

---

## THE USE OF AUTHENTIC MATERIALS IN ESP CLASSES FOR VOCATIONAL PROGRAM OF MEDICAL LABORATORY TECHNOLOGY

Oleh  
Erlinna Juita  
Akademi Kesehatan John Paul II Pekanbaru  
E-mail [erlinna.j@akjp2.ac.id](mailto:erlinna.j@akjp2.ac.id)

---

### Article History:

Received: 20-05-2023

Revised: 16-06-2023

Accepted: 24-06-2023

### Keywords:

Authentic Materials,  
English for Specific  
Purposes, Medical  
Laboratory  
Technology,  
Vocational Program

**Abstract:** *In the digital era, English is essentially needed for communication. Therefore, English for Specific Purposes is required, especially in vocational program. The ESP class is designed to prepare the students to be able to use English related to their field of study. However, learning resources in medical laboratory technology are difficult to find. the purpose of this study is to improve the students' vocabulary mastery in ESP classes through the use of authentic materials, Classroom Action Research was conducted in two cycles at Akademi Kesehatan John Paul II Pekanbaru. The samples of the study were the students taking ESP classes. The results of the study indicated the improvement of students' vocabulary mastery. The students obtained the average score of 41.52, 54.39, and 72.98 in the pre-research, cycle 1, and cycle 2 respectively. The students also perceived that the use of authentic materials had been successfully brought the real language in medical laboratory into the classroom. In conclusion, the use of authentic materials could improve the students' vocabulary in the ESP class and create learning experience*

---

## PENDAHULUAN

In this digital Era, English has been essentially needed for communication. Therefore, English has been a compulsory subject taught in schools. However, teaching English for vocational program is challenging. English teaching and learning in vocational program are expected to meet the professional demand to facilitate the students in occupations. Gufron and Azmin emphasized that English teaching and learning at higher education should meet the demand of industries (Gufron & Azmin, 2022).

In addition, teaching English in vocational program is challenging for the lecturers because there are no sufficient teaching materials provided to teach English for Specific Purposes. Aflah remarked that English lecturers are frequently demanded to develop their own syllabus and teaching materials to meet the learners' need (Aflah, Mita Nur., Rahmani, 2018). This certainly make it difficult for English lecturers.

Moreover, teaching materials plays a key role in ESP subject. The teaching and learning activities are considered effective if the learning outcome is achieved. Thus, teaching materials can determine the effectivity of teaching learning process because it functions as a reference which regulates all classroom activities for learners. Fauzi emphasized that

---

vocational school need course book of specific materials to attain specific skills specified in the learning outcomes of ESP (Fauzi & Hanifah, 2019).

Regarding to the importance of teaching materials in ESP classes, the lecturers need to explore many teaching materials to be used in ESP classes. However, Handayani noted that teaching materials has been the main problems related to teaching ESP at vocational program (Handayani & Dewi, 2022). Therefore, it needs to study the use of some teaching materials in teaching ESP.

Previous studies showed that there were many positive impacts of the use of authentic materials in English classes. Wulandari and Waloyo found that both teachers and students responded positively toward the use of authentic materials in ESP Classes of hotel accommodation study program Those materials work well in the class and the students enjoyed learning activities because they were able to access real communication on daily basis (Wulandari & Waloyo, 2018). Moreover, Lavinia who conducted experimental study on the use of newspaper as authentic materials in ESP classes. The results showed that authentic materials successfully improve students' understanding (Lavinia, 2018).

Moreover, some studies explored both teacher's perspective and students' perspective about the use of authentic materials in EFL classes. Rehman who scrutinized teacher's perspective found that 75% of the respondents agreed that learning English through authentic materials was more beneficial though it was challenging (Rehman & Perveen, 2021). In addition, a study also conducted by Mestari explored teacher's perspectives about authentic materials in EFL classes. The teachers preferred authentic materials to created materials because the use of authentic materials can enhance students' interest and motivation to learn English as well as avoid boredom in the process (Mestari & Malabar, 2017). From students' perspective, a study conducted by Gufron revealed that students felt that learning with authentic materials was more interesting and motivating. The students were more motivated to speak up in the class because the topic brought into the class is closely related to their field so that it activated their background knowledge (Gufron & Azmin, 2022).

Some studies also proved that authentic materials in EFL classes can be used to target specific language skills which need to be improved. Adnan who applied authentic materials in teaching listening stated that using authentic materials in teaching listening could improve students' listening skills because they enjoy the process. Also, the materials allowed them to access the way the native speakers use that language (Adnan, 2013). Furthermore, Apsari stated that despite the fact that authentic materials did not significantly improve students' reading skills it was still beneficial to adopt authentic materials in reading classes since it brought new atmosphere in the class (Apsari, 2014).

### **English for Specific Purposes**

Saliu explained that English for Specific Purposes (ESP) refers to learning English for particular reasons including specific professional needs (English for law or computer science) or business activities (Saliu & Hajrullai, 2016). In other words, teaching ESP is not the same as teaching general English because ESP is designed to achieve professional or business purposes. It includes learning how to communicate in English in specific situation or discussion, capability to identify and use specific vocabulary and terms, etc. K.D. et. Al. noted that the students of automotive program, for instance, needs specific

English skills to communicate in the workplace and to read some manual instructions.

Furthermore, Asfihana highlighted that ESP programs are specifically designed for professional field of study (Asfihana, 2013). Therefore, ESP can be classified into many fields of study. Specifically, vocational study usually needs ESP courses to accommodate the use of English in the workplace.

### **Material Development in Teaching ESP**

Teaching materials plays a pivotal role in teaching ESP. This is supported by Rahmah who highlighted that materials are the center of teaching and learning activities (Rahmah, 2013). Moreover, Tolmlinson (2011) cited in Lapele (Lapele, 2019) explained that learners differs from each major to another. Thus, they need different sorts of materials. There are some considerations have to be taken into account.

Rahmah explained some points of good learning materials (Rahmah, 2013). Some good points are quoted as follows:

1. Materials should give positive response to the learners, example: the materials can create interests and interactive learning experience.
2. The materials should be closely related to the learners so that they are confident about it
3. The materials should meet the learners' need in communicative ways
4. The materials should be authentic and resembles language use on daily basis so that they are useful for students

### **Definition of Authentic Materials**

There are some definitions of authentic materials. Roger and Medley cited in Mallapiang (Mallapiang, 2014) remarked that the term "authentic materials" can be defined as language samples which reflects the language used by native speakers which is . This statement means that the authentic materials is corresponding to the language commonly used by native speakers. Furthermore, Handayani noted that authentic materials are not specifically designed for language teaching (Handayani & Dewi, 2022). These makes authentic materials would be ideal in ESP classroom which prepares the students to be able to use English for professional needs. This certainly needs real language samples.

### **Types of Authentic Materials**

There are some types of authentic materials listed by Geisa (Geisa, 2022). The first category includes authentic audio-visual materials, such as movies, TV commercials, quizzes, and so on. The second category is audio-taped or visual materials. This comprises short stories, radio ads, brochure, picture cards, etc. The last category lists authentic text materials, for instance articles, song lyrics, and the like. These types of authentic materials can be selectively chosen or combined to be applied in ESP classes depending on the specific skills to address in the learning outcomes.

### **Benefits of Authentic Materials in Language Classroom**

There are some benefits gained by adopting authentic materials in EFL classes. Livinia stated that they are inexpensive (Lavinia, 2018). Since authentic materials are readily available in the internet, they can be easily accessed anywhere. Thus, it is cost-effective. Then, Halim explained that authentic materials are beneficial for some reasons. First, they stimulate and motivate students to learn because authentic materials make learning more meaningful

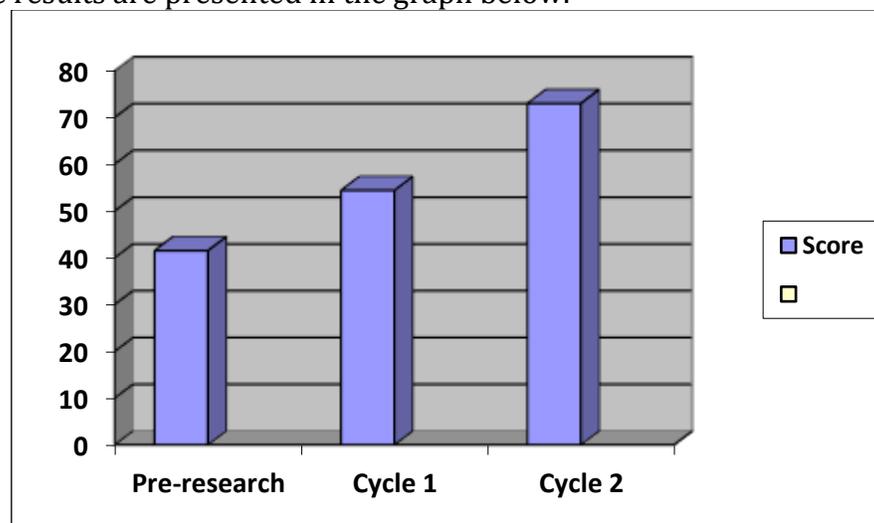
for students. Next, authentic materials uncover real language used by native speakers (Halim, Abdul; Mukminatien, Nur; Aungerahwati, 2018).

## METHODS

Classroom action research was conducted at Akademi Kesehatan John Paul II Pekanbaru. The samples of this study were the students of English for Specific Purposive classes. The students majored in medical laboratory technology. The data were analyzed qualitatively and quantitatively. Tests of vocabulary related to technical terms in medical laboratory technology were used to collect data quantitatively. Then, interview was conducted to complete the research data qualitatively.

## FINDING AND DISCUSSION

There are three stages of the study was conducted, pre-research, cycle 1, and cycle 2. The average of the students' score on vocabulary tests was calculated in each cycle to compare whether the use of authentic materials can improve teaching and learning activities in ESP classes. The results are presented in the graph below.



**Figure 1. The Average of Student's Score**

Figure 1 describes the average of the students' score on vocabulary test. In the pre-research, the average score was 41.52. In this stage, the students have just begun the English for Specific Purposes class. They are tested for technical vocabulary related to medical laboratory technology. The score indicated that these students only master less than 50% of the vocabulary asked in the test.

Furthermore, the students were drilled with authentic materials consisting of user manual of laboratory equipment. There were four topics listed in four meetings covered in cycle 1 containing the frequently used laboratory equipment: laboratory glassware and blood test devices, microscope, hotplate magnetic stirrer, and autoclave. The students' progress in each meeting was calculated and recorded. In the first meeting, the average of students' score was 49.42. In the second meeting, the students obtained the score of 52.50. In the third meeting, the score was 54.42. In the fourth meeting, the score was getting better, 61.22. The score in each meeting had indicated positive progress in the ESP class. However, the average

score in cycle 2 was still 54.39. This was still below the minimum score required for the students. Therefore, another cycle is needed.

In cycle 2, the students were exposed to more manuals of laboratory equipment. There were some topics covered in cycle 2, namely centrifuge, spectrophotometer, oven and incubator, colony counter, and fume hood. The students had more opportunities to observe the vocabulary used in different laboratory equipment. In the first meeting, the students obtained 65.21. In the second meeting, the average score was 73.45. In the third meeting, the score of 75.46 was obtained. In the fourth meeting, the students recorded the score of 77.79. The score had improved significantly in the second cycle. The average score in cycle 2 was 72.98. To reiterate, the use of authentic materials had successfully improved the students' vocabulary mastery in the ESP class.

This study also revealed the factors that affected the improvement of the students' score in vocabulary mastery. The data were gained through interview conducted to the students. One of the influencing factors discussed by most students was the use of authentic materials. The students perceived that the use of authentic materials brought the real language used in the laboratory into the classroom. They were more familiar with the English terms discussed in the manual of laboratory equipment. Moreover, the teaching and learning activities in the classroom involving demonstrating and cooperative learning created learning experience and made it easier for them to recognize the vocabulary.

## CONCLUSION

English for specific purposes is needed especially in vocational program. However, it is difficult to find appropriate learning resources in the field medical laboratory technology. Some benefits are gained by adapting authentic materials in the ESP class. The authentic materials can create learning experience to the students and bring real language applied in medical laboratory into the classroom. In addition, the students found it easier to perceive the vocabulary. It was indicated by the increased average score in each cycle. In the pre-research, the average was 41.52, cycle 1 was 54.39, and cycle 2 was 72.98.

## REFERENCES

- [1] Adnan, A. (2013). the Use of Authentic Materials in Teaching Listening At Senior High School. *Proceeding of the International Seminar on Languages and Art*, 120–126.
- [2] Aflah, Mita Nur., Rahmani, E. F. (2018). Analisa kebutuhan (Need Analysis) Mata Kuliah Bahasa Inggris untuk Mahasiswa Kejuruan. *Jurnal Pendidikan Bahasa*, 7(1), 77–89. <https://journal.ikipgriptk.ac.id/index.php/bahasa/article/view/828>
- [3] Apsari, Y. (2014). the Use of Authentic Materials on Teaching Reading Comprehension. *ELTIN Journal, Journal of English Language Teaching in Indonesia*, 2(2), 88–94. <https://doi.org/10.15863/tas.2021.06.98.109>
- [4] Asfihana, R. (2013). Teaching English for Specific Purposes (ESP) in EFL Context. *LET: Linguistics, Literature, and English Teaching Journal*, 3(1), 24–33. <https://jurnal.uin-antasari.ac.id/index.php/let/article/view/1384>
- [5] Fauzi, I., & Hanifah, D. (2019). Designing Reading Materials For ESP Students Vocational High School of Medical Science. *Loquen: English Studies Journal*, 12(1), 31. <https://doi.org/10.32678/loquen.v12i1.1765>

- 
- [6] Geisa, W. H. (2022). The Effectiveness of Authentic Materials in Promoting Speaking Skills In English Classroom: The Case Of Grade Nine Students In Kellem Wollega Zone. *Journal of Positive School Psychology*, 6(3), 3425–3429. <https://journalppw.com/index.php/jpsp/article/view/2128>
- [7] Gufron, G., & Azmin, A. (2022). the Use of Authentic Materials in Online English Teaching: From the Learners' Perspective. *IJEE (Indonesian Journal of English Education)*, 9(1), 79–101. <https://doi.org/10.15408/ijee.v9i1.26504>
- [8] Halim, Abdul; Mukminatien, Nur; Aungerahwati, M. (2018). The Students' Perceptions towards Authentic Materials for Reading and Listening Activities. *Getsempena English Education Journal (GEEJ)*, 5(2), 150–161. <https://doi.org/10.15900/j.cnki.zylf1995.2018.02.001>
- [9] Handayani, H. L., & Dewi, D. N. (2022). The Use of Authentic Materials in Teaching English at Vocational High School. *Jurnal Inovasi Dan Manajemen Pendidikan*, 1(2), 90–100. <https://doi.org/10.12928/jimp.v1i2.4617>
- [10] Lapele, F. (2019). Need Analysis on the Material Development of Teaching Esp Speaking. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 5(2), 336–349. <https://doi.org/10.24252/eternal.v5i2.2019.a13>
- [11] Lavinia, N. (2018). The Advantages of Authentic Materials in the ESP/ EFL Classroom: Newspapers. *Ovidius University Annals: Economic Sciences Series*, XVIII(1), 145–151.
- [12] Mallapiang, Y. (2014). Using Authentic Material To Improve the Students' Listening Skill. *Exposure: Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 3(2), 166. <https://doi.org/10.26618/ejpb.v3i2.835>
- [13] Mestari, S. A., & Malabar, F. (2017). The Use of Authentic Materials in Teaching Grammar for EFL Students (Teacher's Perspective). *LLT Journal: A Journal on Language and Language Teaching*, 19(2), 125–131. <https://doi.org/10.24071/llt.v19i2.306>
- [14] Rahmah, F. (2013). Development learning material ESP. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 1(1), 1–5. <https://www.fesc.edu.co/Revistas/OJS/index.php/convicciones/article/view/272/311>
- [15] Rehman, A., & Perveen, A. (2021). Teachers' Perceptions about the Use of Authentic Material in Pakistani EFL Classrooms. *International Journal of Language Education*, 5(2), 63. <https://doi.org/10.26858/ijole.v5i2.15241>
- [16] Saliu, B., & Hajrullai, H. (2016). Best Practices in the English for Specific Purpose Classes at the Language Center. *Procedia - Social and Behavioral Sciences*, 232(April), 745–749. <https://doi.org/10.1016/j.sbspro.2016.10.101>
- [17] Wulandari, V., & Waloyo, E. (2018). the Portrait of Authentic Material in Teaching English for Specific Purposes (Esp) At Smk Negeri 2 Cirebon. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, 3(2), 97. <https://doi.org/10.24235/eltecho.v3i2.3563>