THE USE OF AUTHENTIC MATERIALS IN TEACHING ESP WRITING FOR ACCOUNTING STUDENTS AT UNIVERSITY OF MUHAMMADIYAH MALANG
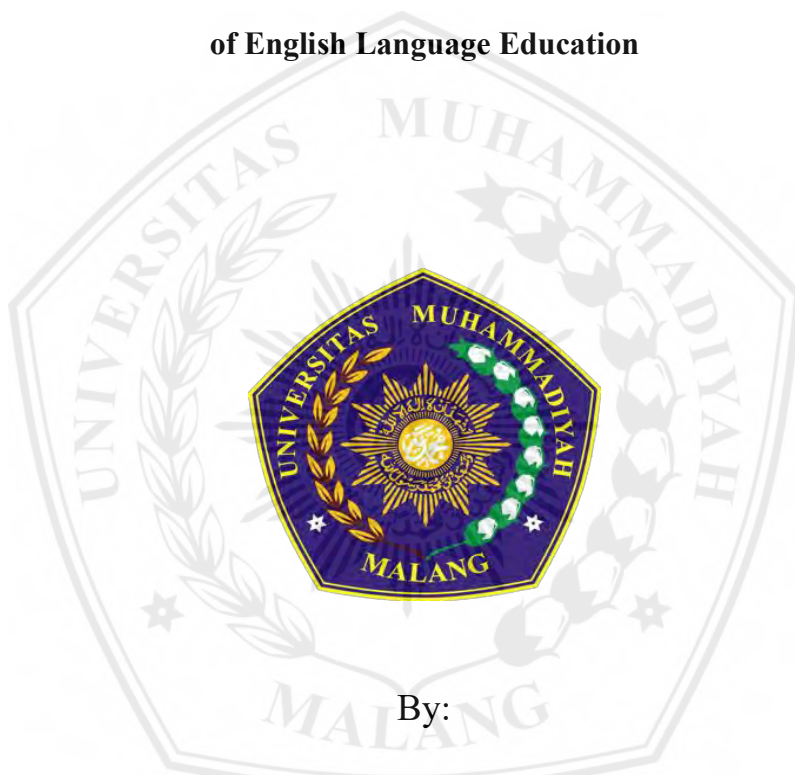
THESIS

In Partial Fulfillment of the Requirement for Master Degree

of English Language Education

By:

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DIRECTORATE OF POSTGRADUATE PROGRAM

UNIVERSITY OF MUHAMMADIYAH MALANG

February 2019

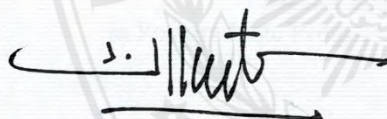# THE USE OF AUTHENTIC MATERIALS IN TEACHING ESP WRITING FOR ACCOUNTING STUDENTS AT UNIVERSITY OF MUHAMMADIYAH MALANG

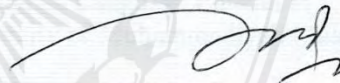Proposed by:

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Tuesday, 12 February 2019

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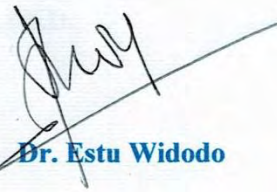
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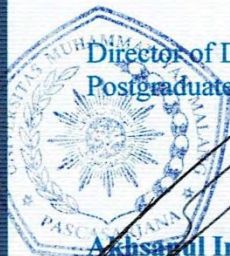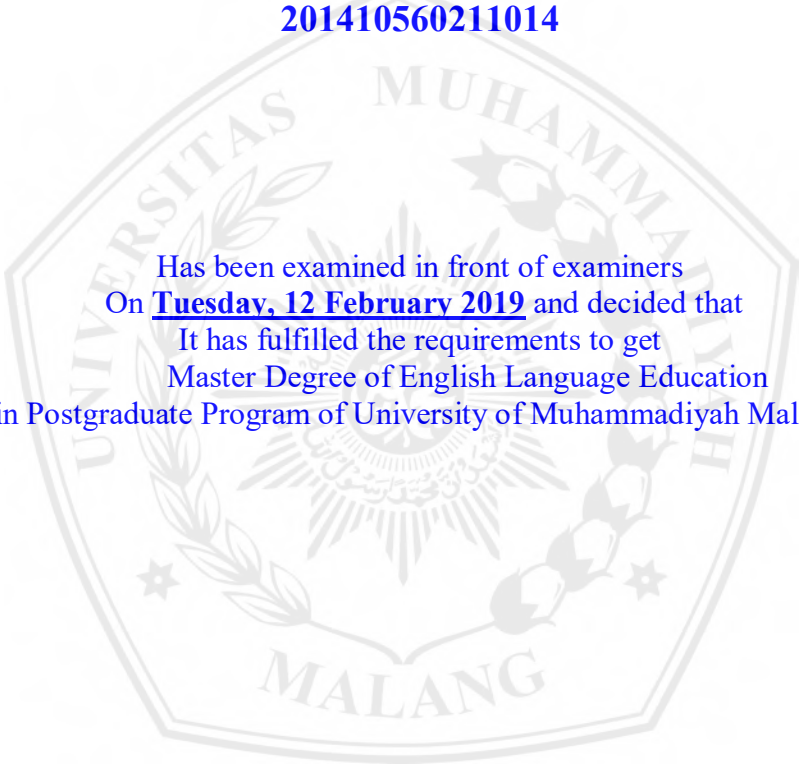
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T H E S I S

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Has been examined in front of examiners
On **Tuesday, 12 February 2019** and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

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LETTER OF STATEMENT

I, the undersigned:

Name   : **ROSITA AGUS TINING TYAS**

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Study Program : **Master of English Language Education**

Hereby, declare that:

1. The thesis entitled: **THE USE OF AUTHENTIC MATERIALS IN TEACHING ESP WRITING FOR ACCOUNTING STUDENTS AT UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.

3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 12 February 2019

The Researcher,

ROSITA AGUS TINING TYAS

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MOTTO

If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you.
(Zig Ziglar)

DEDICATION

I dedicate this project to Allah SWT as my creator, my life support, my source of inspiration, wisdom, knowledge and understanding. Allah has been a source of my strength throughout this final assignment. I also dedicate this work to my beloved husband, Rohmat Zain, who has given all his best support in various ways so that I can finish what I started. To my dear sons, Ahmad Adham Anzeta and Tomy Yusuf Anzeta were the encouragement of my life in this very valuable long learning process.

Thanks to my beloved father (Barun) and my beloved mother (Nurhayati) for your guidance and prayer. You are a source of courage, strength and inspiration. Dear brothers and sisters (Farida, Luluk, Anik, Daud) and nephew and nieces (Midah, Evan, Caca, Tata) and beloved grandmother (Badriyah) who always give their best prayers. My love and thanks for all of you can never be measured. May Allah bless you all.

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ABSTRACT

The use of authentic materials as one of inspiring teaching resources has been widely recognized in the scope of EFL teaching for it provides plenty of advantages. In terms of ESP teaching, introducing authentic materials is an effective way to support ESP students to learn about the real context of their future career since they have to focus on exploring the world they are interested in thoroughly. Hence, this study was designed to know the utilization of authentic materials in teaching ESP writing class at University of Muhammadiyah Malang along with its challenges and solutions.

The researcher applied descriptive qualitative method in order to get clear description of the implementation of authentic materials in ESP writing class. The research subjects were four ESP instructors who taught writing skill at Accounting Department. The research instruments were classroom observation and interview. These instruments were chosen because it could describe the phenomena happened of the authentic materials use. Particularly, these instruments can describe how the authentic materials are implemented, the encountered problems during the implementation, and the solutions to overcome the problems

The results showed that there were two types of authentic materials used by the instructors, namely authentic listening and viewing materials and authentic visual materials. Some challenges emerged from the preparation phase up to the implementation in the class, such as limited times to find out the suitable materials, students' difficulties in comprehending unfamiliar vocabularies and language structures, difficulties in aligning the authentic materials in accordance with students' major of study, and avoiding cultural bias contents. Nonetheless, all these challenges can be overcome properly with the optimal role of the teacher as a learning facilitator

ABSTRAK

Tyas, R.A. 2019. Penggunaan materi otentik dalam pengajaran menulis ESP untuk mahasiswa akuntansi di Universitas Muhammadiyah Malang. Tesis, Pascasarjana Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang. Pembimbing: (I) Dr. Sri Hartiningsih, M.M., (II) Dwi Poedjiastutie, Ph.D. Email: rositatyas81@gmail.com

Kata Kunci: *materi otentik, pengajaran menulis ESP, mahasiswa akuntansi*

Penggunaan bahan otentik sebagai salah satu sumber daya pengajaran yang menginspirasi telah dikenal luas dalam lingkup pengajaran EFL karena memberikan banyak manfaat. Dalam hal pengajaran ESP, memperkenalkan materi otentik adalah cara yang efektif untuk membantu siswa ESP belajar dalam konteks nyata yang merupakan bagian dari karir masa depan mereka karena mereka harus fokus mengeksplorasi dunia yang mereka minati secara menyeluruh. Oleh karena itu, penelitian ini dirancang untuk mengetahui pemanfaatan bahan otentik dalam mengajar kelas menulis ESP di Universitas Muhammadiyah Malang beserta tantangan dan solusinya.

Peneliti menerapkan metode deskriptif kualitatif untuk mendapatkan deskripsi yang jelas tentang penggunaan materi otentik di kelas menulis ESP. Subjek penelitian adalah empat instruktur ESP yang mengajarkan keterampilan menulis untuk mahasiswa jurusan akuntansi. Instrumen penelitian adalah observasi kelas dan wawancara. Instrumen ini dipilih karena dapat menggambarkan fenomena yang terjadi dari penggunaan materi otentik, yang meliputi penggunaannya di dalam kelas, tantangan yang ditemui selama pproses pengajaran, dan solusi yang diterapkan menghadapi tantangan tersebut.

Hasil penelitian menunjukkan bahwa ada dua tipe materi otentik yang digunakan oleh instruktur, yaitu materi audio visual dan visual. Beberapa tantangan muncul dari tahap persiapan hingga implementasi di kelas, seperti waktu yang terbatas untuk memperoleh materi yang sesuai, kesulitan siswa dalam memahami kosa kata dan struktur bahasa yang tidak dikenal, kesulitan dalam menyelaraskan materi otentik dengan jurusan siswa, dan menghindari konten bias budaya. Namun semua tantangan tersebut dapat diatasi dengan optimalisasi peran instruktur sebagai fasilitator belajar yang baik.

Background of Study

The use of authentic materials in EFL classroom has been proven to be very effective to enhance students' learning achievement. In terms of reading comprehension skill, Khoshbakht and Gorjian (2017) found that the use of authentic materials with discussion methods and group sharing can improve EFL intermediate learners' reading comprehension. Another study conducted by Guo (2012) has also shown the fact that using authentic materials in extensive reading significantly improve students' vocabulary acquisition and encourage students to be more active in the classroom.

In the productive skills i.e. speaking and writing classes, the use of authentic materials, such as videos, are proved to have positive impact. Through the exploration of carefully selected visual aid, teachers can improve the way they lead the class and create lively materials. Automatically, students will have more interest and motivation to study and improve their achievement in speaking ability because the language used in the material is familiar to the students and they will get easy in interpreting through the gesture from the video (Anggia and Setyadi, 2016).

A study conducted by Kamariah et al. in 2018, which aimed to develop authentic based teaching materials for writing skills revealed an important finding, i.e. most of students said that using media such as video, audio, pictures, newspapers, and poetry or authentic materials was useful for them. The sample of the study was third year students from the 2017/2018 academic year at UIN Alauddin Makassar. In addition, it also involved two experts as validators who read, evaluate, and print prototypes. This study concern with English writing skills and it was determined on instructional materials to improve the writing skills of English Education Students. Based on students' need analysis result, therefore, the Researchers used some authentic materials and integrated several media, such as audio, visuals, and audio-visuals such as songs, images and videos to complete the teaching materials. The final results of this study indicated that most students, lecturers, and experts gave positive responses to the material developed.

The use of authentic materials in the implementation of the English for Specific Purposes (ESP) program can be found at University of Muhammadiyah Malang, one of the private universities in East Java, which is committed to always improve the

quality of its graduates to be ready to face future challenges in all fields of work, including in the field of English.

One of ESP skills taught in UMM is writing because writing is extremely important in today's society. We are encountered with writing every day of our lives from labeling food to writing a business letter. Communications is conveyed more through writing than any other type of media. Writing is part of a creative project, whether it is a film, building, or a piece of literature. Without writing the flow of ideas halted shortly beyond the source.

Ideally, ESP instructors should be able to use authentic materials. The lack of clear guidance on the criteria for selection of authentic materials and improper way of implementation challenge ESP instructors at UMM. Moreover, a research which was conducted by Poedjiastutie (2017) found that ESP instructors at UMM still have to further explore their ability in terms of implementation of authentic materials in the class in order to improve their proficiency.

This study is indispensable for ESP teaching because students in the ESP program hope to get a clear picture of the real world of work as a provision for them in the future. Besides, they have chosen their respective majors according to their interests. Hence, they must focus on exploring the world they are interested in thoroughly. Introducing authentic materials is an effective way to support their learning process about the real world of work. So, they will not be surprised or encounter more obstacles if they meet them in the future.

Therefore, the researcher would like to reveal the efforts of the ESP instructors at UMM in terms of selecting stimulating and appropriate material which certainly vary according to students' respective majors. Likewise, the researcher would like to clarify the ESP instructors' strategy to address the problems that arise during the learning process using authentic materials so that the learning goals can be achieved satisfactorily.

The statement of problems that the researcher tried to explore are: (1) What types of authentic materials do ESP instructors at UMM use in teaching writing? (2) What are the challenges of using authentic materials in teaching writing? and (3) How do ESP instructors solve the problems in using authentic materials in teaching writing?

REVIEW OF RELATED LITERATURE

Authentic Materials

"Authentic materials" is one of important terms commonly encountered in EFL teaching. Carter and Nunan (2001), and Richards (2001) defined authentic materials as spoken or written language information that has been created in the development of genuine communication, and is not particularly written for purposes of language teaching. Tamo (2009) wrote that this teaching resources consist of languages that naturally take place as communication in the context of native speakers' practices, or in a chosen context where Standard English is the rule. Furthermore, he says that various examples of authentic materials can be found in newspapers, magazine articles, advertisements, cooking recipes, horoscopes, etc. Hence, teachers should take advantage of this materials because it is very easy to obtain and attract students' learning interest.

Types of Authentic Materials

Darwish (2014) proposed a more detailed classification of authentic materials which can be sum up into 4 types:

1) *Authentic Listening/ Viewing Materials*: films, TV commercials, quiz shows, cartoons movies, professionally audio taped short stories and novels, children songs, and home videos.

2) *Authentic Visual Materials*: photographs, paintings, drawings by children, calendar pictures, pictures from travel agents, postcard pictures, and wordless picture books.

3) *Authentic Printed Materials*: cartoons, advertisements, short stories, and children's songs,

   restaurant menus, wide street signs, postcards, currency, cereal boxes, candy wrap, world and city maps, calendars, comic books, greeting cards, business cards, grocery coupons, bus, plane, train, and taxi schedules.

4) *Realia*: dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed toy animals, wall clocks, balloons, walkie-talkies, candles, fly swatters, string, thread, chewing gum, glue, rulers, paper clips, rubber bands, trays.

Advantages of using Authentic Materials

Concerning on the four language skills, authentic materials have been demonstrated their successful in creating learning comfort and increasing students' self-confidence. These materials are able to encourage reading for pleasure because they possibly contain topics of interest to learners, especially if students are given a chance to choose the topics or kinds of authentic materials to be used in class (Tamo, 2009). Therefore, students feel freer from pressure and more open to development and personal growth than if they are learning using textbooks specifically designed for foreign language learning. Automatically, their achievement becomes better especially in text comprehension and improvement of new vocabulary and expressions (Berardo, 2006; Hatimah, Rofiq, & Andayani, 2013).

A different study completed by Gilmore (2007) discovered a positive effect of using authentic materials compared to textbook materials on developing the communicative competence. The findings of the study reveal that students who received the authentic input had significant enhancements on different types of competence because this input allowed learners to focus on a wider range of features which led to some beneficial effects on learners' communicative proficiency.

In conclusion, authentic materials offer many advantages, namely: improving students' learning motivation, broadening students' horizons about real language and culture, creating a comfortable and uninterrupted learning atmosphere, enhancing and increasing students' self- confidence. So, teachers should not hesitate to apply authentic materials in EFL classroom.

Disadvantages of using Authentic Materials

Each teaching certainly has its own disadvantages. A study conducted by Hidayati (2018) found that the challenges in teaching writing in EFL context were complex. It is not only related with the learners' factors but also external ones. The internal factors include linguistic competence, native language interference, motivation and reading habits of the learners, while the external ones include the class condition, aids available for teaching writing and the availability of time.

On the other hand, related to the authentic materials which can be used as one of the writing teaching resources, there are still various challenges. Some experts agreed that authentic materials are frequently contained difficult language,

unnecessary vocabulary items, and complex language constructions, which can create problems for the teacher too (Richards, 2001; Kilickaya, 2004; Gilmore, 2007). Likewise, Phillips (2001) argues that authentic materials (cartoon for example) are full of idiomatic expression, so it is difficult to be implemented to young learners.

In addition, Kilickaya (2004) and Benavent and Peñamaría (2011) said that preparing the appropriate authentic materials to be presented in the classroom can be very time-consuming, because it needs a long time to organize the most suitable ones that are acceptable in pedagogical design. They reasoned that the problems might be triggered by the complexity of vocabulary found in authentic materials that may be unrelated to the language learners' needs and may sound difficult for their listening. More essentially, it might be culturally biased and need a hard time interpreting what they hear or read because authentic materials contain a lot of mixed structures (Berardo, 2006; Blagojevič, 2013).

Solution of the Challenges in using Authentic Materials in Teaching Writing

According to Shepherd (2005), in his article entitled *Using Authentic Materials*, there are two important keys in overcoming the problems or challenges that arise when teaching using authentic materials: First, teacher must provide assignments that are in accordance with the abilities of students without the need to edit and assess the text. This can save the instructor's time and energy and can encourage and motivate students when they can 'conquer' the original text. Second, teacher have to optimize the pre-teaching phase. A clear explanation of the tasks that must be done by students during pre-teaching also plays an important role in the smooth teaching using authentic materials. Tasks must be simple and relatively demanding. Especially with lower level students, it should be emphasized that students do not have to understand everything. Developing their confidence in dealing with things that are unknown are important elements in their development as independent learners.

Additionally, Baleghizadeh (2010) suggested teachers to take the role as facilitators to help students get adequate assistance by encouraging them to ask difficult words or text to avoid their confusion in accomplishing the task. Moreover, language teachers should adapt the materials to suit the students' language proficiency by adjusting them to match their language proficiency level (Thomas, 2014). Thus, authentic materials can be benefitted optimally.

Criteria in Selecting Authentic Materials

Choosing authentic materials is not an easy task. There are several criteria that must be met. Berardo (2006) recommends the following three criteria: content suitability, exploitability, and readability. Content suitability includes material compatibility with learning targets, and appropriateness for student needs and abilities. It also includes the selection of materials that attract students' interest. Exploitability means the text used must meet the purpose of teaching, it must be able to be exploited and develop students' skills. Good authentic materials are the ones can digest many questions and be able to create diverse activities. Readability refers to whether the structure and lexis of the authentic materials are too easy or, more likely, too difficult. It also includes ideas such as vocabulary and relevance to students' need. Important things to consider with regard to readability are: the material should inform the students something they do not know, the material introduces new relevant ideas, and most importantly, the authentic material should be able to make students want to read for themselves and learn more about a topic or something similar.

Procedures of using Authentic Materials in EFL Classroom

There are some procedures that can be applied in using authentic materials in EFL classroom. One of which suggested by Kelly, Kelly, Offner, & Vorland (2002). In this practice, the authentic materials used is pamphlet or map. The detail activities listed as follows:

First, teacher hands out the authentic materials to students at the beginning of the lesson. Second, after the authentic material has been distributed, teacher gives a brief explanation and point out, for example, the importance of the table of contents in a pamphlet or the legend in a map. Teacher draw students' attention to small print and other parts of the material that are easily missed and explain about measures, abbreviations, and difficult words and expressions. After that, students are given a question handout that should be done individually or in pairs. While students are working on the assignment, teacher helps them by answering questions and commenting on their work. This is also a good chance to give hints to those who are stuck on a particular question. Once the allocated time is up, teacher collects the material along with the question handout and discusses the difficult questions with the class.

Teaching Writing for General English versus Teaching Writing for ESP

The teaching of writing is one of important elements in the process of learning a foreign language. Teaching writing in appropriate method can support students to increase language acquisition, develop critical thinking, express themselves freely, and proficiently use English for communicative purposes (Harizaj, 2011). Therefore, teachers are encouraged to apply appropriate techniques and strategies to teach writing so that learning objectives can be achieved satisfactorily.

General English (GE) applies old-fashioned rules in writing and it has some differences compared to the writing method which is taught in English for Specific Purposes (ESP). Likaj (2015) states that GE focuses on general English language abilities of students whereas ESP focuses on specific skills and needs of learners based on a detailed analysis of learners' professional/academic needs. She adds that in General English, guidelines of writing are well defined and fixed for decades and students sometimes find them theoretical and incomprehensible. Likewise, Hyland (2013) says that ESP conceptions of writing focus on helping students concerning competence in specific target genres. He suggests teachers not merely "teaching writing" but also teaching particular kinds of writing which are valued and expected in some academic or professional contexts. Furthermore, he states that the literacy demands of the modern world challenge ESP teachers to recognize that their task involves far more than simply controlling linguistic error or polishing style. Instead it encourages them to respond to a complex diversity of genres. Therefore, the concept of the student's needs remains a basic factor in the practice of ESP, which pays more attention to the process of communication than to the isolated parts of language. Thus the students of ESP should not be considered as a passive receiver; in contrast they should have an active role by communicating clear messages through writing.

Nonetheless, both GE and ESP teacher should be able to identify the recent language level of the learner and to select materials and set tasks that are appropriate in level as well as in context. They also need to be able to set course objectives and formulate course program. In order to achieve this it is important for the teacher to have an in-depth knowledge of the language system in terms of skills functions, structures and vocabulary (Zhu & Liao, 2008).

Previous Studies on Teaching ESP Writing

Several studies regarding on teaching writing for ESP clarified similar results even though the researchers' efforts to improve the writing competence of the research subjects were carried out in various ways.

Teaching ESP Writing using Non-Authentic Materials

Christensen and Barnes (2011) reported the results of writing improvement initiative in an accounting department at a small western university in United States. They conducted a research which tried to find out whether a writing initiative in an accounting Department could improve the writing skills of the students. A series of one-page essays (based on students' current topic of study listed in their course book) were given to students in four accounting classes. The essays were assessed on six writing skills recently judged by accounting professionals to be most important for new hires to possess. Feedback was provided after each essay. Results showed that the writing skills improved significantly after each essay if the Accounting Faculty is committed to providing timely feedback.

Teaching ESP Writing using Authentic Materials

The use of the Internet, one of the most popular authentic materials, for learning languages is confirmed beneficial. Marco (2003) advised ESP teachers to use Web-based activities in ESP writing course since internet allows students to access an enormous quantity of multimedia resources and authentic and interesting real-world materials, hence becoming an appropriate tool for a content-based writing course. Since students are required to write for a real audience, these activities can help to raise the students' awareness on the concepts of audience and social context. Web-based activities usually require that the students should take more control of their learning, and to engage in the writing process.

Bedri and Ali (2017), who had completed their study on the effective use of authentic materials to improve students' writing performance in 2017, found that authentic materials was one of valuable teaching resources that worth applied in teaching ESP writing. They found that the group of students who have been trained to write using authentic materials had better grades than the group that only learns by relying on the syllabus already provided by the college, where authentic materials are not included in the learning process. In addition, interview results revealed that

teachers support the use of authentic materials even though they have to provide the material themselves. They also hope that campus provide training on the use of effective and efficient authentic materials to teach in order to improve student learning outcomes optimally.

Likewise, Togatorop (2015) found the effectiveness of the web-based Collaborative Learning method applied in teaching engineering students under the theme Teaching Writing with a Web Based Collaborative Learning at Department of Electronic Engineering, Batam State Polytechnic. The web system provided accumulated mark for the quantity and the quality of those writings and comments or feedbacks. Lecturers also provided feedback before students did revising and rewriting. The control class, on the other hand, was taught with a conventional method. Both groups were compared in the development of their English writing quality by providing pretest and posttest analyzed quantitatively using SPSS. This study concluded that the average performance of the experiment class better than the control class.

Another way of utilizing internet as teaching aid is the use of Facebook. Hamidah and Yanuarmawan (2017) designed a Facebook group to teach writing for accounting students. They found that most of students gave positive response to the use of Facebook group in their learning. They believed that Facebook group could be benefitted as media in learning a paragraph writing especially in English for Accounting. Furthermore, they felt that the use of Facebook group as media was very effective. The application of Facebook group as media of learning writing English for Accounting was quite easy. Learning using Facebook group enabled them to learn anywhere and anytime. Students felt they had more fun and freedom giving comment or doing peer correction on others' writing on Facebook group rather than in face to face classroom activity.

Meanwhile, a study completed by Kutlu (2012) also showed encouraging results. This study was aimed at discovering the effect of technology on the writing skills of ESP students, particularly Business English department. Initially, the participants were taught how to write a formal e-mail with a chalk on the board, and they were wanted to write an e-mail to a piece of paper. After a month had passed, they were taught how to write an e-mail through the tutorial video. There is a

significant difference between the attitudes of the participants. The other changes have occurred in terms of the removing of boredom that students have had, and the improvement of writing competence. Students remarked that computers make the writing process easier because they can easily delete mistakes, and write it again. In addition, there is a significant difference between the pre and post writing test scores.

In line with the results of the above studies, this research tried to reveal the phenomenon of using authentic materials in teaching writing at University of Muhammadiyah Malang, especially in Accounting Department. As we know, ESP is not only obliged to provide general English to students, but also to introduce students with English in accordance with the field of study they have chosen because each department must have terms and phrases that are different from each other. In addition, this study attempted to provide clear description on the ways or techniques applied by ESP instructors at UMM in teaching ESP writing using authentic materials including thorough explanation about the challenges and how they were addressed suitably.

RESEARCH METHOD

Research Design

Research design can be considered as the structure of the research or the "Glue" which holds all elements in a united research plan (Akhtar, 2016). It has to be able to answer several questions, such as: What is the purpose of the study? What type of sampling should be used? What data collection methods are suitable? and How is the data analyzed?

One of the research designs commonly applied in the scope of educational study is descriptive qualitative. This type of research design focuses on reports of experience or on data which cannot be sufficiently expressed numerically and employs a flexible, evolving but systematic research process (Hancock, Ockleford, & Windridge, 2009). It is also used to identify and obtain information on characteristic of a certain issue like community, group or people.

In this study, researcher focused on explaining the type of authentic material explored by ESP writing instructors along with all problems and solutions. Therefore, this study applied qualitative research design because researcher wanted to describe a social phenomenon by comprehensive data exposure.

Research Subjects

The subjects of this study were four ESP instructors who taught productive skill (writing) for Accounting Department students at University of Muhammadiyah Malang in academic year of 2017-2018. The researcher applied criterion sampling strategy because the researcher wanted to describe the expertise of those instructors in utilizing one of the teaching resources, namely authentic materials, in the class. According to Palys (2008), criterion sampling is one of the strategies of purposive sampling which involves searching cases or individuals who meet certain criterion. In this study, the research subjects taken by the researcher have fulfilled several specific criteria as the top ten rank ESP writing instructors at the Language center, UMM such as possessing outstanding score in several categories, i.e. perception and motivation, mastery of learning material, and utilization of learning resources / media in learning.

The selection of accounting major was also based on certain consideration, i.e. accounting students are required to have good abilities in writing, specifically writing financial information. Financial information plays a very important role on management decisions and organization performance. It became the main determinant in taking the effective, accurate and significant strategic decision in manufacturing, human resources, long term investment and marketing related factors (Ullah, Khonadakar, & Fahim, 2014). In addition, an excellent accountant has to possess decent skills in writing financial data. It must be complete and valid because the failure to provide good and complete financial information can resulted in serious failure of economic development plans of business as well (Okab, Al-Oqool, and Bashayreh, 2014). Therefore, accounting students must have good writing skill, including writing in English.

Research Instruments

In the present study, the researcher used observation, interview, and documentation. These instruments were chosen because it could describe the phenomena happened of the authentic materials use. Particularly, these instruments can describe how the authentic materials are implemented, the encountered problems during the implementation, and the solutions to overcome the problems which the elaboration is as follows;

a. Observation

Observation is regarded as the most basic method to obtain the qualitative data. It is the process of gathering open-ended, first-hand information by observing people and places at a research place (Creswell, 2012). There are two types of observation: participatory and non-participatory. In the participatory observation, the observer becomes an insider in the phenomena being observed. S/he actively participates to obtain similar experience with the objects being observed. On the other hand, the non-participatory observation does not allow the observer becomes an internal part of the phenomena. S/he acts passive, and observes the phenomena happened without being involved in the activity (Fraenkel & Wallen, 2009).

In this study, the researcher used non-participatory observation because this type of observation is frequently used in data collection methods for it can offer an appreciation of a more "nuanced and dynamic" situation that cannot be easily captured through other methods (Liu & Maitlis 2010). The researcher did not involve in the teaching and learning activity under the observation and observed the classroom activities using field note and taking pictures instead.

b. Interview

In addition, the researcher also interviewed the research subjects, i.e. the four ESP instructors, to obtain clearer data and support the results of classroom observation, as suggested by Fraenkel & Wallen (2009). They claim that interview is a very important way to verify the impression of a researcher that has gained from the observation. In the present study, the researcher used unstructured interview to gather the information from the instructors of Accounting Department about challenges in using authentic materials. Unstructured interview is a very flexible approach because the areas of interest are established by the researcher but the discussion of issues is guided by the interviewee and it allows some control over the interview for both interviewer and interviewee (Wilkinson & Birmingham, 2003). Thus, the researcher decided to use the unstructured interview because it allows the interviewee more time to think through their answer and tolerates questions based on the interviewee's responses and proceeds like a friendly, non-threatening conversation. Furthermore, the interviewee was feeling at ease, they will be more open to tell the interviewer about authentic materials. Then, it is undeniable that the researcher was able to obtain more valid data.

Procedure of the Data Collection

Below are the steps of data collection used in this research:

1) Observing the teaching and learning process during ESP writing class by using field notes and taking pictures.

   During the observation, the researcher wrote notes about the type of authentic materials that ESP instructors used to teach writing skill for Accounting Department students, challenges that occurred during the teaching process, and how the instructors addressed those challenges. In addition, the researcher prepared video recording device to record the key moment and camera to take needed pictures during the implementation of authentic materials in the class.

2) Interviewing the ESP instructors.

   There were some steps that the researcher used to conduct the interview. First, she identified the topic of interview. Second, she made the questions based on the topic. Third, she prepared the audio recorder. Next, she selected the informants. There were four informants were selected. They were ESP instructors of Language Center at UMM who taught writing skill in Accounting Department. Then, she asked permission to the informants. After that, she interviewed the informants and developed the question as their response or answer.

   During the interview with the ESP instructors, the researcher carried out some information about the instructors' teaching experiences in terms of the type of authentic materials that were used in teaching writing class, the problems faced by the instructors during the implementation, and the instructors' alternative ways to overcome the problems.

Data Analysis

After the data was collected, the next step was analyzing the data. Data analysis is the fundamental step in qualitative research because any kinds of data that is investigated in a crucial way would determine the results of the research (Flick, 2013). Miles and Huberman (2014) propose interactive model in analyzing the data. This model comprises of data collection, data condensation, data display, and drawing and verifying conclusion.

1) Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials (Miles and Huberman, 2014). In this step, the researcher did the process selecting, organizing, and focusing the data based on the need to answer research question. In short, data condensation made the data specific, focused, and arranged in appropriate way.

2) Data displays

The data is displayed as an organized, compressed assembly of information that allows conclusion drawing and action. It is believed that a better display is the main way for strong qualitative analysis. The types of data display can be put in form of tables, matrices, graphs, charts, and networks (Miles and Huberman, 2014).

All the data collected from observation and interview were analyzed quantitatively and reported descriptively. From the observation, the data obtained from video recording, pictures capturing, and note taking will be identified and analyzed according to the research questions. This includes the types of authentic materials used in the class, instructors' challenge in teaching writing using authentic materials, and the way instructors addressing obstacles that occur during the classroom activities. From the interview result, the researcher first step of analyzing was to transcribe all data. Transcription means converting all data into textual form. After transcribing the data, the researcher organized it by going back to the research questions and formed the data in a visually clear way by using tables to make it easy to read.

3) Drawing conclusion and verification

Conclusions are also verified as a result of the analyst. Verification can be in the form of a brief thought formed in the mind of the analyst during the writing by recalling the field notes; yet verification can be thorough and complex with lengthy arguments and reviews among researchers (Miles and Huberman, 2014). In this phase, the researcher took conclusion after interpreting the data. The result

of the research became the explanation of the use of authentic materials in the teaching of ESP writing for Accounting Department students at UMM.

Trustworthiness of Data

Trustworthiness of data of this study was clarified in two ways, namely transferability and confirmability:

a. Transferability

The use of several instruments in this study can be used as a guide in doing transferability. Triangulation was applied by comparing the data from observation, interview, and documentation during the data analysis process in order to obtain a decent degree of transfer. Honorene (2016) states that triangulation is a powerful technique that smooths validation of data over cross verification from two or more sources.

b. Confirmability

In order to achieve confirmability, researchers must validate that the results are evidently related to the conclusions in a way that can be followed and, as a process, simulated (Moon, Brewer, Januchowski-Hartley, Adams, & Blackman, 2016). Since this study used video and recording device, the confirmation could be done through those devices whenever the explanations are needed.

RESEARCH FINDINGS AND DISCUSSIONS

Research Findings

There were three aspects covered by the research findings, namely: (1) types of authentic materials used in teaching ESP writing, (2) challenges from the used of authentic materials, and (3) solution implemented by the instructors in addressing the challenges in teaching ESP writing using authentic materials.

Types of Authentic Materials used in teaching ESP writing

The type of authentic materials used by the best instructors can be classified into two, namely: a) authentic viewing and listening materials, and b) authentic visual materials.

Authentic Viewing and Listening Materials

Based on the result of observation, the researcher found a similar form of authentic materials used by three instructors.

a. Movie

From the observation results, it was known that instructor 1 used a short-animated movie entitled *Tangled Ever After*. It is a sequel to the 2010 Walt Disney Animation Studios movie *Tangled*. The movie was about a royal wedding of Rapunzel and Eugene Fitzherbert. This movie was used as a brainstorming for students to recognize the topic of writing narrative events since it contained fascinating story that presented in a chronological sequence accompanied with interesting conflicts that made students really enjoy it.

> *It is a short movie. So, it is included in authentic listening and viewing materials…. so, the kind of movie is actually short animation movie... and the title is Tangled ever after. It's actually I'm going to use this movie to discuss further about narrative. (Interview 1 with Instructor 1, appendix 1, page 44, line 32)*

Instructor 1 frequently used a movie as authentic material because she believed that the movie could provide complete information about the topic she was discussing. In addition, she did not look for a movie related to the students' major of study because she wanted to use the movie as an ice breaking for students so that students felt happy and entertained while studying.

> *I didn't have specific reason why I chose the movie. I just thought the movie was fun and entertaining. So, that was the reason why I chose the movie for my learning activity. And, actually there was no relation between the movie and also the department that I taught because I just simply thought that the students needed an ice breaking so I just simply chose the movie so that the movie could entertain them while having learning activity. (Interview 3 with Instructor 1, appendix 1, page 47, line 29)*

> *I often used video as the authentic material to teach writing. The reason why I choose video as the authentic material of me to teach writing are because 1) video can give the students complete information so that they have enough information to write in their narration, and then 2) video is always fun and refresh the students' mind and it can entertain them well. So that the learning activity can be fun and happy and of course while the students fun and happy, the teaching and also learning activity will be more effective. (Interview 3 with Instructor 1, appendix 1, page 48, line 38)*

This statement was also supported by the observation result. Based on researcher's view, all students looked very focus but occasionally laughed comfortably while watching the movie because the movie chosen by instructor 1 was included in

comedy genre. Therefore, all students enjoyed their relaxed atmosphere learning but still well directed.

Similarly, Instructor 4 also played a movie as a reference for students in practicing writing. In the pre-teaching phase, Instructor 4 explained the basic knowledge of English grammar and gave some examples related to parts of speech, phrases, sentences and the way to write good and correct sentences. After that, she played the movie. She chose *Lie to Me* movie ("Love Always" episode) which was taken from a TV series. The movie was about a firm consisted of several qualified individuals that accepted jobs to law enforcement. They work together to uncover the truth from the micro expression of the human face. However, instructor 4 does not emphasize the discussion on the narrative text. Instead, she used this movie to invited students to practice recognizing vocabularies and their parts of speech as reference material for practicing writing sentences. There were several stages in this learning activity, namely: watch the movie, write 5 new vocabularies from the movie, write 3 phrases or sentences that heard from the movie, and finally focus on 1 character of the movie to write a movie review.

> *It is a movie. I think it is included in Authentic Listening/ Viewing Materials…. The title of the movie is Lie to Me. It is about a group of people who founded a firm to serve their customers in terms of solving criminal problems. (Interview 1 with Instructor 4, appendix 1, page 56, line 5)*

Slightly different from instructor 1, instructors 4 admitted that she rarely used authentic materials in teaching. She usually used power point presentations that contain writing learning material, such as grammar, in general because she thought that authentic materials contained difficult language.

> *Because I want to teach the students from the very basic ones. Aa... you know, I want them to know about parts of speech first, and then how to build a good sentence and ee… inform them about some things that usually neglected, like ee… what is preposition... how to use it… you know, it's seems a little thing and they often neglect it even though it is very important. That's why I did not use much authentic materials... because it commonly contains of difficult language… so… I used authentic material to support their learning about vocabulary, as well. (Interview 2 with Instructor 4, appendix 1, page 57, line 24)*

This explanation was in accordance with the results of observations done by the researcher. Three times observations that have been made showed that instructor 4 used authentic material for one meeting only. She used power point presentation for other meetings which consisted of only a few slides because instructor 4 really wanted students to understand things that were often neglected in learning writing, for example identifying subject, verb, pronouns, prepositions, etc.

b. Short Video

Other kind of authentic listening and viewing material that was also used by the best ESP instructors when teaching writing was short video. Based on the observation, it was found that Instructor 2 used 4 short videos to discuss about Curriculum Vitae and resume. The videos described about the differences between CV and Resume and the way to write powerful CV and Resume. At that time, Instructor 2 merely asked students to observe and comprehend the videos. She did not asked students to write a note or do other writing activities.

> *It is authentic listening/ viewing materials and Authentic Visual Materials. I'm going to use a picture about job interview to attract students' curiosity about today's material. In addition, I'm going to utilize some videos containing CV versus resume and some CV templates. (Interview 1 with Instructor 2, appendix 1, page 48, line 34)*

Instructor 2 admitted that there were several advantages when teaching using authentic material, such as short videos, i.e.: first, it is a kind of exposure to students so they would know the real English; second, it was easily attracting students' attention so students were not sleepy and bored.

> *yap, hmm... when I used non-authentic materials, mmm… some students lose their focus and yawning all the time because they felt bored and tired. (Interview 1with Instructor 2, appendix 1, page 49, line 28)*

> *Well...e... there are some advantages when teaching using authentic materials because…aa… in authentic materials the language itself is a kind of exposure so the students will know the real English. (Interview 2 with Instructor 2, appendix 1, page 50, line 44)*

> *e… so far, they are excited when I played video in class and then they are curious about what kind of video is that… and…aa… ya… they paid attention a lot to the video although sometimes they find difficulties. (Interview 2 with Instructor 2, appendix 1, page 51, line 3)*

This statement was supported by realities happened during observation. Students appeared interested in watching the videos played by the instructor. Moreover, the videos provided by the instructor were very interesting.

To sum up, three of the four instructors exploited the same type of authentic materials when they taught writing class, namely authentic viewing and listening materials, with the consideration that these materials were interesting and might increase students' concentration and motivation in learning certain material. In other words, this type of authentic material was the one most used by the instructors.

Authentic Visual Materials

Other type of authentic materials used in the teaching of writing at Accounting Department by the four ESP best instructors was authentic visual material since all of the materials used were displayed on the screen and not found in the printed form. They were in the forms of:

a. **Picture**

Unlike other instructors who displayed the authentic material in the core phase of teaching, instructor 2 displayed authentic material, which is a picture, on pre-teaching activity. She used the picture to initiate the discussion of CV and resume. The picture illustrated the atmosphere of job interview, where there was a woman interviewed by four staff members. As a stimulation, the instructor asked students some questions related to the picture, such as: "Who is the woman in the gray shirt?" Who are the four people in front of the woman? "What do you think the people in the picture are talking about?" Based on the observations, this trick was very effective in attracting students' attention. Students become focused immediately and some of them compete to answer the questions asked.

> *Mmm…sometimes I have to…. to… do something to catch their attention by using video or some other authentic materials. It's quite easy to get the students' attention in my class. (Interview 2 with Instructor 2, appendix 1, page 51, line 9)*

b. **Curriculum Vitae**

Based on the observation, instructor 2 was the one who used the most varied authentic materials in one meeting. In addition to 4 videos, there were also 7 examples of CV displayed in the class because instructor 2 wanted to provide a clear picture of

various CVs commonly used by individuals to apply for jobs and scholarships. Moreover, she wanted students to know various templates of CV as a guidance to write their own CV as the core writing activity that day.

She utilized various kinds of authentic materials because she thought that using various kinds of interrelated learning resources would enhance students' interest in learning because ordinary material could be extraordinary if it was packaged pleasantly.

> *hmm... I think using various kinds of interrelated learning resources is one of strategies to enhance students' interest in learning because ordinary material could be extraordinary if it was packaged attractively. (Interview 1 with Instructor 2, appendix 1, page 49, line 22)*

c. Brochure and Pamphlet

Other forms of authentic visual materials that researcher met at the time of observation were brochure and pamphlet. Instructor 3 chose to exploit brochure and pamphlets to inform students about the way to write powerful application letter, CV and motivation letters to apply for scholarships to study abroad. In the pre-teaching activity, instructor 3 questioned students about their future dream (work or study) then she introduced the importance of application letter and motivation letter for study or work. She explained that there were some important things that must be considered if the students wanted to apply for scholarship.

> *mmm... I think it's visual materials. I'm going to show brochure and pamphlet which I had shared a week before with them. The brochure contains information about writing powerful motivation letter and CV for pursuing study (Interview 1 with Instructor 3, appendix 1, page 51, line 32)*

> *the authentic material is a brochure and a pamphlet from the university ... like ee... when you're.... when you want to apply university sometimes... they have several brochures on how to write motivation letter and CV and I used that to teach my students. (Interview 2 with Instructor 3, appendix 1, page 52, line 36)*

Based on the results of the interview, instructor 3 revealed that she chose brochure and pamphlet because they were easily obtained, especially online. Hence, she did not hesitate to ask her students actively searching for their own learning resources online.

because ... mmm ... the brochure and pamphlet are easy to get. So, when I taught I also wanted the students to find their own learning resources where the brochures and pamphlets were easily available. Because the theme is about motivation letter and CV, I take the source from the university or workplace because, I wanted that someday they are motivated, like that. So, the example is more real. (Interview 3 with Instructor 3, appendix 1, page 54, line 36)

Nevertheless, the observation showed interesting findings. Students did not find the authentic materials were difficult to understand although it had some unfamiliar English terms. Apparently, the instructor has provided soft files and several website references that could be used as references for students in learning about CV and motivation letters a week before. Hence, the classroom learning activities that day run smoothly because students have read and understood the materials well.

Yes, as I told you, I had given the materials a week before the class, so they have some time to learn about it and they found it easy to comprehend the materials. However, they have problem in writing motivation letter and CV (Interview 1 with Instructor 3, appendix 1, page 53, line 5)

In conclusion, there were two types of authentic materials used by the four best ESP writing instructors, namely authentic listening and viewing materials and authentic visual materials. Instructor 1 and 4 used movies in the core part of their teaching. Likewise, instructor 2 used a few short videos in the central part of the teaching but did not make it as part of student writing activities because students were only asked to observe the videos' content as a guide to proceed to the next activities. Moreover, instructor 2 used three forms of authentic materials in one meeting, namely a picture, videos, and CV. Meanwhile, instructors 3 used brochure and pamphlets as supporting materials for her students' learning.

The Challenges from the Use of Authentic Materials

In each teaching process, there are problems or challenges faced by the teacher included in ESP writing learning using authentic materials. Several obstacles were encountered during the observation. Below are the result of the observation and interview which had done by the researcher in order to identify the challenges of using authentic materials.

a. Authentic Materials Takes Much Efforts and Times to Prepare

The result of the observation and interview with 4 best ESP writing instructors who taught Accounting Department students showed similar results. Instructor 1, 2, and 4 experienced the same challenges. They said it took time and effort to teach the learners with authentic materials. The first instructor had to select the appropriate movie and watch the whole movie before the class to ensure that there is no inappropriate content.

> *Yes, I prepared the material at least two days before the class because I have to watch the movie thoroughly to make sure that there is no inappropriate content in the movie. (Interview 1with Instructor 1, appendix 1, page 44, line 40)*

Instructor 2, stated similar statement. She needed longer times in selecting the most appropriate picture and video that would be used in her class. Moreover, she realized that she had mixed ability students so she had to choose a video that could fit her students' level of proficiency equally. Finding video that suitable to students' learning need was not easy because a lot of videos were too long and complex and mostly copyrighted which means it could not be downloaded freely. So, she had to spend more time to select the right one.

> *The problem is, I need some times to select the appropriate materials that suit students' need. I searched and browsed them a week before the class. In addition, many videos were too long and complex and mostly copyrighted. (Interview 1 with Instructor 2, appendix 1, page 48, line 44)*

Instructor 2 added that the challenge in selecting videos were to find appropriate content that suit with her students' level of proficiency and search for videos that the native speakers did not speak too fast.

> *Yes, of course. I have a lot of problems to select the best material for my students. First of all, I have to choose mmm… content that suit their level and then the video and the speed of the speaker. It's gonna be a little bit hard to find that kind of material (Interview 2 with Instructor 2, appendix 1, page 50, line 33)*

The results of interview with instructor 4 also revealed the similar finding. Instructor 4, who used movie to teach her students, said that she had to watch the whole movie and carefully paid attention to the language used and cultural background

differences in the movie before presented it in the class in order to prepare herself whenever students encounter difficulties in terms of comprehending the language and content of the movie.

> *Yes, I have to watch the whole movie before the class to make sure that there's no inappropriate content and understood each meaning of vocabulary and message that the movie wanted to deliver (Interview 1 with Instructor 4, appendix 1, page 56, line 12)*

Slightly different with Instructor 1, 2, and 4, Instructor 3 said that she had no difficulties in preparing the authentic materials, in terms of spending longer times to find the most suitable ones. She also did not modify the text to fit the level of students' proficiency because she did not think that vocabulary problems would matter since she wanted her students to have more exposure about real English.

> *No, because... e... even though I know that my students' ability maybe is different, but I encourage them to learn from the authentic materials so they know how to face the real English material, e..the real CV.. the real motivation letter... in English standard (Interview 2 with Instructor 3, appendix 1, page 54, line 5)*

> *No, I did not. I keep the materials as it is. I didn't make any modification because I want to give exposure about real English to my students. Moreover, I've already given the material a week before. I expect that no significant difficulties (Interview 1 with Instructor 3, appendix 1, page 52, line 39)*

In conclusion, three out of four instructors needed more time to prepare authentic materials because they had to choose material that was in accordance with their students' abilities. However, one of the instructors did not need a long time to obtain the materials because she considered that students must also be challenged to conquer all the materials provided by the instructors.

b. Authentic Materials Containing Difficult Language and Difficult Vocabularies

Based on the observations during the class, it was found that students did not find much difficulty. The problem that arises was the same as the problem in other EFL classes, mostly about vocabulary. When instructor 1 asked students to rewrite the story based on the movie they have watched, students did not ask about vocabulary much. Only one student asked the translation of the word *"istana"* in English. The reality in class was supported by the instructor's affirmation at the interview.

while watching and writing narration they did not ask me much about the meaning of the vocabulary in English because the students knew well about the suitable vocabulary. They just simply ask me about some information for example, who is the name of the princess, and then who is the name of the prince, who is the name of the horse and the chameleon. That's it! (Interview 3 with Instructor 1, appendix 1, page 48, line 3)

Instructor 2 also encountered the same challenges in terms of students' vocabulary mastery and students' difficulty in comprehending some of the phrases and sentences contained in the videos that she used to explain about CV and resumes for the reason that the words are not really familiar with students and the speed of native speaker voice was too fast.

.... Yet, the native speaker speaks a bit fast making the students find difficulty to catch up the ideas. And... a.... It contains vocabulary and language items that students are not familiar with, such as, "Too often scientist resumes look too much like a CV" (Interview 1 with Instructor 2, appendix 1, page 49, line 11)

The result of observation in Instructor 3's class supported the statement of instructor 1 and 2. When students re-read the brochure and pamphlets displayed in front of the class, they questioned and asked for an explanation to the instructor on the meaning of some significance and phrases they do not understand, such as *"Whenever possible, use a concrete word instead of a vague term"*. It showed that students still have difficulty identifying the vocabulary and language used.

Yes, of course. Sometimes I found some students...e.... get some difficulties in understanding the meaning, because you know... the authentic materials consist of ... several eee ... formal words that they haven't found yet... (Interview 2 with Instructor 3, appendix 1, page 53, line 42)

Similarly, instructor 4 also found some questions from students related to vocabulary and difficult language found in the movie. When the discussion session and students confirmed the results of their work. They asked the meaning of *"keep an eye on them"* because they did not yet know what its meaning. Some new vocabularies and phrases such as "premeditated", "demeanor", and "display rules" found in the movie were also challenging for the students, as the instructor revealed in the interview session.

yes, they didn't have any problem with the movie but they have difficulties in understanding some vocabularies, such as mm… assassination, aa…. premeditated, and phrase like… e... you picked this guy out… keep an eye on them… and other" (Interview 1 with Instructor 4, appendix 1, page 56, line 24)

ee ... the next problem, which is related to the movie, ee ... the movie does have a subtitle, ... in English ... but you know movie right? ... ee ... because I want them to ee ... yeah ... learn directly from the movie ... definitely the language is too long. So if the students are really clever ... they can write ... what ... they can immediately identify ... oh, this one is phrase ... oh, this one is a sentence ... oh this one is noun ... that's it. So, the biggest challenge is that some students don't understand it, they write the vocabulary that they are familiar with, like for example beautiful ... what ... that's it ... but for those who are clever, they are trying to find new vocabulary that isn't very familiar ... so, mostly like that ... (Interview 3 with Instructor 4, appendix 1, page 59, line 32)

It can be concluded here that the limitations of students' vocabulary affected the work rhythm of the students. They needed more time to complete their work because they were busy asking the meaning of words, phrases, and sentences. Nonetheless, all those difficulties could be handled properly by the instructor and not too disruptive to the ongoing learning activities.

c. Authentic Materials were Culturally Biased

Another challenge that sometimes arises when using authentic materials while teaching is that the material contains cultural bias elements. Instructor 4 was the one who experienced this challenge. Based on the observation, there were two scenes on the TV series that are played in the class showing kissing scenes. The scenes appeared only briefly when there was a scene of a meeting of a mayor of Cali in Columbia with one of his citizens and when there was a wedding ceremony scene.

Oh, ya… in this episode, we can see a wedding ceremony scene... you know... the ceremony is different with our common wedding ceremony… mm… there is kissing scene…mm... ya… I think it's culturally biased (Interview 1 with Instructor 4, appendix 1, page 55, line 30)

However, although the instructor felt that this scene was not worth watching by students, students did not experience culture shock because they already understood it, moreover the scene was only screened a glance.

mmm… yes, since it's a western movie… some scenes were… little bit taboo for Indonesian… you know, kissing scene…but fortunately it's only in a glance. So, students were not disturbed much (Interview 2 with Instructor 4, appendix 1, page 58, line 22)

d. Aligning the Authentic Materials with Students' Field of Study

Teaching ESP is a very challenging situation included in EFL learning. Teacher is expected to always provide learning materials that fit the needs and interests of students. In this study, instructors 4 acknowledged that looking for authentic materials that were interesting but related to accounting majors was not an easy thing. Therefore, she used general materials because of time constraints.

...mmm ... problems or challenges faced in using authentic materials. mmm ... the first problem is, if you use authentic materials, so it is ... looking for material that is in accordance with its majors. Ee ... accordingly it means that it is very specific and are very related to the major sometimes it is ... very ... not really ... rather difficult to find it ... and automatically, because it is difficult to find, ee ... it definitely takes time, ... well, because of that time limitation ... well, then I use any movie (Interview 3 with Instructor 4, appendix 1, page 59, line 15)

Meanwhile, instructor 3 claimed to prefer to use general materials, which was not specifically related to her students' major, because she used authentic materials for learning topics commonly learned by students in all departments, namely writing motivation letter and CV.

ee ... for your information, I did not use the one in accordance with the accounting department ... so I used a general pamphlet and brochure because the theme was to apply for work or university ... so I ee ... more general actually ... so I got the theme about university or at work to write application letter and motivation letter. But I really don't specialize in accounting majors, but I recommend that they look for those that fit their majors (Interview 3 with Instructor 3, appendix 1, page 55, line 11)

Similar opinion was also conveyed by the instructor 1. She did not seek authentic material specifically related to the accounting department, moreover she used the movie in her class as an ice breaking or refreshing for students.

I didn't have specific reason why I chose the movie. I just thought the movie was fun and entertaining. So, that was the reason why I chose the movie for my learning activity. And, actually there was no relation between the movie and also the department that I taught because I just simply thought that the students

needed an ice breaking so I just simply chose the movie so that the movie could entertain them while having learning activity (Interview 3 with Instructor 1, appendix 1, page 47, line 29)

As well as instructor 2 who had tried to find authentic materials related to the accounting department yet could not find the most suitable one. So, she preferred to use the general materials.

aa… Yes, I tried. But it's little bit hard... so, I was just looking for the general ones because the material was also common, it was writing CV ... I didn't think it's a problem (Interview 3 with Instructor 2, appendix 1, page 51, line 42)

It can be concluded that, ESP's four best instructors were also still face difficulties in aligning teaching materials, especially authentic materials, with students' field of study. It was a crucial problem for them because ESP teaching aimed at fulfilling students' need and interest. So, it was expected that all of the learning materials suited the needs of students and be useful for students' future.

Solutions for the Challenges in Using Authentic Materials

There were some methods implemented by the instructors to overcome the challenges in using authentic materials. In terms of preparation and avoiding cultural bias, Instructor 1, 2, and 4 spent more times in reviewing and selecting the suitable materials. They said that finding and sorting the most suitable video was challenging and taking much time and sometimes authentic materials were too long and complex. Moreover, authentic materials might be copyrighted. So, they have to be patience in browsing and selecting the most suitable one. As stated previously by Instructor 1, 2, and 4.

In terms of handling vocabulary problem, all instructors applied similar method because they realized the vocabulary problem would certainly emerge during the learning process. So, they gave students opportunities to ask difficult words and sentences to the instructors during the class. When instructor 4 played the movie, she paused some section and asked students whether they had question or not.

ee… I paused some section of the movie and then ask them; do you have any questions? And I focus on the objectives of the study, mmm… I encouraged my students to write…, then… I come and ask my students about their difficulties (Interview 2 with Instructor 4, appendix 1, page 58, line 16)

Instructor 4 also helped students overcome vocabulary and language difficulties by providing peer-checking and material reviewing sessions at the next meeting. In this way, students become aware and get a lot of additional information regarding new vocabulary.

> *The solution that I applied. Well ... the solution ... is... I ... so, right before ... the students have seen the movie ... then they have written 5 phrases, 5 sentences, 10 new vocabularies ... well ... that ... eee ... what's it called ... , checked ... ee ... the peer... peer-checking ... so it was exchanged to a friend next to them ... their friend first checked, then it was collected and then I checked it ... the following week, students' mistakes were displayed and discussed ... just like, which one is wrong ... which one is the most unique that the students did not write ... for example ... from what phrase, what sentence did it not come from students, very rarely ... later it will appear .. then I asked them "Is it a phrase?", "Is it a sentence?", "Why is it a phrase?", "Why is it a sentence?". So the review is from the assignments they did ... like that (Interview 3 with Instructor 4, appendix 1, page 59, line 46)*

Besides, the instructors encouraged students to find out the meaning of difficult words in the dictionary so they were more independent and did not depend on the instructor. Instructor 1 added that she asked students to open their notes and power point presentation files given previously because the instructor had provided a very detailed explanation of the rules of grammar that students should practice that day. So, she prevented students' problems in writing by giving a very clear explanation at the first phase of teaching.

> *E.... for the vocabulary... e... I suggest them to look for the meaning of e... specific word in the dictionary. So, for the information, and...e... the movie, I helped them, I informed them about the information they asked and for the grammatical order, e... since I gave them a note, and a complete explanation about grammatical order... I asked them to open their notes... and also their power point to know which grammar is suitable to write the narration (Interview 3 with Instructor 1, appendix 1, page 47, line 12)*

In addition, the instructors stated that, they adopted the materials directly from the sources, mostly internet and did not make any adjustment or change because they had carefully selected it by considering the level of students' proficiency. But then instructor 3 was not too concerned about difficult vocabulary. Rather, she wanted to introduce several new words to students in order to increase students' knowledge of English in real context. Besides, she had given the authentic materials a week before

the class, so she wanted her students to learn independently in improving their mastery of new vocabularies at home.

> *Yes, as I told you, I had given the materials a week before the class, so they have some time to learn about it and they found it easy to comprehend the materials (Interview 1 with Instructor 3, appendix 1, page 53, line 5)*

Meanwhile, dealing with cultural bias challenge, Instructor 1 prevented it by not displaying certain scene, which considered contained inappropriate section, in front of the class. The movie that she played in the classroom turned out to have one scene that could lead to cultural bias, i.e. kissing scene at the end of the movie. Interestingly, students did not experience cultural bias since instructor 1 stopped the movie right before the kissing scene appeared.

> *Yes, there is a kissing scene in the movie but I didn't play it because I thought it was inappropriate for the students. So, instead of playing it I preferred to stop the movie right before the kissing scene. But, it didn't matter because all students understand the whole content of the movie and they can relate the movie with the material very well (Interview 3 with Instructor1, appendix 1, page 46, line 21)*

Related to the problem of aligning teaching materials with the students' field of study, instructors 2 and 3 applied the same method. They gave students homework assignments to find additional learning materials that were appropriate to the field of study they took.

> *oh, ya… to overcome such problem, I asked students to find job vacancy in the newspapers and other media that had relations to accounting study. But, it's a homework (Interview 3 with Instructor 2, appendix 1, page 52, line 1)*

> *ee … for your information, I did not use the one in accordance with the accounting department … so I used a general pamphlet and brochure because the theme was to apply for work or university … so I ee … more general actually … so I got the theme about university or at work to write application letter and motivation letter. But I really don't specialize in accounting majors, but I recommend that they look for those that fit their majors (Interview 3 with Instructor 3, appendix 1, page 55, line 11)*

In conclusion, the problems of material preparation, language difficulties, vocabulary problems, and cultural bias could be overcome well by the instructors. They were spending more time searching for the most appropriate material for their

students then selected the ones that are not too difficult, in accordance with their students' abilities, and were easily understood by students. However, to address the challenges in terms of adjusting authentic materials to the field of study of students, still somewhat difficult for the instructors.

Discussions

Based on the findings, it can be concluded that using authentic materials in teaching is challenging. Therefore, it is not surprising that even the ESP best instructors also face challenges. They were required to design the learning utilizing authentic materials carefully, starting from the preparation stage, implementation, up to organizing a specific strategy if there were obstacles emerged during the learning process.

The first challenge that the instructors should handle was the preparation stage of the materials because they had to consider much criteria, such as compliance with the learning objectives, level of difficulty of the language, the level of students' abilities. Therefore, taking authentic materials as teaching materials means spending more time to observe various resources. It was also revealed by researches conducted by Fai (2011) and Bably and Nusrat (2017).

Fai (2011) had conducted a research aimed at examining how frontline secondary school teachers value the role of authentic texts in English teaching. The finding of his research discovered that 19 out of 23 teachers agreed that selecting authentic materials which were suitable for students' English level was time-consuming. Those teachers also agreed that it took a lot of effort and creativity to exploit the authentic texts.

Bably and Nusrat (2017), who had completed their study related to the use of realia (one type of authentic materials), found that choosing the right materials can be time consuming. Their research subjects, i.e. fifteen tertiary level teachers who have been teaching in different parts of Bangladeshi universities for several years, agreed that the length of time required to select the appropriate authentic materials is due, among other: the difficulty to find suitable realia for classroom and the activities using realia that was not as cheap as using non-authentic materials.

Furthermore, this study clarified that the instructors had the same thought in choosing authentic materials, i.e. the selection of authentic materials must be in accordance with students' abilities. The instructors did not choose authentic material without careful thought. This result is consistent with the studies conducted by Mestari (2016) and Abokraa (2017).

Mestari (2016) stated that authentic materials should be chosen in agreement with students' needs and interests, the level of students, course objective, language level, and the richness of the material. Correspondingly, Abokraa (2017) conveyed that most of teachers performed a series of authentic material selection processes specifically: selecting a video (authentic materials) in accordance with the language proficiency of students, needs / interests of students, student background, and the dynamics of an existing class.

The next challenge that arisen during the implementation of authentic materials in the classroom was authentic materials contained difficult language and vocabulary. This was reasonable considering that authentic materials were not designed for language learning curriculums. This challenge was also found in Sujono (2017) and Huessien (2012).

Based on research that has been completed by Sujono (2017), it can be concluded that one of five difficulties experienced by the students when dealing with authentic materials was unfamiliar vocabulary that appeared in authentic materials. The other four other difficulties were advanced speaking fluency and intonation of the native speaker, low-quality of authentic materials, students' low self-confidence; and unfamiliar form authentic materials. Similarly, Huessien (2012) discovered that using authentic materials could bring difficulty for the students because there were many mixed structures or difficult language which cause problem for lower levels in identifying the text.

Another challenge that often arisen in ESP teaching was, the difficulty of finding attractive materials that were relevant to students' field of study. This was experienced by the best instructors who became the research objects in this study. Conversely, this problem did not appear in research carried out by Bedri and Ali (2017).

Bedri and Ali (2017) found that there were two lecturers who did not find difficulties when looking for material that was suitable with the marketing department students they were handling. As it turned out, the two lecturers had undergone overseas training on how to use the different types of authentic materials effectively. When they taught how to write good and correct business e-mail, they conducted a series of trainings using authentic materials to a group of students and conducted an evaluation at the end by asking students to write business e-mail and sent it to the instructors. As a result, the outcomes were very satisfying. It can be concluded that training on the use of authentic materials for teachers is one of the important programs that should be carried out by education providers.

Furthermore, in terms of revising students' writing results, this study found that instructors applied conventional methods such as going around checking student assignments or ordering students to do direct peer checking between friends. This was not found in Togatorop (2015) and Hamidah and Yanuarmawan (2017) because these researchers used the internet to check the students' writings considering that it was more exciting.

Togatorop (2015) found the effectiveness of internet to increase students' interest in writing activities and improve their writing performance. He employed the web-based Collaborative Learning method in teaching engineering students. The web system provided accumulated mark for the quantity and the quality of his students' writings and comments or feedbacks. So, the students' check conducted online where friends and teacher were free to give comments and feedback for improving the quality of their writing and it proved to be very effective.

Meanwhile, Hamidah and Yanuarmawan (2017) designed a Facebook group to teach writing for accounting students for they assumed that Facebook group could be benefitted as media in learning a paragraph writing especially in English for Accounting. Learning using Facebook group enabled them to learn anywhere and anytime. Students felt they had more fun and freedom giving comment or doing peer correction on others' writing on Facebook group rather than in face to face classroom activity.

This study is very necessary to continue considering that there were still very few studies that explore authentic materials in ESP teaching, especially in writing skill. Whereas, writing skills are required for students as a provision for them in the future, especially when they are working in a field that suits their interests and talents.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research findings and discussion, there are several things to conclude; firstly: the ESP writing instructors used two types of authentic materials in teaching, i.e. authentic listening and viewing material and authentic visual material; secondly, ESP writing instructors encountered some challenges in preparing the authentic materials, managing difficult language and vocabulary, and handling cultural bias content; thirdly, ESP writing instructors applied similar method in terms of preparation and avoiding cultural bias by spending more times in reviewing and selecting the suitable materials. In terms of handling difficult vocabulary problems, they gave students opportunities to ask difficult words and sentences to the instructors and open the dictionary during the class.

Suggestions

The first suggestion would be addressed for the ESP instructors. They should have more patience and skills in preparing teaching resources for EFL classroom specifically related to authentic materials considering the use of a variety of interesting learning aid can improve student achievement. Moreover, there were two types of authentic materials that were not utilized yet by the instructors, i.e. authentic printed materials and realia. In fact, these authentic materials are very interesting because it can explore the ability of students to learn English by using original objects. So, it is expected that ESP instructors explore more types of authentic materials in teaching.

The next suggestion would be addressed for the Director of Language Center. As the organizer of ESP program, the learning evaluation system that is applied by Language Center should always be improved in relation to all learning elements, such as the competence of instructor, the suitability of teaching material to the needs of students, and supporting learning media that can lead to increased student success. In addition, the Director of Language Center should also conduct regular training for

instructors on how to prepare suitable teaching and learning resources, especially authentic materials.

The last suggestion would be addressed for the next researchers. Due to time and energy limitation, this study has some weaknesses. Thus, it is recommended that the next researchers who are interested in conducting similar research to involve bigger number of research subjects and include various departments and also investigating the students' response on the use of authentic materials.

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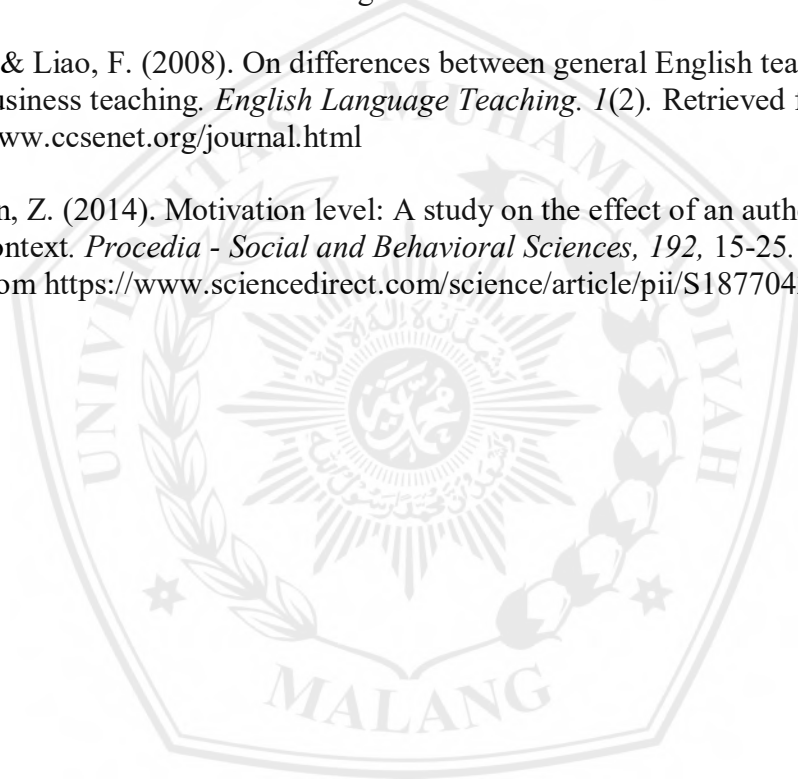
Interview 1 with Instructor 1	
Date	: March 2, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructors
Position of interviewee	: Subjects of research

Before teaching

Researcher : Assalamualaikum, Miss Roro

Instructor 1 : wa alaikum salam,

Researcher : how are you today?

Instructor 1 : I'm really good… what about you?

Researcher : I'm great. Thanks. So, I'm going to join your writing class after this. But, I need to ask you some questions now. Is that okay?

Instructor 1 : that is okay…

Researcher : you told me that you are going to use authentic materials today. Actually, how many times do you use authentic materials in teaching writing in this class?

Instructor 1 : fortunately, I'm going to use authentic materials only for today.

Researcher : What types of authentic materials is it?
Is it Authentic Listening/ Viewing Materials? Such as films, TV?
Is it Authentic Visual Materials? Like photographs, paintings?
Is it Authentic Printed Materials? like cartoons, advertisements, short stories?
Is it Realia? Like dolls, puppets?

Instructor 1 : It is a short movie. So it is included in Authentic Listening/ Viewing Materials…. so, the kind of movie is actually short animation movie.. and the title is Tangled ever after. It's actually I'm going to use this movie to discuss further about narrative.

Researcher : where did you obtain the movie?

Instructor 1 : I get the movie from the YouTube

Researcher : Did you have problems in preparing those materials?

Instructor 1 : yes, I prepared the material at least two days before the class because I have to watch the movie thoroughly to make sure that there is no inappropriate content in the movie.

Researcher : Sound interesting, I can't wait, now let's go to your class.

Instructor 1 : yes, let's go

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After teaching

Researcher	: well … Miss Roro, in my opinion, your class run well. I didn't find any student finding difficulties with your authentic material. Isn't it?
Instructor 1	: yes, they didn't find any problem with the movie but they have problems in writing narrative text.
Researcher	: okay, what are the advantages of using authentic materials?
Instructor 1	: authentic materials are easy to catch the students' attention and ease the students to understand the materials.
Researcher	: thank you, Miss Roro.
Instructor 1	: you're pretty welcome.

Interview 2 with Instructor 1	
Date	: March 9, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructors
Position of interviewee	: Subjects of research

Researcher	: Assalamualaikum, Miss Roro
Instructor 1	: Wa alaikum salam
Researcher	: How are you today?
Instructor 1	: I'm good. What about you?
Researcher	: Oh, I'm good. Okay, I would like to ask you some questions. Would you mind?
Instructor 1	: not at all
Researcher	: The first question, It's related to your teaching writing in Accounting Department.
Instructor 1	: Yes
Researcher	: First, have you ever used authentic materials as your teaching aid in your class?
Instructor 1	: of course
Researcher	: How many times?
Instructor 1	: ...a… once, for this semester
Researcher	: Okay… What is it?
Instructor 1	: It's a type of video
Researcher	: Can you explain a little bit about the video?
Instructor 1	: …aa…. So, there is a material about narration... to open the class, I usually use a video related with the material. After I played the video, I asked them to rewrite the story.
Researcher	: Okay… Do you have any problem when implementing the authentic material in the class?
Instructor 1	: emmm… the problem is all about the vocabulary. Aaa… I have several students who are difficult in finding the perfect and also the appropriate vocabulary for writing the narration. So,

they always asked me about what is the meaning of this word and so … other word.

Researcher	: How about you? Do you need longer times to select the appropriate materials?
Instructor 1	: Of course. So… for one meeting I usually spend a… 100 minutes. That's why I need to select some video which is suitable for the teaching.
Researcher	: in your opinion, what are the advantages of using authentic materials?
Instructor 1	: the authentic materials are always beneficial. So, mm… it is really easy to catch someone attention by using authentic materials. When I do not use authentic materials, It's quite difficult to grab students' attention. And… mmm… the authentic materials usually help students to understand more about the material rather than I do not give them the authentic materials.
Researcher	: Okay, thank you Miss
Instructor 1	: Ya… you're pretty welcome.

Interview 3 with Instructor 1	
Date	: March 16, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructor
Position of interviewee	: Subject of research

Researcher	: Assalamualaikum, Miss Roro
Instructor 1	: Wa alaikum salam, Miss Rosita
Researcher	: I'm sorry I'm bother you again
Instructor 1	: that's okay
Researcher	: I need to clarify some things
Instructor 1	: yes
Researcher	: Okay… a... do you remember when you teach using video, the title is Tangled Ever After
Instructor 1	: Of course I do
Researcher	: and then you gave the students a task to rewrite the story. Okay, e... Did the students face difficulties when they do your task?
Instructor 1	: yes, they did. A... they found some problems in rewriting the story. The first problem is... a… lack of vocabulary. Most of my students are still beginner in learning English. That's why ee.. their vocabulary is still low. so, when I ask them to rewrite the story they often asked me about what is the meaning of this vocabulary and what is the meaning of that vocabulary… and then the second difficulty is mm... because I only repeat the movie once...ee... I believe that my students did not get as much information as they do... so... they are difficult to write down

some information, for example the name of the character, and also… the setting, and..e.. they.. e….asked me about e.. who is the character and also where is the setting..and e.. number three is all about the grammatical order because narration has language feature for example the grammar, also.. mm   the signal words and e… they do not really understand about the use of past tense and also another tense. That's why when they write their story into their paper, they often feel confused about which grammar that suitable for their essay for their story.

Researcher : e.. do you have special strategy to help students cope with that problems?

Instructor1 : e..for the vocabulary.. e.. I suggest them to look for the meaning of e..specific word in the dictionary. So, for the information,, and…e… the movie,,, I helped them , I informed them about the information they asked.. and for the grammatical order, e.. since I gave them a note,, and a complete explanation about grammatical order.. I asked them to open their notes… and also their power point to know which grammar is suitable to write the narration.

Researcher : Is there any inappropriate scene for the students in the movie?

Instructor 1 : Yes, there is a kissing scene in the movie but I didn't play it because I thought it was inappropriate for the students. So, instead of playing it I preferred to stop the movie right before the kissing scene. But, it didn't matter because all students understand the whole content of the movie and they can relate the movie with the material very well.

Researcher : Why did you choose Tangled Ever After?
Did you relate it with the department?

Instructor 1 : I didn't have specific reason why I chose the movie. I just thought the movie was fun and entertaining. So, that was the reason why I chose the movie for my learning activity. And, actually there was no relation between the movie and also the department that I taught because I just simply thought that the students needed an ice breaking so I just simply chose the movie so that the movie could entertain them while having learning activity.

Researcher : What authentic materials do you usually use to teach writing?

Instructor 1 : I often used video as the authentic material to teach writing. The reason why I choose video as the authentic material of my to teach writing are because 1) video can give the students complete information so that they have enough information to write in their narration, and then 2) video is always fun and refresh the students' mind and it can entertain them well. So that the learning activity can be fun and happy and of course while the students fun and happy, the teaching and also learning activity will be more effective.

Researcher	: Is there any difficult vocabulary that the students ask related to the movie?
Instructor 1	: while watching and writing narration they did not ask me about the meaning of the vocabulary in English because the students knew well about the suitable vocabulary. They just simply ask me about some information for example, who is the name of the princess, and then who is the name of the prince, who is the name of the horse and the chameleon. That's it!

Interview 1 with Instructor 2	
Date	: March 23, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructor
Position of interviewee	: Subjects of research

Before teaching

Researcher	: Good afternoon, Miss Yunis
Instructor 2	: Good afternoon
Researcher	: how are you today?
Instructor 2	: just so so..
Researcher	: so, you are going to teach Accounting class, right?
Instructor 2	: Yes, Accounting D, in 304 GKB 2
Researcher	: and you are going to use authentic materials, right?
Instructor 2	: right
Researcher	: What types of authentic materials is it? Is it Authentic Listening/ Viewing Materials? Such as films, TV? Is it Authentic Visual Materials? Like slides, photographs, paintings? Is it Authentic Printed Materials? like cartoons, advertisements, short stories? Is it Realia? Like dolls, puppets?
Instructor 2	: it is Authentic Listening/ Viewing Materials and Authentic Visual Materials. I'm going to use a picture about job interview to attract students' curiosity about today's material. In addition, I'm going to utilize some videos containing CV versus resume and some CV templates.
Researcher	: where did you obtain those materials?
Instructor 2	: From internet and youtube
Researcher	: Do you have problems in preparing those materials? And what did you do to overcome the problems?
Instructor 2	: the problem is, I need some times to select the appropriate materials that suits students' need. I search and browse them a week before the class. In addition, many videos were too long and complex and mostly copyrighted.

Researcher	: Ok, now let's go to your class. I want to know the implementation of your authentic materials in the class.
Instructor 2	: sure

After teaching

Researcher	: So, your class was very nice. It run well. It seems that your students enjoy the authentic materials and they didn't have any problems about it. Do you agree?
Instructor 2	: Ya. So far so good. In my point of view, hmmm... when I used authentic materials, aaa… my students are more excited because the videos are interesting. Yet, The native speaker speak a bit fast making the students find difficulty to catch up the ideas. And… a….It contains vocabulary and language items that students are not familiar with, such as, "Too often scientist resumes look too much like a CV".
Researcher	: is there any other problems?
Instructor 2	: mmm… we need plenty of time to discuss the core of the video due to the speed of the speaker explanation, idiomatic expression, and student's vocabulary limitation.
Researcher	: By the way, you used so many authentic materials. is there any specific reason about that?
Instructor 2	: hmm... I think using various kinds of interrelated learning resources is one of strategies to enhance students' interest in learning because ordinary material could be extraordinary if it was packaged attractively.
Researcher	: Is there any difference, teaching using authentic materials and teaching using non-authentic materials?
Instructor 2	: yap, hmm... when I used non-authentic materials, mmm… some students lose their focus and yawning all the time because they felt bored and tired.
Researcher	: So, it can be said that authentic materials significantly assist the teaching and learning process because they easily grab students' attention as long as they are carefully selected and well implemented. Do you agree?
Instructor 2	: yes, absolutely.

Interview 2 with Instructor 2	
Date	: April 6, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructor
Position of interviewee	: Subjects of research

Researcher   : Good afternoon, Miss Yunis

Instructor 2   : Good afternoon, Miss Rosita

Researcher   : Would you please help me?

Instructor 2   : Sure

Researcher   : Okay, I would like to ask you some questions related to your teaching writing in Accounting Department class. First, have you ever used authentic materials when you are teaching writing?

Instructor 2   : Ya, I ever used some authentic materials to teach my students in writing especially

Researcher   : What are they?

Instructor 2   : Mm… I ever used mmm… video to teach my students about CV versus resume. I give some examples of CV as a… template for them. I used some example of CV, therefore from the available template they can choose which one that suit them best.

Researcher   : Did your students face difficulties in comprehending the authentic materials?

Instructor 2   : No, aa… fortunately aa… there is no significant difficulty, I mean they can cope it well when I used authentic materials to teach them.

Researcher   : So, there is no problem with vocabulary?

Instructor 2   : So far so good

Researcher   : Okay, how about yourself? Do you find problem when you selecting the materials?

Instructor 2   : Yes, of course. I have a lot of problems to select the best material for my students. First of all, I have to choose mmm… content that suit their level and then the video and the speed of the speaker. It's gonna be a little bit hard to find that kind of material.

Researcher   : So, you need longer time?

Instructor 2   : Yeah… I need... aa… some times to select materials for my students.

Researcher   : Ee… is there any differences, based on your experience, teaching using authentic materials and teaching using non authentic materials?

Instructor   : Well...ee.. there are some advantages when teaching using authentic materials because…aa… in authentic materials the language itself is a kind of exposure so the students will know the real English.

Researcher	: How about their attention? I mean, do they become more focus when using authentic materials?
Instructor	: e… so far, they are excited when I played video in class and then they are curious about what kind of video is that… and…aa… ya… they paid attention a lot to the video although sometimes they find difficulties.
Researcher	: Okay, how are students' response if you used non-authentic materials?
Instructor	: Mmm…sometimes I have to…. to… do something to catch their attention by using video or some other authentic materials. It's quite easy to get the students' attention in my class.
Researcher	: Okay, Miss Yunis, thank you for your help.
Instructor 2	: Of course, Miss Rosita

Interview 3 with Instructor 2	
Date	: April 13, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructors
Position of interviewee	: Subjects of research

Researcher	: Good afternoon, Miss Yunis
Instructor 2	: Good afternoon
Researcher	: I'm sorry to bother you again
Instructor 2	: That's okay
Researcher	: I need to clarify something with you, related to your teaching with authentic materials for accounting students
Instructor 2	: Okay, what can I do for you?
Researcher	: Do you still remember that you used three kinds of authentic materials when I observed your class. They were videos, a picture, and some templates of CV.
Instructor 2	: Oh ya… I still remember
Researcher	: Why did you use so many kinds of authentic materials?
Instructor 2	: mmm… You know ... I think most of my students were visual learners. They were easily attracted in seeing interesting learning resources. So I gave them many sources of visual learning materials to motivate them to study and avoid their boredom and sleepiness...
Researcher	: Oh, I see… Okay, next question. Did you try to find the authentic materials that in line with their major of study?
Instructor 2	: aa… Yes, I tried. But it's little bit hard... so, I was just looking for the general ones because the material was also common, it was writing CV ... I didn't think it's a problem
Researcher	: Did you apply certain strategy to overcome that kind of problem? You know, teaching ESP is not easy, we have to find the materials that in accordance with students' major.

Instructor 2	: oh, ya… to overcome such problem, I asked students to find job vacancy in the newspapers and other media that had relation to accounting study. But, it's a homework.
Researcher	: I see… okay, thank you for your time, Miss Yunis
Instructor 2	: You're pretty welcome…

Interview 1 with Instructor 3	
Date	: April 20, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructors
Position of interviewee	: Subjects of research

Before teaching

Researcher	: Assalamualaikum, Miss Ano
Instructor 3	: Wa alaikum salam, kak ros
Researcher	: how are you today?
Instructor 3	: great
Researcher	: so, as I told you before. I'm going to join your writing class today. Before we go to the class, I would like to ask you some questions. you are going to use authentic materials, right? What types of authentic materials is it? Is it Authentic Listening/ Viewing Materials? Such as films, TV? Is it Authentic Visual Materials? Like slides, photographs, paintings? Is it Authentic Printed Materials? like cartoons, advertisements, short stories? Is it Realia? Like dolls, puppets?
Instructor 3	: mmm… I think it's visual materials. I'm going to show brochure and pamphlet which I had shared a week before with them. The brochure contains information about writing powerful motivation letter and CV for pursuing study.
Researcher	: where did you obtain those materials?
Instructor 3	: I got it from internet and online journals.
Researcher	: Did you have problems in preparing those materials?
Instructor 3	: No, I did not. I keep the materials as it is. I didn't make any modification because I want to give exposure about real English to my students. Moreover, I've already give the material a week before. I expect that no significant difficulties.
Researcher	: Ok, now let's go to your class.
Instructor 3	: sure

After teaching

Researcher : Miss Ano, after I joined your class I can conclude that there's no problem with your students in comprehending the authentic materials. Do you agree?

Instructor 3 : yes, as I told you, I had given the materials a week before the class, so they have some time to learn about it and they found it easy to comprehend the materials. However, they have problem in writing motivation letter and CV.

Researcher : is teaching using authentic materials better than non-authentic materials?

Instructor 3 : there are some plus and minus point in using authentic materials. the plus is students know the real resource … the minus is .. you know… it's difficult… but overall, I think authentic material is better than non-authentic materials because it can force students to learn more about English.

Researcher : thank you, Miss Ano

Instructor 3 : you're welcome

Interview 2 with Instructor 3	
Date	: April 27, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructors
Position of interviewee	: Subjects of research

Researcher : Assalamualaikum, Miss Ano

Instructor 3 : wa alaikum salam, Kak Ros

Researcher : e… I have some questions for you. Okay, the first.. have you ever used authentic materials when you are teaching accounting students… writing skill…?

Instructor 3 : ya.. I used ee… authentic materials for several times. I guess twice I think.

Researcher : what are they?

Instructor 3 : ee… they are writing CV and writing motivation letter

Researcher : and the authentic material is?

Instructor 3 : the authentic material is a brochure and a pamphlet from the university … like ee… when you're…. when you want to apply university sometimes... they have several brochures on how to write motivation letter and CV and I used that to teach my students.

Researcher : Okay, do you have any problem with that?

Instructor 3 : Yes, of course. Sometimes I found some students…e…. get some difficulties in understanding the meaning, because you know… the authentic materials consist of … several eee formal words that they haven't found yet. So, I explain and I always ask them to read and then if there is some vocabularies they

	don't understand and of course mmm… vocabulary is difficult, I have to explain for them
Researcher	: okay, in terms of the preparation, do you need longer time to select the materials?
Instructor 3	: No, because... e… even though I know that my students' ability maybe is different, but I encourage them to learn from the authentic materials so they know how to face the real English material, e..the real CV.. the real motivation letter..in English standard…
Researcher	: okay, where did you obtain the authentic materials?
Instructor 3	: okay, I… got the material from the internet… eee… some of ee…resources from online journal, like … you know the website consist of teachers material .. I also got from that but I… what is it… I try to use the way of teaching using my own way and to my students' character
Researcher	: okay, in your opinion, is authentic materials better than non-authentic materials?
Instructor 3	: I think that both of the materials have ee… plus and minus. The plus is that when you teach authentic materials they know the real resources but the minus is that you know... some difficulties. But I think using authentic materials is better because they can force their self to learn more.
Researcher	: okay, thank you Miss Ano
Instructor 3	: You're welcome

Interview 3 with Instructor 3	
Date	: May 4, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructors
Position of interviewee	: Subjects of research

Researcher	: Why did you choose brochures and pamphlets as your authentic material?
Instructor 3	: Because ... mmm ... the brochure and pamphlet are easy to get. So, when I taught I also wanted the students to find their own learning resources where the brochures and pamphlets were easily available. Because the theme is about motivation letter and CV, I take the source from the university or workplace because, I wanted that someday they are motivated, like that. So the example is more real.
Researcher	: Are there specific criteria when you choose the brochure and pamphlet?
Instructor 3	: There are no basic criteria. First, I see it ... ee ... did the brochure and the pamphlet really provide information that makes it easy for the student. Second, whether the brochure and

pamphlet are mm ... have CV models or motivation letters that are easily understood by students. So, ee ... I just positioned myself as a student ... ee ... because I am not from the English department. So ee ... I am very easy to position myself as someone who is not ... not an English learner, like that ... so it's mm ... when in my opinion ... oh, this can be understood, then I use it. But if in my opinion complex, like the language is too much complicated I also omit it.

Researcher : Were you looking for brochures and leaflets related to accounting majors?

Instructor 3 : ee ... for your information, I did not use the one in accordance with the accounting department ... so I used a general pamphlet and brochure because the theme was to apply for work or university ... so I ee ... more general actually ... so I got the theme about university or at work to write application letter and motivation letter. But I really don't specialize in accounting majors, but I recommend that they look for those that fit their majors

Researcher : Besides using authentic materials, what other materials do you use for teaching writing?

Instructor 3 : Ee ... to be honest, I actually rarely use markers and whiteboards. So I use ppt, I also rarely use flashcards. I use ee ... ppt and also sometimes distribute certain sheets, certain sheets to be studied by students and to be done by either groups or individuals. so, I use a whiteboard ee ... only when ... ee ... for example I explain ppt then there is something I need to explain for example, I explained it on the whiteboard. But rarely. Like that.

Interview 1 with Instructor 4	
Date	: April 5, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructors
Position of interviewee	: Subjects of research

Before teaching

Researcher : Assalamualaikum, Miss Yohai

Instructor 4 : wa alaikum salam, Miss Rosita

Researcher : how are you today?

Instructor 4 : I'm good… and you?

Researcher : I'm very well. Thanks. So, I'm going to join your writing class after this. But, I need to ask you some questions now. First, you told me before that you are going to use authentic materials today. What types of authentic materials is it?

Is it Authentic Listening/ Viewing Materials? Such as films, TV?

	Is it Authentic Visual Materials? Like photographs, paintings? Is it Authentic Printed Materials? like cartoons, advertisements, short stories? Is it Realia? Like dolls, puppets?
Instructor 4	: It is a movie. I think it is included in Authentic Listening/ Viewing Materials…. The title of the movie is Lie to Me. It is about a group of people who founded a firm to serve their clients in terms of solving criminal problems.
Researcher	: where did you get the movie?
Instructor 4	: from YouTube
Researcher	: Did you have problems in preparing the movie?
Instructor 4	: yes, I have to watch the whole movie before the class to make sure that there is not no inappropriate content and understood each meaning of vocabulary and message that the movie wanted to deliver
Researcher	: Okay, thank you. It's four o'clock now. Let's go to your class.
Instructor 4	: Okay, let's go

After teaching

Researcher	: well … Miss Yohai, in my opinion, your class run well. I didn't find any significant difficulties faced by your students with your authentic material. Isn't it?
Instructor 4	: yes, they didn't have any problem with the movie but they have difficulties in understanding some vocabularies, such as mm… assassination, aa…. premeditated, and phrase like… e... you picked this guy out… keep an eye on them… and other.
Researcher	: How about the content of the movie? Do you think that it contains something related to cultural bias?
Instructor 4	: Oh, ya… in this episode, we can see a wedding ceremony scene... you know… the ceremony is different with our common wedding ceremony… mm… there is kissing scene…mm... ya… I think it's culturally biased.
Researcher	: But your students seemed to be fine, right? I mean, they did not think that it's very taboo for them, right?
Instructor 4	: Yes, they are fine
Researcher	: Okay, what are the advantages of using authentic materials?
Instructor 4	: Authentic materials are interesting. It's easy to get students' attention when teaching using these materials. I think it's very helpful teaching resources
Researcher	: Thank you, Miss Yohai.
Instructor 4	: You're welcome.

Interview 2 with Instructor 4	
Date	: April 12, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructors
Position of interviewee	: Subjects of research

Researcher   : Assalamualaikum, Miss Yohai

Instructor 4   : Wa alaikum salam

Researcher   : How are you today?

Instructor 4   : I'm very well, thanks… how about you?

Researcher   : I'm good, thank you… Miss Yohai, I want to ask you few questions about your teaching writing in Accounting Department.

Instructor 4   : Okay, what can I do for you?

Researcher   : I want to know your teaching resources. Have you ever used authentic materials in teaching writing? Especially for Accounting students.

Instructor 4   : Yes

Researcher   : How many times did you use it?

Instructor 4   : Mmmm… fortunately once… usually I used several times, but this semester I used once.

Researcher   : Why?

Instructor 4   : Because I want to teach the students from the very basic ones. Aa... you know, I want them to know about parts of speech first, and then how to build a good sentence and ee… inform them about some things that usually neglected, like ee… what is preposition... how to use it… you know, it's seems a little thing and they often neglect it even though it is very important. That's why I did not use much authentic materials… because it commonly contains of difficult language… so… I used authentic material to support their learning about vocabulary, as well.

Researcher   : What types of authentic materials did you use? that you said to support their learning about vocabulary

Instructor 4   : aa… It's a movie…

Researcher   : Can you tell me a little bit about the movie?

Instructor 4   : emm… It's a very interesting movie. I took it from TV series. Aa… it tells about a group of people who work together to uncover…eee… crime… something like that… what makes it interesting is that… they are all expert in interpreting facial micro expression…. Aa… for Accounting students, I chose "Love Always" episode. It's about Korean wedding…mmm… the conflict is when the groom got shot by mysterious person... so, aa… the team successful in finding the shooter.

Researcher   : Okay, do you have any problems in using this authentic material to teach writing?

Instructor 4	: Mmm… there were some problems. First, in terms of selecting the movie… you know, I have to choose the suitable one... The suitable one means… ee… the movie that not contain inappropriate content and not too long because I have only around 100 minutes in class… and then, I have to watch the whole movie first… and it takes times … I have to understand the language, the difficult vocabulary, and moral value that the movie wants to deliver.
Researcher	: Okay, what are other problems?
Instructor 4	: Mmmm.. you know, I asked them to write vocabulary, phrases, and sentences from the movie… and it's sometimes difficult for them, especially when the speaker speaks too quickly, students confuse and lost the meaning… and then when I asked them to write movie review, they were getting more difficult….
Researcher	: How do you address such problem?
Instructor 4	: ee… I paused some section of the movie and then ask them, *do you have any questions?* And I focus on the objectives of the study, mmm… I encouraged my students to write…, then… I come and ask my students about their difficulties.
Researcher	: Okay, is there any other problem? Related to the authentic material.
Instructor 4	: mmm… yes, since it's a western movie… some scenes were… little bit taboo for Indonesian… you know, kissing scene…but unfortunately, it's only in a glance. So, students were not disturbed much.
Researcher	: It means that the movie is culturally biased?
Instructor 4	: Yes, but it was not very influential for students
Researcher	: How do you address this kind of problem?
Instructor 4	: mmm… you know, they did not really pay attention to this scene… so I didn't do anything…
Researcher	: Okay, thank you Miss… see you
Instructor 4	: You are welcome... see you too…

Interview 3 with Instructor 4	
Date	: April 19, 2018
Place	: Language Center, UMM
Interviewer	: Rosita Agustining Tyas
Interviewee	: ESP instructors
Position of interviewee	: Subjects of research

Researcher : What are the problems / challenges did you experience when teaching using authentic materials? in terms of:
1) preparation
2) relate it to the student's major of study
3) connect it with the material that you will discuss
4) understanding of the students regarding the content of the movie

Instructor 4 : .mmm ... problems or challenges faced in using authentic materials. mmm ... the first problem is, if you use authentic materials, so it is ... looking for material that is in accordance with its majors. Ee ... accordingly it means that it is very specific and very related to the major sometimes it is ... very ... not really ... rather difficult to find it ... and automatically, because it is difficult to find, ee ... it definitely takes time, ... well, because of that time limitation ... well, then I use any movie.
Then ... the next problem is. Well ... For movies, just like what I use, if you use authentic materials, the way ... to align students' understanding of what tasks they actually have to do. So, you have to ... what…ee ... when using authentic materials, especially for teaching writing it is rather ee ... challenging because you have to ... what ... repeat the command, tell them to read the command, then give example that must be takes a bit extra time too ... so they are on the right path in line with the task that we ask for ... "
ee ... the next problem, which is related to the movie, ee ... the movie does have a subtitle, ... in English ... but you know movie right? ... ee ... because I want them to ee ... yeah ... learn directly from the movie ... definitely the language is too long. So if the students are really clever ... they can write ... what ... they can immediately identify ... oh, this one is phrase ... oh, this one is a sentence ... oh this one is noun ... that's it. So the biggest challenge is that some students don't understand it, they write the vocabulary that they are familiar with, like for example *beautiful .. what ...* that's it ... but for those who are clever, they are trying to find new vocabulary that isn't very familiar ... so, mostly like that ...”

Researcher : What are the solutions that you applied to address such kinds of problems?

Instructor 4 : The solution that I applied. Well ... the solution ... is... I ... so, right before ... the students have seen the movie ... then they

have written 5 phrases, 5 sentences, 10 new vocabularies ... well ... that ... eee ... what's it called ... , checked ... ee ... the peer... peer-checking ... so it was exchanged to a friend next to them ... their friend first checked, then it was collected and then I checked it ... the following week, students' mistakes were displayed and discussed ... just like, which one is wrong ... which one is the most unique that the students did not write ... for example ... from what phrase, what sentence did it not come from students, very rarely ... later it will appear .. then I asked them "Is it a phrase?", "Is it a sentence?", "Why is it a phrase?", "Why is it a sentence?". So the review is from the assignments they did ... like that"

Picture 1
Instructor 1 played a movie (authentic listening and viewing material) to attract students' attention studying about narrative text.

Picture 2
Instructor 2 displayed a picture (authentic visual material) at pre-teaching phase to grab students' attention before discussing about CV and resume.

Picture 3
Instructor 2 played video (authentic listening and viewing material) which informed about CV and resume.

Picture 4
Instructor 2 displayed example of CurriculumVitae (authentic visual material).

Picture 5
Instructor 3 displayed a brochure (authentic visual material) about motivation letter
and application letter.

Picture 6
Instructor 3 displayed an example of motivation letter obtained from pamphlet
(authentic visual material)

Picture 7
Instructor 4 played a movie (authentic listening and viewing material) and asked
students to identify vocabularies, phrase, and sentences from the movie.
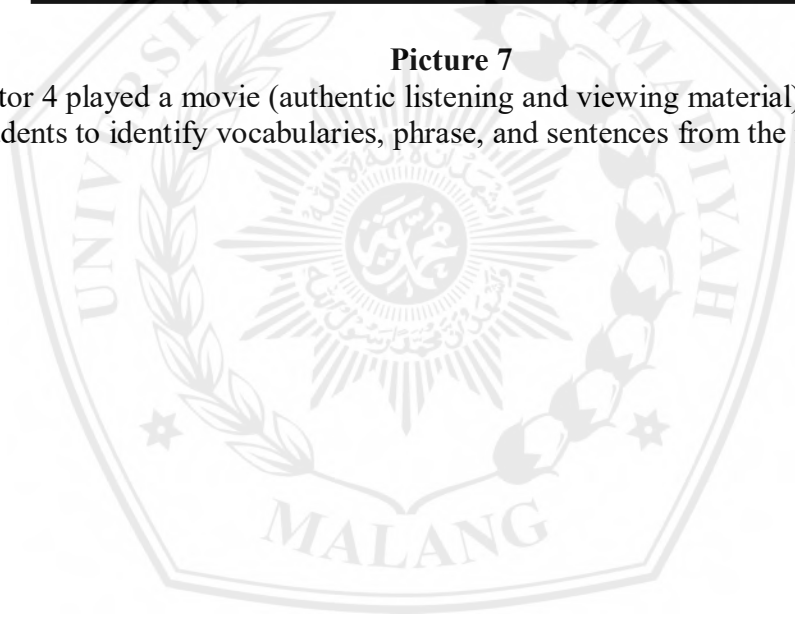
APPENDIX 3
Classroom Observation Reports

Date	March 2, 2018
Time	10-11
Place	402 GKB 4, UMM
Topic of study	Writing Narrative Text
Research subject	Instructor 1
Authentic materials used	Movie (authentic listening and viewing material)

Procedure of using authentic materials in the class

Pre-teaching

1. Instructor 1 opened the class, say hello to students and had a little small talk.
2. Instructor 1 began to introduce the material to be discussed on that day, namely writing narrative texts.
3. Instructor 1 invited students to a little Questions & Answers session with the students about the generic structure of narrative texts.
4. Instructor 1 explained the generic structure of the narrative text and gave examples of sentences in two forms of tenses so students understood the differences in the use of those tenses.

Whilst-teaching

1. Instructor 1 asked students to write a narrative story based on a movie that would be played in the class.
2. Instructor 1 played a short movie entitled *Tangled Ever After* and asked the students to observe it.
3. Instructor 1 stopped the movie and asked students to start working on their writing.
4. While waiting for the students completed the task, instructor 1 walking around the class, checking student's work and asked students if there were difficulties.
5. Instructor 1 answered some questions from students clearly.
6. After students finished writing short narrative text based on the movie, Instructor 1 asked some students to come in front of the class and practice writing sentences using past tense and present tense.

Post-teaching

1. Instructor 1 invited students to review today's topic, i.e. narrative text.
2. Instructor 1 ended the class and greeted the students.

Date	March 9, 2018
Time	10-11
Place	306, GKB 2, UMM
Topic of study	Descriptive text
Research subject	Instructor 1
Teaching media	PPT

Pre-teaching

1. Instructor 1 began the class by greeting the students.
2. Instructor 1 reviewed the previous material.
3. Instructor 1 gave the students brainstorming before lecturing to catch their attention.
4. Instructor 1 conduct a game session, where students were asked to write five sentences that describe their physical appearance, e.g. I wear a yellow veil.
5. After students finished their writing, they had to form their paper like a small ball.
6. Later, using the instructor instruction, students threw their balls to the whole classmates.
7. After throwing the ball, instructor asked students to take one ball for each randomly.
8. Then, the students had to read the sentences on the paper loudly and guess who wrote the sentences.

Whilst-teaching

1. Instructor 1 introduced today's material for all students, i.e. description.
2. Instructor 1 explained the purpose, the generic structure, and the grammar used in description.
3. Students asked some questions about description.
4. Instructor 1 asked one of the students to be a model to be described.
5. Students were asked to write some description sentences about the model on the board.
6. After that, students were asked to work individually, writing short description about themselves.

Post-teaching

1. Instructor 1 reviewed the material.
2. Instructor 1 closed the meeting and greeted the students.

Date	March 16, 2018
Time	10-11
Place	306, GKB 2, UMM
Topic of study	Daily activities
Research subject	Instructor 1
Teaching media	PPT

Pre-teaching

1. Instructor 1 began the class by greeting the students and checking students' attendance.
2. Instructor 1 reviewed the previous material.
3. Instructor 1 asked students about their activities from the time they woke up in the morning up to the time they went bed.
4. Instructor 1 introduced today's material.

Whilst-teaching

1. Instructor 1 gave lecturing on daily routine.
2. The material consisted of the generic structure and grammar of daily routine.
3. Students were pleased to ask anything about writing daily routine.
4. Instructor 1 askes students to write their own daily activities on their paper.

Post-teaching

1. Instructor 1 reviewed today's material.
2. Instructor 1 closed the meeting and greeted the students.

Date	March 23, 2018
Time	10-11
Place	304 GKB 2, UMM
Topic of study	Writing CV
Research subject	Instructor 2
Authentic materials used	Picture (authentic visual materials)
	Video (authentic listening and viewing material)
	CV templates (authentic visual material)

Procedure of using authentic materials in the class

Pre-teaching

1. Instructor 2 opened the class and greeted the students and had a little small talk.
2. Instructor 2 showed a picture and asked some questions related to it.
   - What kind of situation was it in the picture?
   - Who were the four persons?
   - What were the persons doing?
   - Who might be the girl?
3. Instructor 2 asked students about some documents that might be needed to apply for a job.
4. Instructor 2 informed the students that CV or resume were very important documents for those who wanted to apply for scholarship or job.
5. Instructor 2 gave brief explanation about CV and resume.

Whilst-teaching

1. While explaining about CV and resume, Instructor 2 played 3 videos about CV and Resume and displayed 7 examples/ templates of CV and resume.
2. Instructor 2 grouped students into 4-5 persons per group.
3. Instructor 2 asked the students to discuss with their group to identify the difference between CV and Resume.
4. Every group presented their findings.
5. Instructor 2 and students discussed about how to write powerful CV and Resume.
6. Students practiced to write CV or Resume

Post-teaching

1. Instructor 2 reviewed today's topic, i.e. CV and Resume.
2. Instructor 2 asked students to find a job vacancy and write CV based on the vacancy.
3. Instructor 2 ended the class and greeted the students.

Date	April 6, 2018
Time	10-11
Place	304 GKB 2, UMM
Topic of study	Describing Something
Subject research	Instructor 2
Teaching resources/ media	White board, pen and paper

Pre-teaching

1. Instructor 2 opened the class and greeted the students and had a little small talk.
2. Instructor 2 asked the students to mention particular object or thing related to accounting.
3. Instructor 2 asked students to mention specific characteristics of particular object.
   - What is the color?
   - What is it for?
   - How is the size?
4. Instructor 2 gave brief explanation about writing a brief description of particular thing or object.

Whilst-teaching

1. Instructor 2 wrote an example of riddle on the board to give a further explanation about writing a brief description of particular thing.
2. Instructor 2 asked the students to guess the riddle.
   Example
   - **Riddle**: It is a popular instrument for calculations by sliding counter along rods or in groves. This counting tool is originally from China. This object is usually made of wood. What is it?
   - **Answer**: Abacus
3. Instructor 2 asked the students to make a riddle related to accounting.
4. Instructor 2 asked the students to share their riddles and asked the rest of the class to guess the answer.

Post-teaching

1. Instructor 2 reviewed today's topic, i.e. describing something.
2. Instructor 2 ended the class and greeted the students.

Date	April 13, 2018
Time	10-11
Place	304 GKB 2, UMM
Topic of study	Part of speech
Subject research	Instructor 2
Teaching resources/ media	White board, pen and paper

Pre-teaching

1. Instructor 2 opened the class and greeted the students and had a little small talk.
2. Instructor 2 emphasized that vocabulary was pivotal in writing.
3. Instructor 2 asked the students to play "Head and Tail"
   Example: Accounting-good-dealer-room-mature-
4. Instructor 2 gave a brief explanation how to play "Head and Tail". The students were given 5 seconds to think of a word in English. If in 5 second they cannot come up with any words, he/she will have a punishment.

Whilst-teaching

1. Instructor 2 gave brief explanation about part of speech.
2. Instructor 2 asked students to mention words based on part of speech and vice versa
   - Mention some words that can be categorized as Noun.
   - Mention some words that can be categorized as Adjective.
   - What is the part of speech of these words: count, calculate, and measure?
3. Instructor 2 asked the students to play "Head and Tail" again and asked them to mention words that related to accounting in five seconds.
   Example: Accounting-great-team-mature-economics-surplus-sustain-
4. Instructor 2 asked students to categorize the word written on the board into the appropriate part of speech.
   Example:
   - Accounting: Noun
   - Great: Adjective
   - Economics: Noun
5. Instructor 2 asked students to write 10 sentences from 10 words that they have chosen.

Post-teaching

1. Instructor 2 asked the students to submit their works.
2. Instructor 2 reviewed today's topic, i.e. part of speech.
3. Instructor 2 ended the class and greeted the students.

Date	April 20, 2018
Time	10-11
Place	409 GKB 4, UMM
Topic of study	Writing University Application Letter
Research subject	Instructor 3
Authentic materials used	University Brochure and pamphlet (authentic visual materials)

Procedure of using authentic materials in the class

Pre-teaching

1. Instructor 3 opened the class, greeted the students, and had a small talk.
2. Instructor 3 asked students about their future dream (work or study).
3. Instructor 3 gave an introduction to the importance of application letter for study or work.

Whilst-teaching

1. Instructor 3 gave an example of motivation letter trough PPt and University Brochure and pamphlet.
2. Instructor 3 asked students to work in group to identify the Application Letter content from the brochure.
3. Instructor 3 asked students about their understanding.
4. Instructor 3 asked students to make an outline of Aplication Letter.
5. Instructor 3 asked students to complete their outline.

Post-teaching

1. Students gave their paper to their friend, they discussed and identified each other.
2. The representative of the group gave comment each other.
3. Instructor 3 gave feedback to students' result.
4. Instructor 3 ended the class and greeted the students.

Date	April 27, 2018
Time	10-11
Place	306, GKB 2, UMM
Topic of study	Simple sentences
Research subject	Instructor 3
Teaching media	PPT, whiteboard, marker

Pre-teaching

1. Instructor 3 open the class and greeted the students.
2. Instructor 3 asked the students about their activities for a day.
3. Instructor 3 wrote sentences on the board based on the students' activity in a day.
   Example:
   - Risdi goes to campus on foot.
   - Oda and Agustriani are best friend.
   - Oda and Agustriani work in a multinational corporation.

Whilst-teaching

1. Instructor 3 explained about simple sentences (the definition, the way to construct the sentences, and gave some examples) through PPT.
2. Instructor 3 asked students to write some simple sentences and develop it into short paragraph.
3. Instructor 3 asked students to have peer correction before submitting their works.

Post-teaching

1. Instructor 3 asked some students to write simple sentences on the board.
2. Instructor 3 invited students to check their friends' work on the board.
3. Instructor 3 reviewed the material, i.e. simple sentence.
4. Instructor 3 ended the class and greeted the students.

Date	May 3, 2018
Time	10-11
Place	306, GKB 2, UMM
Topic of study	Parts of speech
Research subject	Instructor 3
Teaching media	PPT, whiteboard, and marker

Pre-teaching

1. Instructor 3 opened the class, greet the students, and asked their activity.
2. Instructor 3 asked the students to mention some words related to accounting and the instructor wrote the words on the board.
3. Instructor 3 let the students to mention parts of speech of those words written on the board.

Whilst-teaching

1. Instructor 3 explained about the 8 parts of speech through the PPT presentation.
2. Instructor 3 asked students to list 20 words related to accounting in 15 minutes.
3. Instructor 3 asked students to swop their 20 words list with their peer.
4. Instructor 3 asked the students to classify those 20 words into adjective, adverb, conjunction, interjection, noun, preposition, pronoun, and verb.
5. Instructor 3 asked the students to discuss the answer with their peer.

Post-teaching

1. Instructor 3 asked the students to find an article related to accounting and jot down 5 sentences from it (as their homework).
2. Instructor 3 asked students to analyze the sentences and write the part of speech of words in each sentence.
3. Instructor 3 ended the class and greeted the students.

Date	April 5, 2018
Time	10-11
Place	3.05 GKB 2, UMM
Topic of study	subject verb agreement and part of speech
Subject research	Instructor 4
Authentic materials used	Movie (authentic listening and viewing material)

Procedure of using authentic materials in the class

Pre-teaching

1. Instructor 4 greeted the students and had a small talk.
2. Instructor 4 invited students to review the previous material and students' Mid -term result.

Whilst-teaching

1. Instructor 4 invited students to discuss about subject verb agreement and part of speech.
2. Instructor 4 asked students to watch a movie entitled Lie to Me (Love Always episode).
3. Students were asked to write 5 new vocabularies derived from the movie.
4. Students were asked to write 8 sentences they saw and listened from the movie.
5. Students were asked to focus on 1 character (to write a review).

Post-teaching

1. Some students shared their observation result (vocabularies and sentences from the movie).
2. Instructor 4 held a Questions and Answer session related to the movie. She asked students about the content of the movie, moral value, etc.
3. Instructor 4 ended the class and greeted the students.

Date	April 12, 2018
Time	10-11
Place	3.05 GKB 2, UMM
Topic of study	subject verb agreement
Subject research	Instructor 4
Teaching resources/ media	Paper, pen, whiteboard, marker

Pre-teaching

1. Instructor 4 greeted the students and had a small talk.
2. Instructor 4 invited students to review the previous materials (instructor showing her students some mistakes they have made during the previous meeting).
3. Instructor and students have a discussion about their mistakes

Whilst-teaching

1. Instructor 4 divided the sudents into some groups.
2. Students in a group of 5 students are given a piece of paper.
3. Instructor dictated the instruction.
4. Students followed the instruction, student 1 write the first word dictated by the instructor (Instructor said, "Noun", then student number 1 write words related with noun)
5. Student one flip his/ her answer, then pass the paper to student number 2.
6. Instructor read the instruction again, and so on.
7. Students read the result of their pararell writing.
8. Instructor introduced new topic to her students (subject verb agreement).
9. Instructor showed her students set of sentences.
10. Students were invited to discuss the sentences (whether it is wrong or right and why).

Post-teaching

1. Students did some exercises related to "subject verb agreement"
2. Discussion
3. Instructor 4 ended the class and greeted the students.

Date	April 19, 2018
Time	10-11
Place	3.05 GKB 2, UMM
Topic of study	Parts of speech
Subject research	Instructor 4
Teaching resources/ media	Whiteboard, marker, envelop, paper

Pre-teaching

1. Instructor 4 opened the class and greeted the students.
2. Instructor 4 invited students to do warming up "pass the beat around the room".
3. Instructor 4 conducted Question and Answer session about previous material.

Whilst-teaching

1. Instructor divided her students into some groups.
2. Each group was given one envelop consisting of words and a piece of paper.
3. With their group, students tried to classify each word into its category (noun, pronoun, etc.)
4. After 10 minutes, students swop their result with other group.
5. They checked each other work and gave comment.
6. The winner was a group who had most correct classification.
7. Instructor gave her students some strips of sentences and a word game.
8. Students with their group analyze the sentences trying to identify (adjective and noun; adverb and pronoun; verb and pronoun) * each group has different task to do

Post-teaching

1. Students swop their work with the other group
2. Students checked their friends' work
3. Discussions with instructor
4. Feedback

APPENDIX 4
Teaching Resources Links

1. Lie to Me TV series (Love Always episode)

    Source:https://grabthebeast.com/tv-series/download-lie-to-me-all-season/8358

2. Tangled Ever After short movie

    Source: https://www.youtube.com/watch?v=t-wKuIZENbE

3. Picture

    Source: https://www.businessnewsdaily.com/9322-insightful-job-interview-questions.html

4. Video 1, CV vs Resume: What's the Difference
    Source: https://www.youtube.com/watch?v=Zlp4CwNIs7g
5. Video 2, Difference between CV and Resume
    Source: https://www.youtube.com/watch?v=A4qsEq9Mqyw
6. Video 3, How to write a powerful CV
    Source: https://www.youtube.com/watch?v=uG2aEh5xBJE
7. Video 4, What's the difference between a CV and a resume?
    Source: https://www.youtube.com/watch?v=eYTdDSZfXWk
8. Brochure and pamphlet (motivation letter)
    Source:
    https://www.uni-heidelberg.de/md/zuv/.../how_to_write_a_letter_of_motivation.pdf

    https://www.ru.nl/publish/pages/811878/motivation_letter_-_tips_tricks.pdf