

THE USE OF AUTHENTIC-BASED MATERIALS IN IMPROVING THE STUDENTS' SPEAKING SKILL IN ENGLISH FOR BUSINESS CLASS

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Abstract

Authentic-based materials are produced not for learning and teaching purposes, but bringing it into the classroom can motivate the students, as it is a real-life element to the student's learning experience. This research is focused on the usage of authentic-based materials to help the students in improving their speaking skills. The samples of the research were 30 students. This research is a quantitative research method with a pre-experimental approach; by purpose, it is under applied linguistic research. This research used one group pretest-posttest design. Treatments have conducted after pretest and before the posttest. The results of the research show that the students' speaking ability increase after using authentic-based materials. In the pre-test, the students have limited ideas on how to do the business activities, so the average score of the pre-test is lower than post-test; the pre-test was 68.5 or equals C+ and post-test was 77.37 or equals B+.

Keywords: authentic-based materials, speaking.

1. Introduction

The curriculum in the accounting department of Politeknik Negeri Ujung Pandang (PNUP) set English as students' specific skill. It plays such a vital role for accounting graduates, so it was set for 5 semesters learning English for Diploma IV and 4 semesters for Diploma III, the main purpose of learning English is to equip the graduate students to communicate in English both oral and written before they graduate and work in various industries. To meet the curriculum demand, the lecturers as professional educators have the main job to educate, facilitate, teach, guide, direct, train, assess, and evaluate the students. So that in teaching English as a Foreign Language (EFL), especially for the non-English students, the lecturers of English are required to select the appropriate materials which are suitable with the students' need and students' environment. Materials must be relevant to students' world knowledge and interest (Irmawati, 2010) [1].

The materials need for business English class is related to the business activities needed by accounting students such as company profile, job description, business meeting, business culture, and so forth. The students are so difficult to imagine the business world activities without the real example, to help the students easier, the materials may get from the called authentic materials. Authentic materials are the resources brought by the lecturers or students to the classroom as the learning aid, but those resources are not designed for learning and teaching activities. Richard, et al (1996) state that authentic materials are texts which are taken from newspapers, magazines, brochure, etc, and tapes of natural speech taken from ordinary radio or television programs, and others [2].

There have been many theories and research results of using authentic materials in improving the students' English ability. Jana Bére-ová (2018), concluded that students were motivated to discover the ways of expressing ideas and opinions naturally, appropriately and accurately [3]. Moreover, Benavent and Peñamaría (2011), they concluded that authentic materials are important tools for use in ESP classes for, as we have clearly shown, they motivate and immerse learners in specific areas of the target language in which practice is needed [4]. It can be used directly in the classroom or the teachers may modify or improve it. Bringing authentic materials into the classroom can motivate the students, as it is a real-life element to the student's learning experience. Besides, authentic materials can bring the students' insight into the real model of business.

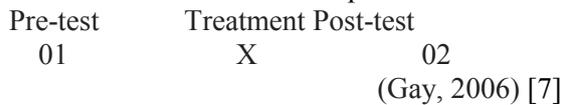
The target language improvement by using authentic-based materials is speaking skills. In line with the main learning outcomes of the business English subject are writing and speaking. The students plan their own company which is cover the company profile, formulate job descriptions of the departments/divisions in their company, do the business meeting, negotiate, present business culture, exchange company information, and so on. To achieve those activities, the students need to write and speak out their idea.

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As well as the specific work on speaking within EAP contexts has understandably focused on academic skills such as giving presentations or participating in seminars in classroom contexts, rather than speaking in social contexts beyond the classroom (Clennell, 1999; Hughes, 2002) [5], [6]. As a productive skill, speaking needs more practice. Consequently, materials and methods used in teaching and learning should be relevant to the students' needs and environment. Using authentic-based materials will lead the students to make brainstorming on what they will present based on real business activities. Brainstorming can attract the students to the critical thinking level. It helps students to unite ideas, think creatively (Irmawati, 2015) [1], and provide evidence to illustrate someone's argument (Jana Bére-ová, 2018) [3].

2. Research Method

By method, this research is a quantitative research method with a single-subject experimental design; by purpose, it is under applied linguistic research. It aims to find out whether the students' productive skills of English can improve by using authentic-based materials. This research uses the one-group pretest-posttest design. Treatment conducted after the pretest and before the posttest. The design is described as follows:



The instrument used in this research is the speaking test. The test was given before and after treatment. The pre-test is intended to see the students' speaking ability before using authentic-based materials. The post-test is intended to see the students' speaking development after the treatment.

The procedures for collecting data are chronologically presented as follows:

a. Pretest

The students presented the company profile includes the organizational structure of the company and its job description.

b. Treatment

The authentic-based materials were used in the teaching and learning process for 4 meetings in preparing the brainstorming and concept of company profile and job descriptions of its divisions. For the detail data collection procedure, it is illustrated in the following steps:

1. In the first meeting, the students use their authentic materials as the sample resources to create their company profile. As the lecturer ordered in the previous meeting, the students are asked to bring an authentic material related to the company profile. First-day treatment focuses on the brainstorming and concept of company profile through discussion.
2. In the second meeting, the students create the organizational structure of the company and its job descriptions based on the authentic materials they bring. It is absolutely improved, modified, or adapted accordingly.
3. In the third meeting, the researchers show an audio-visual authentic material related to the company profile, then the students edited their concept. After that, the students divided into some groups to present their company profile as the practice time before doing class presentations individually.
4. In the fourth meeting (as post-test), the researchers randomly chose 10 students from each class (3 classes) to do the presentation in front of the class.

The data obtained from the test analyzed by using the following steps:

a. Scoring and classifying the students' speaking skills based on PNUP rating scale score.

Table 1: The speaking score is as follows:

Score	Category	Criteria
80 – 100	Excellent	Flex ible accent, little grammar errors, use the proper words, fluently, and knowing well the words produced.
75 – 79	Very Good	Understandable pronunciation, some grammatical errors, sometimes use improper words, little stumbling, and knowing the words produced with little repetition.
70 – 74	Good	Understandable pronunciation, some grammatical errors, use improper words, little stumbling, and knowing the words produced with little repetition.
65 – 69	Fairly Good	Mumble pronunciation, grammatical errors that change the meaning, limited vocabulary, stumbling, knowing

		partly the presentation point.
60 – 64	Poor	Unclear information, many grammatical errors, limited vocabulary and use improper words, doubly in producing words, and not understandable words produced.
50 – 59 ≤ 49	Very Poor Failed	Poor in all aspects. Whole text reading during the presentation

Peraturan Akademik PNUP. Pasal 15. Kriteria Nilai 2018 [8]

- b. Computing the rate percentage of the students’ scores.
- c. Calculating the mean score.
- d. Calculating the value of the t-test to indicate the significance between the mean score of pretest and posttest.
- e. Knowing the standard deviation of the students’ pretest and posttest.
- f. To test the hypothesis, the value of t-test compared to the value of t-table at the level of significance P: 0.05 and degree of freedom n-1

The criteria for this testing are as follows:

1. Reject the null hypothesis and accept the alternative hypothesis if the value of the t-test is smaller than or equal to the value of t-table.
2. Accept the null hypothesis and reject the alternative hypothesis if the value of the t-test is greater than the value of the t-table.

3. Result and Discussion

1. Result

- a. Frequency and rate percentage of the students’ speaking pre-test and post-test are described in the following table:

Table 2. Frequency and rate percentage of the students’ speaking pre-test and post-test

No.	Classification	Range	Pre-test		Post-test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	80 – 100	2	6.666666667	12	40
2	Very Good	75 – 79	4	13.33333333	12	40
3	Good	70 – 74	9	30	6	20
4	Fairly Good	65 – 69	13	43.33333333	0	0
5	Poor	60 – 64	2	6.666666667	0	0
6	Very Poor	50 - 59	0	0	0	0
7	Failed	<50	0	0	0	0
Total			30	100	30	100

Table 2 shows that the students' pre-test frequency who got excellent score increased from 6,66 % to 40 % in the post-test result, it means that the used of authentic-based material were significantly improving the students' speaking ability. As well as the students who got a very good score increased from 13,33% to 40%. Meanwhile, a good score decreased from 30% to 20%. Besides, there were 13 students and 2 students who got a fairly good and poor score in the pre-test, but no one in the post-test. It indicates the number of students who have a very good score, good score, fairly good score, and poor score in the pre-test got higher scores in the post-test.

- b. Mean score of the students’ speaking pre-test and post-test and its’ standard deviation

After calculating the result of the students’ speaking pre-test and post-test, the mean score and standard deviation are presented in the following illustration:

Pre-test:

Count, N: 30
 Sum, Σx: 2055
 Mean, \bar{x} : 68.5
 Variance, s^2 : 26.120689655
 172
 Standard Deviation, s : 5.1108404059
 579

Post-test:

Count, N:	30
Sum, Σx:	2321
Mean, \bar{x} :	77.366666666
	667
Variance, s^2 :	35.343678160
	92
Standard Deviation	5.9450549333
	811

Table 3. The mean score of the students' speaking pre-test and post-test and standard deviation.

Test	Mean Score	Standard Deviation
Pre-test	68.5	5.11
Post-test	77.37	5.95

Table 3 shows the mean score of the students' speaking pre-test and post-test increased from 68.5 to 77.37, so the post-test result is greater than the pre-test result. Likewise, the standard deviation of the pre-test is less than the post-test in the number of 5.11 and 5.95.

c. The value of t-test to indicate the significance between the mean score of pretest and posttest

$$\sum D = 266$$

$$\sum D^2 = 3328$$

$$\bar{D} = \frac{\sum D}{N} = \frac{266}{30} = 8,87$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} = \frac{8,8}{\sqrt{\frac{3328 - \frac{(266)^2}{30}}{30(30-1)}}} = \frac{8,8}{\sqrt{\frac{3328 - 2354,6}{270}}} = \frac{8,8}{\sqrt{\frac{973,4}{270}}} = \frac{8,8}{\sqrt{3,586666666}} = \frac{8,8}{1,893852222} = 4,6468$$

Thus, $t = 4.6468$. Assuming $\alpha = 0.05$ with degrees of freedom (df) = 29 taken from total number - 1 (30 - 1) = 29.

d. Hypothesis Testing

To know whether or not the difference between pre-test and post-test is statistically significant, the t-test statistical analysis result for the nonindependent sample was employed. The result of the t-test is 4.6468.

Table 4. t-test and t-table

t-test	t-table
4.6468	2.045

The level of significance (p) = 0.05 and df = 29, then the value of t-table is 2.045. Thus, the result of the t-test is greater than the t-table (4.6468 > 2.045). it means that there is a significant difference between the pre-test and post-test of the students' speaking skills after using authentic-based materials in business English class.

2. Discussion

Based on the previous result, this part presents a discussion to give a detailed explanation of the students' speaking skills before and after using authentic-based materials in the business English class. The result of the pre-test and post-test of the students' speaking activity was analyzed by counting the frequency and the percentage through table presentation (table 2), then counting the mean score, standard deviation and the t test to reach the hypothesis testing.

From the frequency and percentage table, the result of the students' post-test is higher than the result of the pre-test, which increased from 6,66 % to 40 %. It means that the used of authentic-based material a significantly improving the students' speaking ability. Kelly, et al (2002) have conducted the research on how authentic materials can be effectively used in EFL classroom and they found that when used effectively, authentic materials help bring the real world into the classroom and significantly enliven the ESL class [9]. On one hand, the students develop their ability, they gain confidence in being able to function in an English-speaking ability.

The result of the mean score of the pre-test and post-test, raised from 68.5 to 77.37. in the level of PNUP grade score, it is categorized from fairly good (C+) to very good (B+) score. For those, the present researchers believe that authentic materials are one of the good teaching materials in the teaching and learning process. Whether it is developed or not, it could make the students come to true life and real condition.

In testing the hypothesis, the value of the t-test has been compared to the value of t-table 2.045 at the level of significance P: 0.05 and degrees of freedom 29 with the statistical analysis result for the nonindependent sample. Thus, the result of the t-test is greater than the t-table ($8.41 > 2.045$). It means that there is a significant difference between the pre-test and post-test of the students' speaking skills after using authentic-based materials in the business English class. As an initial prediction of the hypothesis, this research accepted the null hypothesis and rejected the alternative hypothesis because the value of the t-test is greater than the value of t-table.

4. Conclusion

Regarding the result and discussion, it is concluded that the students' speaking ability increase after using authentic-based materials. Before using authentic-based materials in the pre-test, the students have limited ideas on how to do business activities, e.g an office routine, company profile, and job description. So, the average score of the pre-test is lower than the post-test; 68.5 to 77.37. in the level of PNUP grade score, it is categorized from fairly good (C+) to very good (B+) score. For those, the present researchers believe that authentic materials are one of the good teaching materials in teaching and learning process. Whether it is developed or not, it could make the students come to true life and real condition.

Expectedly, this study will be valuable information for the lecturer of English who teaches English for non-English students in the EAP context. Integrating authentic materials accordingly will help the lecturers and the students to reach the learning outcomes. Further studies on using authentic-based materials are strongly suggested to be produced in a hand out for the material development area.

5. References

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