Teaching English for Academic Purposes (EAP) for Adults Learners Using Authentic Materials: Learners' Perspective in English for Staff Class

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Abstract- The researcher conducted this research in an English class for staff, where the students were lecturers at a private university in Jakarta. The main objective of this study is to explore students' views on teaching English for Academic Purposes using Authentic Materials. The researcher used a quantitative research by administering a questionnaire after teaching for 15 weeks. The researcher applied a frequency test to identify students' responses in the questionnaire and analyzed them using SPPS. The results of data analysis showed that teaching English for Academic Purposes using authentic materials is more interesting than previous experiences of learning English using teaching materials that are not in accordance with students' subject matter. Besides that, using authentic materials also triggers students to be more active in speaking because they like the topics being discussed, which is related to students' real life. Students' interest in reading also increased because students were familiar with the vocabulary related to their scientific discipline. However, this method is not compatible to be implemented in a class where the students consist of various majors.

Keywords: Authentic Materials, real world, perception, text books, interesting

INTRODUCTION

Backgroud of the study

      English is a compulsory subject at the university level in Indonesia that all students must take at least once regardless of what major they take. It aims to increase human resources that can compete globally. One way to increase human resources that can compete in this global era is to implement the obligation to learn English from secondary to tertiary levels because English is a worldwide language used for international communication, both oral and written (Margana and Sugesti, 2013) as quoted in Husna and Amri (2019). English language teaching modules and techniques at the university level have always been a significant problem. Generally, students learn English using General English textbooks regardless of which department they are from. Students from the law faculty and Business management, for example, will receive and study the same textbooks provided by the university. This makes graduates unable to communicate effectively in the workplace because the material learned in class does not link and match with what is demanded by the industry.

      To teach English for academic purposes, authentic text of teaching materials suitable for students' subject matter can be easily obtained online. Language teachers can get the materials needed anywhere and anytime through online news, videos from youtube, printed newspapers and magazines, etc. Teaching English using authentic materials makes it easier for instructors to get teaching materials whose benefits can be applied not only by teachers but also by students (Yusuf and Tanti, 2010). Furthermore, Gilmore (2007) stated that students could be exposed to real language sources used by speakers and writers by using authentic material. Authentic materials enable teachers to improve their skills in developing teaching materials and learning activities to increase student engagement in learning English. Berardo (2006), in his personal experience, when teaching English using authentic material, said that students were exposed to the real language used in the real context. Furthermore, he revealed that using authentic material is more interesting and more up to date than textbooks.

Statement of the problem

English taught at the university level generally uses General English (GE), where lecturers and students are not directed at specific learning objectives. Learning English is more directed at improving the students' four listening, speaking, reading, and writing skills in general (Husna and Amri, 2019). Besides that, the teaching materials used are simplified materials that have been determined and provided by the university whose content does not match the real-life situation of the students. The researcher considers it necessary to include authentic teaching materials tailored to each student's needs and real-life. Authentic materials are then integrated into conversational learning, reading texts, and grammar.

Teaching English for adult learners requires instructors to teach the English language to differ from teaching early age and teenager learners. Adult learners have different absorption capacities of teaching materials. They need teaching materials adapted to their daily life experiences and are easy to understand so that they can be easily applied in their real life. In fact, textbooks that are usually taught in English classes are considered less effective because the content of the teaching material is in the form of simplified materials that are not suitable for students' real life-learners. This cannot create an effective learning atmosphere because learners have difficulty understanding grammar and vocabulary, which has an impact on the fluency of communicating in English. The use of authentic materials is deemed necessary to make the teaching and learning process more effective and fun because the topics discussed follow the learners' real lives. To make an adult learner speak in class, for instance, the instructor can choose an English news headline from English online news then students are asked to present in class and continue with group discussions to discuss what has been presented. Students will easily understand the vocabulary because the selected teaching materials follow the subject matter and their real life. It will also positively impact the fluency of communicating using English.

This study focuses on perceived changes in online English teaching methods. Therefore, in this study, the researcher explored students' perceptions of online learning English using authentic materials. The current study seeks to

1. Finding out the learners' perception when Authentic Materials are implemented in Learning English for Academic Purposes in the English for staff class.

2. Finding out whether or not teaching English for Academic Purposes using Authentic Material improves the students' reading and speaking interest.

REVIEW OF LITERATURE

English for Academic Purposes (EAP)

English for academic purposes (EAP) concentrates on research and teaching English which requires the use of the language to perform academic tasks (Charles, 2013). Initially, this field emerged from English for Specific Purposes (ESP), a broader area. Over the past two decades, the study and teaching of ESP have increased significantly, driven by the global growth in the use of English for work and academic research. Although it is most often applied to university-level and non-native Speakers of English (NNSE) contexts, the term is very broad. Its scope includes requirements for Native Speakers high school students (NSE) who must read textbooks and write essays and academics who need to write research articles (RA) and present them at international conferences. EAP has become a significant area of research by providing increasingly sophisticated explanations of academic discourse and translating these insights into pedagogically valid methods and materials.

EAP is part of ESP whisch is commonly known as an English language course for non-English major students. Hutchinson and Waters (1994) say that ESP is an approach to teaching English where the material taught and its teaching methods are based on why the learner wants to learn English. According to Dudley-Evans and St John (1998), ESP is divided into two areas, which are EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). The purpose of EAP is learning English for the purposes and needs of a particular academic discipline, while EOP is learning English for work and training. Furthermore, Kennedy and Bolitho (1984)

stated that in the EOP program, students receive different teaching material by adjusting their skills and work positions when they take EOP courses. Students with better language skills need more advanced teaching material than less experienced learners. Orr (2002) added that ESP is built based on EGP (English for General Purposes) and designed to prepare English language learners to use specific disciplines and occupations to achieve certain goals.

Implementing ESP courses in higher education is an effort to answer the challenges of one thing, namely the demands of the world of work. ESP courses provide dual benefits. First, ESP is given when they pursue academic education in line with their field interests, so students learn to use English directly in the context of their disciplines, both for academic and non-academic purposes. Academic purposes are reading, listening, writing, and talking about matters relating to content or topics of their fields. Non-academic purposes are benefits gained outside their disciplines such as speaking, reading, listening, and writing things used daily. Examples are talking to lecturers, friends, writing light reviews, hearing English news and much more. The second advantage is to prepare for the workforce. To enter the world of work, English is a pre-condition for entering the professional world. Both local and international companies are always looking for proficient English candidates, both spoken and written. Job interview sessions require many TOEFL scores or IELTS. This happens because companies prepare themselves to compete globally, especially in the current era of free trade. Besides, English will be needed in several job positions requiring English communication, such as receptionists, marketing, bank customer service, technicians, programmers, journalists, lawyers, and others.

Authentic Material

According to Nunan (1989), authentic materials are all forms of teaching materials that are not specifically designed to teach English. Authentic materials, by their nature, are generated not for foreign language learners but communication between native users of the language (McGrath, 2002; Foppoli, 2006). Badger and MacDonald (2010) describe in more detail that what is meant by authentic material is all types of text, photographs, selected short videos, and all types of teaching materials from various sources whose initial form was not devoted to teaching purposes. For this study, the researcher combines several definitions mentioned above, which means that authentic material is any form of teaching material to teach language where the initial form of the material is produced, not at teaching language. The selected material is adjusted to the subject matter and students' real life.

Meanwhile, all types of teaching materials that are intentionally made for teaching language are called inauthentic materials. Hedge (2000) stated that an authentic material is teaching material that is intentionally produced to teach English as a second or first language (ESL/EFL) which is materialised in the form of textbooks, workbooks, modules, etc. Thus, inauthentic material is purpose-written material intentionally designed for teaching and learning purposes (Field, 2008).

Teachers and researchers acknowledged the importance of using authentic materials in teaching languages. This can be seen from several empirical studies that show the positive impact of using authentic materials in learning English. Miller (2005) and Thanajaro (2000) showed that the use of authentic materials impacts the development of students' speaking skills. In addition, Otte (2006) found that adult learners who are frequently exposed to authentic materials impact increasing their listening and learning motivation[19]. Several experts also acknowledge this in language teaching and pedagogy that authentic materials can improve students' communication skills.

Authentic texts, simplified texts, and text books

Pinter (2006) considers authentic texts as a way to motivate students to learn English. This is supported by the opinion of Gilmore (2007) which says that authentic text is more interesting than textbooks because it places more emphasis on delivering messages and not merely teaching language. Furthermore, authentic text can also create intrinsic motivation and challenges in language learning because learners learn different texts with varying difficulty levels. Students are encouraged to be able to understand English texts that native speakers usually read. Lundberg (2007) pointed out that many students lose their motivation to learn English because some teachers continue to use textbooks and teach vocabulary not in students' real lives.

Because the teacher himself provides authentic materials, students' specific needs can be inserted. More materials that are appropriate to students' subject matter are introduced to students to be more familiar with the vocabulary inserted in the teaching materials. Hence, students can improve their deductive skills by understanding vocabulary based on context, not the meaning of each word (Gilmore, 2007). Furthermore, learning English using authentic material with a group discussion model can enrich the vocabulary and improve grammar skills. In addition, students can learn new language patterns and encourage them to improve their four language skills; listening, speaking, reading, and writing (Day and Ainley, 2008).

Besides authentic texts, simplified texts are also part of teaching materials in learning English. Simplified texts have been simplified and generated by considering certain grammatical and linguistic forms aimed at teaching languages for teaching foreign language (Crossley, Allen & McNamara, 2012). Some English textbook compilers incorporate many teaching materials from various sources such as newspapers, magazines, pamphlets, and videos into the textbook. The selected material is adjusted to the learning needs of the 4 language skills. Pamphlets, magazines, and newspaper clippings are usually used to teach reading and writing skills, while short videos teach listening and speaking skills.

However, several challenges can hinder English teachers from using authentic materials. One of them is the issue of time constraints (Gilmore, 2007). An instructor must first prepare teaching materials by selecting and sorting several teaching materials from different sources: newspapers, online news, printed and online magazines, and short conversation videos from youtube. The material chosen must be in accordance with the subject matter and the needs of students from different majors. Another problem why many language teachers still use textbooks is that they follow the curriculum that has been set by the institution so that a teacher rigidly follows the existing course objectives. Seunarinesingh (2010), in his study of the use of authentic materials in English learning, found that it is not easy to combine authentic materials with the English syllabus that the institution has set. Furthermore, the challenges faced in the use of authentic materials come from the students themselves. According to the experience of some teachers, students are not easy to digest the materials delivered through authentic materials (Gilmore, 2007; Day & Ainley, 2008; Chan, 2013).

Advantages of Authentic Materials.

Parmawati and Yugafiati (2017) in Richards (2001) notes five benefits of using authentic materials in teaching English; the first, it impacts learners' positive motivation. Intrinsically, the use of AM is more interesting and motivating than the use of teaching materials provided, such as textbooks. AM provides several interesting sources for learning English that can trigger the interest of many language learners. Secondly, AM presents some information about authentic culture related to the target language. The materials available in several sources can be selected according to several aspects of the target language culture. Thirdly, In AM, learners can expose the real language instead of being exposed to artificial texts usually found in textbooks set up to teach grammatical rules and certain discourses. The fourth advantage of AM is that the material taught is closely related to students' needs so that what students learn in class can be linked to what is needed in the real world. Lastly, by using AM, instructors can apply creative teaching approaches. A well-trained lecturer can develop his teaching skills by developing learning activities in the classroom with learning styles that match the learning styles of each student.

AM can minimize the level of hesitation among students. With the authentic material they learn, they believe that what they learn in class can be applied in the real world because each topic taught contains situational language appropriate to the students' needs. In addition, the use of AM can reduce costs because students and teachers do not need to buy textbooks. Teachers can obtain learning materials from various sources, both printed and available online. Furthermore, AM can improve students' critical thinking. Each learning topic can be developed in the form of class discussions so that students learn to improve their language proficiency and improve their knowledge in their field. In this case, teachers and learners develop their learning creativity. The last advantage of AM is that the selected material is more flexible to be used in several different classes(Joraboyev, 2021).

Previous studies on teaching English using authentic material

Parmawati and Yugafiati (2017), in their research on the use of AM showed increased reading skills results. The reading scores indicate this in the pre-test and post-test after using AM. Meanwhile, Edrenius (2018) conducted a study of the attitude of English teachers in teaching listening skills to AM. The study found that AM material is more interesting because the text taught is aligned with the students' subject matters, their social life, and the world of work. A similar study was conducted by Wikström (2016). The study showed that all the teachers surveyed showed a positive attitude towards using authentic materials in improving students' communication skills. Furthermore, Akbari and Razavi (2016) also conducted research from the teacher's perspective. They found that English teachers have a positive attitude towards AM in teaching Reading and Listening skills.

Meanwhile, Sundana (2017) found that teaching English using authentic materials in writing descriptive text has a significant role in improving students' writing skills. Students also showed a positive perception of the use of AM in teaching writing skills. In another study conducted by Wikström (2016), it was shown that teaching English using authentic text was very useful. However, some teachers are faced with the problem of limited time and still doubt whether their students can understand the text, which is quite difficult. Meanwhile, in their research, Husna & Amri (2019) show that AM in teaching English can create a more fun and effective learning atmosphere because the topics taught are aligned with students' real lives.

Meanwhile, Hamouda (2020), in his quasi-experimental study, revealed that the experimental group showed a significant improvement in their listening comprehension. Besides that, students also showed a positive and satisfied attitude towards teaching listening comprehension using authentic material. Another quasi-experiment conducted by Chamba et al. (2019) showed positive results from students' writing skills. Furthermore, students think that authentic material taken from various resources is helpful, fun, and easy to use. This impacts increasing student motivation because they are easy to understand most of the authentic materials used. Furthermore, in his quasi-experimental study, Keshmirshekan (2019) stated that the communicative competence of the experimental group was more outperformed and showed that teaching speaking skills using authentic materials had a positive impact on students' communication skills. In line with that, the results of research conducted by Losada, et al. (2017), in their study of the impact of authentic materials on students' comminicative competence found that tasks selected from authentic materials that were still within the pedagogical framework had a positive impact on improving students' communication skills and also have an impact on comfort in teaching.

Several studies concerned with teacher perceptions have been carried out. Kaya et al. (2015) conducted a study in a reading skill class that revealed that EFL teachers had positive attitudes towards using authentic reading texts. Course designers can incorporate authentic text into the language teaching curriculum to improve the quality of learning. Meanwhile, Bedir et al. (2016) revealed that it is important to use authentic material to contextualize each topic taught so that students understand it more easily. After all, all respondents agree that teachers must master qualified general knowledge. However, the problems faced by teachers when preparing the material are time constraints, costs, equipment, and knowledge. In another study, Rehman and Perveen (2021) found that teachers showed a positive attitude towards using authentic materials. However, they are faced with problems with existing curricula, assessment systems, and administrative problems. They recommend adapting the authentic material to the curriculum and exam system.

However, several studies criticize the use of authentic material in learning English. Guarianto & Morley (2001), as cited in Febrina (2017), revealed that teaching materials taken from authentic materials are complex, thus making learners, especially EFL learners, more complicated. In these circumstances, non-authentic materials are more suitable because they are easier to understand, especially for EFL learners. Furthermore, exposing authentic materials can cause anxiety and frustration for learners where English is a foreign language. This is due to their difficulty in understanding the text provided in the form of authentic material (Bacon & Finneman, 1990).

Meanwhile, Day (2004) criticized authentic material in teaching English (ELT) by using cult terms. According to him, the use of authentic materials has reached cult status. In fact, he argues that authentic material is not needed and can even be misleading. One of the criticised points was the appropriateness of language ability, variety of English, activities, tasks, and exercises.

METHODOLOGY

Research design

All types of research require data collection. In data collection, a researcher needs to choose the most appropriate method to answer the objectives and questions of research (Larsen, 2009). In this study, the researcher used quantitative method. It is commonly used in research, where the results can be measured. The researcher distributed questionnaires to respondents who had taken online English classes using authentic materials instead of textbooks. Closed-ended questions were used where respondents only choose answers that have been determined by the researcher (McKay, 2010).

Participants

The samples of this study were faculty members of Universitas 17 August 1945 (UTA 45) who teach in different departments; pharmacy, law, civil engineering, international relations, communications, economics, and IT. This study was a classroom action research in the class English for staff at UTA 45 Jakarta. Before the English for staff class starts, all staff take an English placement test. The placement test results determine at what level each student starts learning English, consisting of five levels; beginner, elementary, upper elementary, pre-intermediate, and advanced levels. They are required to take the English language training program up to an advanced level. All staff and lectures at UTA 45 are required to be proficient in English to write English journal articles and be published in international journals, communicate in English fluently, and participate in international conferences. The current level of these participants is the pre-intermediate level which means they can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans. In addition, they can understand the main points of things that are commonly encountered at work, at school, etc.

Instruments

In this quantitative approach, the researcher used a survey form of a rating scale. A Linkert of questionnaire type ranged from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree to (5) strongly agree was used to specify the level of agreement of respondents statements which describe students' perceptions. The researcher administered this questionnaire to answer questions from the research question of this study, namely, to find out the learners' perception when Authentic Materials are implemented in Learning English for Academic Purposes class and to what extent do authentic materials improve students' interest to read and speak out in the classroom'. The researcher segmented the questions into three clusters to obtain more in-depth information about students' views and experiences in learning English for Academic Purposes using authentic materials. The three clusters are (1) students' perception, (2) students' interest to speak, (3) and students' interest to read. Thus this model supports the researcher in systematically collecting more in-depth information from several respondents.

Data collection procedure

The researcher was directly involved in collecting data by administering questionnaires to the respondents in the class of English for staff at the Language Center UTA'45 since this study was a classroom action research in the class of English for staff at UTA 45 Jakarta. Students were exposed during the class to teaching materials related to the subject matter of each student. Each student has the opportunity to present articles from online media related to their respective subject matter. After the article's presentation, each student was allowed to ask questions to create an active and interactive class.

At the end of the program, after the respondents had finished learning English for Academic Purposes using authentic materials for 15 weeks, the researcher administered the questionnaire. Data obtained from the respondent through administering questionnaires were then processed and analyzed by describing frequencies and percentages of the results of each statement provided by each respondent.

FINDINGS AND DISCUSSION

The overall student's perceptions toward learning English using Authentic Material and learners' interest in reading and speaking: Data analysis from questionnaire

Test of reliability: questionnaire
The researcher uses a reliability test to test the questionnaire's reliability by looking at Cronbach's alpha .60 (a> .60). The data is considered reliable if the reliability value is > 0.60. The data calculation obtained a reliability value of 0.81; this is reliable because a> 0.60.

Table 1. *Reliability test of Cronbach's Alpha.*

Reliability Statistics	
Cronbach's Alpha	N of Items
0,81	15

Findings from the questionnaire
To obtain evidence about students' perceptions and attitudes towards using authentic materials in learning English, the main data from the questionnaire were analyzed. The perceptions and attitudes of students as a whole which are the research questions of this study, are illustrated from the data obtained from fifteen questions that have been grouped into three categories; students' perceptions and attitudes of using Authentic Material, students' perceptions of their class participation, and students' perceptions of reading assessment and learning style. Frequency tests were applied to identify students' opinions about each question presented in each category. Students' perceptions and attitudes of using Authentic Material were presented in table 1 as the first category.

Table 2. *Students' perceptions and attitude of using Authentic Material.*

Items	SD	D	NEU	A	SA
Using authentic material is very interesting.	0,0	0.0	9.1	36.4	54.5
Authentic texts are more meaningful than textbooks.	0,0	0,0	27.3	27.3	45.5
Authentic Material is beneficial to improve my speaking skills.	0,0	0,0	18.2	54.5	27.3
Authentic materials are more up to date than textbooks.	0,0	0.0	9.0	45.5	45.5
Authentic material exposes me to the real language used in the real world.	0,0	0.0	18.2	45.5	36.4

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

The first part of the questionnaire is represented by five questions from the category of students' perceptions and attitudes towards using authentic materials. 90.9% of students stated that using authentic material in learning English was very interesting, and 9.1% showed a neutral attitude. Meanwhile, 72.8% of respondents think that the use of authentic texts is more meaningful than general textbooks. Regarding the benefits of improving speaking skills, 81.8 respondents agree

that using authentic materials is useful for improving speaking skills. Authentic materials are also seen as more up to date than textbooks, where 91% of students agree, while the remaining 9% are neutral. In addition, most of the respondents agree that authentic material can expose students to the real language used in the real world. 81.9% of respondents agreed, while the rest showed neutral.

Table 3. *Students' perceptions of their participations in class.*

Items	SD	D	NEU	A	SA
I was actively involved in class discussions using authentic material.	0,0	0.0	9.1	54.5	36.4
Using authentic material makes me speak out in class.	0,0	0.0	18.2	36.4	45.5
I practice speaking skills on my own after reading authentic material.	0,0	9.1	9.1	45.5	36.4
I read some authentic materials after class.	0,0	18.2	27.3	27.3	27.3
I am more focused and engaged on learning English using authentic material.	0,0	0,0	36.3	36.4	27.3

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

In the category of class participation, students showed that using authentic materials made them more actively involved in class discussions. Respondents who agreed that authentic materials made students more active were relatively high at 90.9% compared to respondents who stated neutral, only 9.1%. By being actively involved in class discussions, students were triggered to speak out in English. This can be seen from 81.9% of respondents who agreed that using authentic materials made them speak out in class. Meanwhile, not all students practice speaking on their own after reading authentic materials. 18% of respondents stated that they disagreed and were neutral that they practised speaking on their own after reading the authentic text. Furthermore, students indicated that they did not read some authentic material outside the classroom at 75.5% disagree and neutral. This indicates that what they experienced in class is not necessarily practised as a whole outside the classroom. Meanwhile, in terms of engagement in learning English using authentic material, the number of engaged percentages was relatively high at 63.7, while the other respondents stated neutral at 36.3%.

Table 4.*Students' perceptions of reading assessment and learning style.*

Items	SD	D	NEU	A	SA
I am more motivated to learn English when I read authentic texts.	0,0	9.1	18.2	54.5	18.2
I guess many English words when I read authentic texts.	0,0	27.3	9.1	36.4	27.3
I learn new English words when I read authentic texts.	0,0	0.0	0.0	54.5	45.5
I understand what the message is about when I read authentic texts in English.	0,0	0,0	27.3	54.5	18.2
When I read authentic materials, I understand most of the words.	0,0	0,0	9.1	90.9	0.0

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

The final category of the questionnaire is to get evidence on how students perceive the reading assessment and learning style when learning English using authentic materials. Reading

assessment and the learning style applied showed that learners are more motivated to learn English when they read authentic material, at 72.7% agreed, and 18.2% were neutral. In comparison, the remaining 9.1% stated disagree. Furthermore, in terms of word guessing when reading authentic texts, the number of respondents who disagreed was relatively high at 27.3%, and 9.1% was neutral, while respondents agreed was at 53.7%. Meanwhile, in the section on learning new words from the authentic text, 100% of respondents agreed that learning English using authentic text can enrich vocabulary by learning some new vocabulary. Regarding understanding the messages contained in authentic texts, 72.7% of respondents indicated that they agreed that they understood what the message is about when they read authentic texts in English, while the rest of 27.3% stated neutrally. Meanwhile, because reading the text is related to their real life, most of the respondents agreed at 90.9% that when reading the text, they understood most of the words while the rest of 9.1% responded neutrally.

From the questionnaire data analysis, the researcher can conclude that students' perceptions of authentic materials are significantly positive. Authentic materials can increase students' motivation to speak because the teaching materials are easy to understand. After all, the vocabulary is related to the subject matter. Furthermore, students can also increase their interest in reading the text because the topics discussed are related to the field of study. In addition, students can learn more new vocabulary related to the real world that can make it easier to communicate in the workplace.

CONCLUSION AND IMPLICATION

This study found that authentic materials were more effective than general texts, as was experienced in previous English classes. This conclusion was reached after exploring students' perceptions of teaching English for Academic Purposes (EAP) using authentic materials and students' interests in speaking and reading. Authentic material is more effective and entertaining. Even students think that English is no longer a difficult thing to learn because by using authentic materials, the teaching materials studied are texts related to real-life so that students are easy to absorb because they already have pre-knowledge. Before using authentic material, students feel anxious even before entering class because they will learn English, where the material to be studied is a text that they are not familiar with and not related to their scientific discipline. By using authentic material, students are more motivated.

It was also found that it was easier for students to understand readings that were read comprehensively and absorb more authentic teaching materials. This is because students are familiar with some vocabulary from authentic texts that are in accordance with students' real life. By reading texts that are easily absorbed, students' motivation to learn is increasing. Besides, students' interest in speaking is also increasing because the topics studied are interesting, and they do not experience difficulties choosing the vocabulary to be spoken. Another thing that encourages students to speak is that the texts they learn in class are related to topics familiar with real life. Every vocabulary they read is straightforward to understand.

Furthermore, students can take advantage of this authentic material method by learning some new vocabulary according to the needs of their discipline, which can automatically improve their hard skills. In addition, by learning new vocabulary, students' interest in reading increases. Students encounter technical words that have never been studied before to enrich their vocabulary that can be applied later when they are in the world of work or the industrial world.

However, this study notes several weaknesses in applying authentic materials in teaching English for Academic Purposes. Authentic material is not suitable to be used in a class where students come from various disciplines. Students have difficulty understanding some technical words unrelated to their discipline. Because in learning English with a special purpose, students are faced with technical terms that are sometimes difficult to understand and convey.

Finally, the study was limited to learning English for Academic Purposes which was carried out in an English class at the UTA '45 language centre in Jakarta. Questionnaires that are administered in groups of learners can generate bias. Further research related to teaching and

learning English for Specific Purposes needs to be carried out more broadly by considering several different aspects and perspectives.

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