engineering students are explained as follow:

First of all, the students watch the video about some basics of computer networking. The video also shows how one computer is connected to others. After that, the question-answer between students and teachers or among the students is expected. If there is no student gives question, the teacher can stimulate them by giving questions to the students. To make the video clearer, the students are given a written text about basic of networking, in which this material is taken from real computer book entitled *How to Master CCNA*. This book is proposed to use by the recommendation from one of networking company that usually guides Bina Utama Vocational High School of Kendal in developing curriculum, especially networking engineering curriculum. In understanding the text, the students are given fifteen minutes to read the text. After they read the text, they discuss the text in group. To make the students easier in understanding the text, they are asked to match some words with the given meaning in Indonesia. They do this task in group so that there is interaction happened among the students.

The next step is discussing the result of the task. In this session, the class discussion is expected to happen. In the discussion, the class also analyses the text in terms of social function, generic structure, and language feature so that the language competence required by the basic competence in the syllaby is fulfilled. After the teachers are sure that all the students have mastered those competencies, the learning process is moved to the next cycle, in which from reading cycle to writing cycle. In the writing cycle, the students are asked to work in group again. They are given a set of picture about computer, then they are asked to write factual reports related to the picture. If there is still time left, the teacher can ask each group to write the report well and attach it on the wall and ask other groups to analyze the report. It can be in term of the social function, generic structure, language feature, or content.

Those teaching and learning activities are expected to finish in two meetings. Finally, in the end of the lesson, they are expected to master both English in general and the subject matter related to their major study so that in the future, when they are obligated to do a test to get certificate in their field, they can result the best achievement in getting the job. Besides, the use of authentic material in teaching

English in Bina Utama Vocational High School of Kendal is prepared to face the program of CCNA test, a kind of test that supports computer networking practitioners in getting international certification in the field of computer networking.

The table below will show the development of 2013 syllabus for Vocational High School level format proposed by Indonesia Education Ministry to teach students of computer network engineering in Bina Utama Vocational High School

Table 2. English Class Course Grid – XI – Computer Network Engineering

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Atokas i Waktu	Sumber Belajar
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang jaringan komputer sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI	Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang Jaringan Komputer, Fungsi sosial a) Mengamati jaringan komputer b) Menganalisis secara singkat mengenai jaringan komputer Struktur Klasifikasi Umum jaringan komputer e.g. Basic of networking Penggambaran mengenai bagian dan komputer e.g. plug, choose, get, use. Kata sifat e.g. available, interactive, important. Berbagai kata benda terkait dengan jaringan komputer e.g. application, server, bandwidth. ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. Rujukan kata	Mengamati • Siswa melihat video tentang Jaringan Komputer yang ditayangkan oleh guru. • Kelas dibagi menjadi 8 kelompok dan menemukan beberapa hal dari video. • Siswa dalam kelompok mengemukakan pendapat tentang video • Siswa dalam kelompok menyebutkan istilah-istilah yang berhubungan dengan video. Menanya • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsure kebahasaan yang benar dan sesuai dengan konteks. Mengasosiasi • Dalam kerja kelompok, siswa mendiskusikan gagasan pokok, informasi tertentu dan informasi rinci dari teks report. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok Mengomunikasi • Siswa menyalin teks report yang didapatkannya tentang Jaringan Komputer yang terkait dengan mata pelajaran produktif TKJ dan membacakannya di kelas	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan ketuntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian Cara Penilaian Observasi Penilaian untuk tujuan memberi siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain	4JP	CD/ Audio/ VCD Modul: How to Master CCNA Sumber dari internet: http://gns3vault.com/products/amples/HTMC-V2-SAMP-LE.pdf

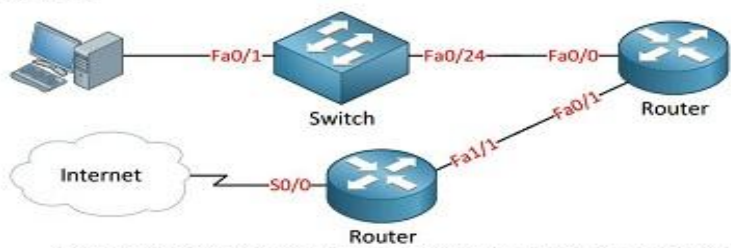
In addition, the figure underneath will present the example of the authentic material text that relates with the material in vocational school especially in the study program of computer network engineering.

Basics of Networking

A network is just a collection of devices and end systems connected to each other and able to communicate with each other. These could be computers, servers, smart phones, routers etc. A network could be as large as the internet or as small as your two computers at home sharing files and a printer. Some of the components that make up a network:

- **Personal Computers (PC):** These are the endpoint of your network, sending and receiving data.
- **Interconnections:** These are components that make sure data can travel from one device to another, you need to think about:
 - Network Cards: they translate data from your computer in a readable format for the network.
 - Media: network cables, perhaps wireless.
 - Connectors: the plug you plug in your network card.
- **Switches:** These boxes are network devices which provide a network connection for your end devices like PC's.
- **Routers:** Routers interconnect networks and choose the best path to each network destination.

If you are going to work with Cisco you'll have to get used to some network diagrams like the one below:



So what do we see in the network diagram above? First of all we see a computer connected to a switch. On the switch side you see "Fa0/1" which means the computer is connected to the Fast Ethernet 0/1 interface on the switch side. The 0 is the controller number (usually 0 on smaller switches) and the 1 is the port number. Our switch is connected to a router using its Fast Ethernet 0/24 interface. Our routers are connected using Fast Ethernet as well. The router at the bottom has a connection to the Internet using a Serial connection.

So why do we use networks? I think this one is obvious since you are using networks on a daily basis but let's sum up what we use networks for:

- **Applications:** Sending data between computers, sharing files.
- **Resources:** Network printers, network cameras.
- **Storage:** Using a NAS (Network attached storage) will make your storage available on the network. Many people use one at home nowadays to share files, videos and pictures between computers.
- **Backup:** Using a central backup server where all computers send their data to for backup.

VoIP: Voice over IP is becoming more important and every day and replacing analog telephony.

Source: How to Master CCNA by Rene Molenaar

Figure 1. An Example of authentic text used in material for teaching English to XI grade computer network engineering students.

Conclusions

In the era of AEC (Asian Economic Community), English is considered as both communication and technology language. It is obvious that English is used as a means of communication. Meanwhile, English as a language of technology can be seen by the fact that English is used in almost all parts of technology, such as terms or technical words, manual books, and industrial technology. Therefore, the teacher in vocational school should be creative in designing the material. This is as a challenge for the English teacher in vocational school in which a teacher of English is not only required to master English but also the subject matter related to the study programs that are exist in the school. This can be done by providing the authentic material adjusting the material with the students need.

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