ONLINE AUTHENTIC MATERIALS FOR LEARNING ENGLISH

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ABSTRACT - *Online authentic materials can be used for teaching English. This paper observes the use of some online authentic materials such as Edmodo, Podcast, and Instagram. It focuses on students' motivation and skills in learning English by using those online authentic materials. The participants are students at the sixth semester, Teacher Training and Education Faculty, Bandar Lampung University. It is found that the students are motivated in learning English and there is improvement in speaking and writing skill. In addition, students's comprehension in listening gets better.*

Keywords: Authentic materials, Edmodo, Podcast, Instagram, English skill.

1. INTRODUCTION

Online authentic materials can be used for Learning English such as Edmodo, Podcast and Instagram. Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. In Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. Another online authentic material is Podcast. Podcasting is a means of publishing audio and video content on the web (Deal, 2007).The other online authentic material is Instagram. It is a media to share photos or videos with comments from the users.

These online authentic materials can represent the actual goal of language learning.They can also bring the means of learning and the purpose of learning close together. This paper observes the use of those authentic materials by focusing on students' motivation and skills in learning English by using those online authentic materials.

2. RELATED STUDIES

Erbaggio (2015) has shown that through online authentic materialsstudents positively relate to integrating instructional technology in the foreign language and classroom. They address how the online learning strategies made them feel empowered as a learner and how comfortable the learning process become. They associated learning with fun and they benefited from the instant responses provided by the online testing system.

Minh (2014) found that Edmodo can be successfully blended into the curricula. It can be used to save all the online quizzes and exam for the easier online review. It made a better way of management of large-sized class, an easier and more effective method of assigning homework, more convenient way of giving a test and assessment, and a more eye-catching and powerful way of giving preliminary discussion. Anusienė and Kavaliauskienė (2009), have examined the challenges that students face in listening to various authentic English podcasts, and to analyze learners' self-evaluation data on various techniques of improving listening skills. They addressedinto learners of learning online of Podcast, self-evaluation of one's performance in individual learning practice and reflection of improving listening skill. They found that individual online listening to podcasts at one's own pace and at the convenient to a learner time encourages and motivates learners to improve skills of listening.

Further, in Blair and Serafini (2014), it is found that that technology has disrupted the decades of methods strategies in learning and students expect more engaging activities to apply course content. Using social media networks can improve the delivery of content and retention.

3. METHODOLOGY

The study evaluated students at the sixth semester, Teacher Training and Education Faculty, Bandar Lampung University. Their motivation and skills in learning English after using Edmodo, Podcast and Instagram are analysed through the observation and questioner. The texts of writing are scored by scoringrubric of writing given in Table 1 (Ningrum, Rita & Hastini, 2013:6). Both pre-test and post-test were conducted to measure the students' improvement in writing skill.

Table 1: Rubric of Writing

No	Writing Components	Score	Explanation
1	Content	3	Relevant and adequate answer to the task set
		2	For the most part answer the task set, though there may be some gaps or redundant information
		1	Answer of limited relevance to the task set. Possibly major gaps in treatmenr of topic and/or pointless repetition.
		0	The answer bears almost no relation to the task set. Totally inadequate answer.

2	Organization	3	Overall shape and internal pattern clear.
		2	Underlying structure not sufficently controlled.
			Some of organizational skills in evidence, but not adequately controlled.
			Organizational skill adequately controlled.
		1	Very little organization of content
		0	No apparent organization of content
3	Vocabulary	3	Almost no inadequacies in vocabulary for the task.
			Only rare inappropriacies and/or circumlocution.
			Some inadequacies in vocabulary for the task
		2	Perhaps some lexical inappropriacies and/or circumlocution.
			Frequent inadequacies in vocabulary for the task..
		1	Perhaps frequent lexical inappropriacies and/or repetition.
		0	Vocabulary inadequate even for the most basic parts of the intended communication.
4	Grammar	3	Almost no grammatical inaccuracies
		2	Some grammatical inaccuracies
		1	Frequents grammatical inaccuracies
		0	Almost all grammatical pattern inaccurate
5	Mechanics	3	Almost no inaccuracies in punctuation and spelling
		2	Some inaccuracies in punctuation and spelling
		1	Low standard of accuracy in punctuation and spelling
		0	Ignorance of conventions of punctuation and almost all spelling inaccurate

4. RESULT AND DISCUSSION

In the observation, it is found that after using Edmodo, the students get more motivation in learning English. There is significantimprovement of students' motivation in learning English especially in writing and speaking skills.The data from the questionnaire shown in table 2 indicates that the students give the positive response that they are really like Edmodo and they are motivated in learning English after using Edmodo.Further, it is found that students using the material from podcastgot higher scores in listening comprehension test. The scores differ between experimental class by podcast and control class by using short video.Then, it is also found that students using Istagram got higher scores in writing recount text. It can be proved from the scores in pre-test and post-test that showed the significant improvement in writing recount text.

Table 2: The Result of Questionnaires

No	Question	Response "No"	Response "yes"	Response " little bit"
1	Do you like using Edmodo		2	
2	Do you enjoy using Edmodo?		2	
3	Do you happy with consulting the teacher personally?		2	
4.	Do you pleased with studying English by using Edmodo		1	1
5.	Do you like having an online class via Edmodo?		1	1
6.	Do you like submitting work and getting feedback by using Edmodo		1	1
7	Are you motivated in learning English after using Edmodo?		2	

Table 3: Listening Scores

The Number of Respondent	Pre Test	Post Test
One control class	50	60
One experiment class	54	70

Table 4: Student's Pre-Test Score in Writing

Class	Content	Organization	Vocabulary	Grammar	Mechanics	Total	Score**
Control	1	3	2	2	2	10	66,67
Experiment	1	2	2	2	2	9	60

Table 5: Students's Post-test Score in Writing

Class	Content	Organization	Vocabulary	Grammar	Mechanics	Total	Score**
Control	2	2	3	3	2	12	80
Experiment	3	3	3	2	2	13	86,67

**The formula: Total x 100: 15
(15 is the maximum scores)

5. CONCLUSION

Learning English by using Edmodo, Podcast and Instagram as online authentic materials gives positive effect in mastering the main skills in English. The materials provide easier ways since students like multimedia exercises. Using those materials, students can proceed the learning in their own places and make their own choices how to work through the materials. By using those materials, the students are motivated in learning English and there is improvement in speaking and writing skill. Further, students's comprehension in listening gets better.

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