

**THE USE OF AUTHENTIC MATERIAL IN TEACHING VOCABULARY;
AN EXPERIMENTAL STUDY THE FIRST GRADER OF SMAN 1
BATUKLIANG IN ACADEMIC YEAR 2015/2016**

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ABSTRACT

Authentic material a real media and materials as a strategy for student learning in the classroom Vocabulary is a list or a series of words that is used to express the idea or we teach in the foreign language with word knowledge. This research was aimed of find out the use of authentic material in teaching vocabulary. The population of this study is the first grader of SMAN 1 Batukliang which consist of two classes, and the researcher took two classes as the sample, they were class X.1 consist of 30 students and class X.3 consist of 30 students, the total number of both classes were 60 students. The data in this study were gathered from the pre-test and post-test which given to experimental and control grup before and after treatment was did. In this research, the researcher computed the data by using t-test formula. After collecting and calculating the data, the researcher found that the mean score of pre-test and post-test for experimental group were 58.4 and 72, while for control group were 53 and 61.8. And in testing the hypothesis, the researcher used t-test formula. The researcher found that t-test was 68.5 and t-table in significant rank 0.05 (5%) was 1.6716. It proved that t-test was higher than t-table ($6.073 > 1.6716$). The alternative hypothesis was accepted. It indicates that the use authentic material was effective in teaching vocabulary for the first grader of SMAN 1 Batukliang in academic year 2015/2016.

Key word: Authentic Material, Vocabulary.

INTRODUCTION

Authentic materials are an effective way to language acquisition. It is also useful to vocabulary acquisition. According to Lewis (1993) in Masoud Zoghi "vocabulary is often described as the cornerstone of language learning". Without vocabulary, learners would be unable to form the simplest of utterances, and therefore unable to communicate at even the most basic level. Also Knight (1994) Masoud Zoghi argued that" Vocabulary acquisition is therefore often prioritized in the learning process by students and teachers. Nowadays many teachers use authentic materials such as magazine, newspapers and advertisements, written notes and messages for vocabulary acquisition.

Learning vocabulary needs strategies in order to make the profitable learning. Oxford (1990: 1) states appropriate language learning strategies result in improved proficiency and greater self-confidence. From this statement it is clear that strategies play and important role in determining the success of learning. If the English learners want to have proficiency in vocabulary , they should consider with their language learning strategies; especially strategies in learning vocabulary through authentic material.

Based on the observation in SMAN 1 Batukliang the writer found that the students feel bored and confused in learning English in classroom. This caused by the strategy that used in the SMAN 1 Batukliang is monotonous so the students got bored. The monotonous strategy makes students lazy to learn English and not interested in English. Finally, the students have lack vocabulary. The monotonous means that learning vocabulary process only using the explanation and giving task to the students that's why the students feel bored with the lesson. In fact, low performance of some students is caused by the lack of material, teachers are not motivated, and the teaching techniques are not useful in the class. Therefore the number of goals not achieved. It is important to mention that the authentic material to help students to improve their English, vocabulary. Therefore the author concern the vocabulary with authentic material as a material to make the students understand the vocabulary. In using authentic materials the writers use real materials and students can see the direct material such as images, video, and the real objects.

There are some previous studies in this research; the study was conducted by Fazri Nur Yusuf (2010) entitled the *Authentic Materials In A Vocational School Writing Class: Any Advantage?*. The research aims at investigating whether the use of authentic materials can improve students' writing skills. The focus of the research is on writing procedural text. Second study was conducted by Masoud Zoghi (2014) entitled *The Effects Of Authentic Materials On Vocabulary Development*. This study intends to investigate the effects of authentic materials on second language learning, in the area of vocabulary acquisition/ Third was conducted by Nuraeningsih (2013) entitled *Enhancing students vocabulary mastery through authentic materials*.

The objectives of the study aims at finding out whether the use of authentic materials can enhance students vocabulary and describing students response towards the use of authentic materials. Based on the problems above, the writer try to use authentic material as the media to overcome that problem. Because teaching using authentic material help students to understand vocabulary easily. In using authentic material the writer use the material that is real and the students can see that material directly like picture, video, and real object. So, the students interest to study vocabulary. Based on the formulation above, the objective of the study is to know whether there is any effect of using authentic material or not in teaching vocabulary; at second year of SMAN 1 Batukliang in academic year 2015/2016

REVIEW OF RELATED LITERATURE

2.1 Authentic Material

The section explain about The Nature Authentic Material, The Superiority of Authentic Material, The Use of Authentic Material In Teaching, The Advantages of Authentic Materials

2.1.1 Definition of authentic material

This section will go through some of the common definitions of the term "authentic materials", from the point of view of the following writers:

Herrington and Oliver (2000) in Nursamsidar (2013) suggested a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations.

According to Herod (2002) in Nursamsidar (2013) authentic learning 'materials and activities' are designed to imitate the real world situations. Jacobson et al (2003) in Nursamsidar 2013 sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life. According to Carter & Nunan (2001: 68) in Nursamsidar 2013 authentic materials are "ordinary texts not produced specifically for language teaching purposes."

Conclusion, the above theory that authentic material is a real media and materials as a strategy for student learning in the classroom

2.1.2 Types Of Authenticity Materials

According to Breen (1985) in Rashid Hamed Al Azri (2014) there are four types of authenticity. These are: text authenticity, learner authenticity, task authenticity and authenticity of the classroom. These types are discussed below: Authenticity of text: refers to the authentic qualities of a text. Authentic texts in the context of language learning, means any source of information used to help learners to develop an authentic understanding.

- Authenticity of learners: refers to the ability of learners to interpret the meaning present in the text like the native speakers do in the real world.
- Authenticity of the tasks: refers to the chosen tasks provided for the learners to be engaged in an authentic communication and authentic aims for learning.
- Authenticity of the classroom: the most important role of the classroom is to enable the learners to experience "public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems." Breen (1985) in Rashid Hamed Al Azri 2014.

2.1.3 The use of Authentic Material in teaching

Below is an explanation of how the use of Authentic Materials in teaching. So, those teachers can tailor steps to teach students.

Diana (2000) in Nursamsidar (2013) points out the example of using authentic material in teaching. In this lesson, a teacher sees that the teacher uses a real newspaper article. He also assigns the students homework, requiring that they listen to a live radio or television broadcast. The class that observed was at the high intermediate level of proficiency. For students with lower proficiency in the target language, it may not be possible to use language material such as these. More accessible materials (for example, the use of a weather forecast when working on predictions), or at least ones that are realistic, are most desirable. With a lower level class it is possible to use realia that do not contain a lot of language, but about which a lot of discussion could be generated. Conclusion, authentic material is a way for students to understand through real media that is given teachers.

2.1.4 The advantages of authentic materials

Students and teachers will be able to feel the benefits of authentic materials where authentic material is very easy to understand the vocabulary. The following advantages of authentic materials:

- a. Authentic materials bring learners into direct contact with a reality level of Business English.
- b. Authentic materials drawn from periodicals are always up-to-date and constantly being updated.
- c. Authentic materials from a particular source, such as *The Economist*, tend to work in consistent areas of language, so, after a while, students who practice reading *The Economist* will become experts in reading English language business publications.
- d. Authentic materials provide us with a source of up-to-date materials that can be directly relevant to business English learners' needs.

The others advantages of using authentic material explained by Hitler (2005:93). Conclusions of authentic materials into a choice by the students to be able to deepen the reform and innovation of consistent area of language

RESEARCH METHOD

3.1 Research Design

The study adopted quasi experimental design. The writer uses quasi experimental because in this design research participant are not assigned randomly to the experimental and control group, both groups take pre and post-test, except for random assignment (Meredith D., Gall Joyce P. and Walter R. Borg: 2003:221). That is the reason why the writer choose quasi experimental as the research design in this study.

This study focused to know the using of authentic material in teaching vocabulary at the first grade students of SMAN 1 Batukliang in academic year 2015/2016.

3.2 Population and Sample

The population of this research was the whole students at the first grader of SMAN 1 Batukliang in Academic Year 2015/2016 which consist of nine classes. Which each class consist of 30 students. So, the total population was 270 students. The total numbers of sample in this research were 60 students. The writer used two classes at the first grade students of SMAN 1 Batukliang in academic year 2015/2016. Which consists of 30 students for each class. The writer chosed those classes as the sample of this research because the writer wants to know the use of authentic material in teaching vocabulary. The writer used cluster sampling to chose 2 classes from the number of population which 9 classes, the groups can be seen as levels or strata.

3.3 Data Collection Techniques

Collecting data is the most important step in conducting the research. The data be collected to get the significant result in this study. Thus, there were several techniques in collecting data

3.4 Method of Data Analysis

After obtaining individual scores of the both experimental or control groups in the pre-test and the post test, the writer process the score with the following steps. The writer was calculate the means score of both experimental and control group, the

standard deviations scores of the two groups and testing significance from the two deviations. The steps are as follows:

1. Finally, the last step to know the significance of the two variables being investigated by comparing the two mean scores and its each standard deviation by using the following formula:

$$t = \frac{Mx - My}{\sqrt{\frac{\sum X^2 + \sum y^2}{Nx + Ny - 2} \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where:

- M = the mean score of each group
- N = the number of sample
- X = the standard deviation score of experimental group
- Y = the standard deviation score of control group
- Σ = the sum of....
- √ = the root of ...

(Arikunto, 2010: 306)

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer wants to show the statistical analysis of the data obtained. This analysis leads to discuss the finding of the investigation before the whole discussions is stated in conclusion. The discussion is continued to the analysis.

4.1 Finding

The writer used pre-test and post-test as the method of collecting the data. The data is analyzed by the gathering the scores of both pre-test and post-test, and then continued by calculating the deviation scores and the square of deviation scores.

1. Experimental group's score

The presentation of the result is intended to answer the statement of the problem of investigation as formulated in previous chapter the use authentic material in teaching vocabulary an experimental study at first grader of SMAN 1 Batukliang in academic 2015/2016.

In this section, the writer computed the result of pre-test and the result of post-test of both group. The process of analyzing data is started from the experimental group then to the control group as follows:

1. Experimental group's score

This data shows that, in pre-test there was a student got 76 as the high score, and post-test there were 2 students got 88 as the highest score. From the table of experiment score, the writer calculated the mean deviation score of experimental group used this formula:

- a. Pre-Test

$$Mx = \frac{\sum x}{N} = \frac{1752}{30} = 58.4$$

- b. Post-Test

$$Mx = \frac{\sum x}{N} = \frac{2160}{30} = 72$$

a. Experimental group

$$\begin{aligned} MX &= \frac{\sum x}{N} \\ &= \frac{408}{30} \\ &= 13.6 \end{aligned}$$

2. Control group's score

Data shows that, in pre-test there were 8 students got 60, and post-test there was 2 student got 72. From the table of experiment score, the writer calculated the mean deviation score of experimental group used this formula:

a. Pre-Test

$$Mx = \frac{\sum x}{N} = \frac{1594}{30} = 53$$

b. Post-Test

$$Mx = \frac{\sum x}{N} = \frac{1855}{30} = 61.8$$

c. Control Group

$$\begin{aligned} MX &= \frac{\sum x}{N} \\ &= \frac{264}{30} \\ &= 8.8 \end{aligned}$$

From the computation above, it shows that the mean score of experimental group is greater than the means score of control group; it clearly indicates that students of experimental could answer the test much better than students of control group.

3. Identification of the significance deviation of the two means score

a) The mean gain of experimental group

$$\begin{aligned} \sum x^2 &= \sum x^2 - \left(\frac{\sum x^2}{N} \right) \\ &= 7072 - \left(\frac{408 \times 408}{30} \right) \\ &= 1852 - \frac{166464}{30} \\ &= 1852 - 166464 \\ &= 164612 \end{aligned}$$

b) The main gain of control group =
Square gain:

$$\begin{aligned}
\sum y^2 &= \sum y^2 - \left(\frac{\sum y}{N} \right)^2 \\
&= 3472 - \frac{264^2}{30} \\
&= 3472 - \frac{69.696}{30} \\
&= 3472 - 2.323 \\
&= 1149
\end{aligned}$$

c)

$$\begin{aligned}
t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{NX + NY - 2} \right) \left(\frac{1}{NX} + \frac{1}{NY} \right)}} \\
&= \frac{13.6 - 8.8}{\sqrt{\left(\frac{164.612 + 1149}{30 + 30 - 2} \right) \left(\frac{1}{30} + \frac{1}{30} \right)}} \\
&= \frac{\sqrt{\left(\frac{165.761}{58} \right) \left(\frac{2}{60} \right)}}{4.8} \\
&= \frac{\sqrt{(2.857)(0.0333)}}{4.8} \\
&= \frac{\sqrt{94.281}}{307.052} = 0.15
\end{aligned}$$

4.2 Discussion

To find out the significant level of the test, which are being investigated, the critical value of T-test was compared to T-table at the degrees of the freedom (df) of 0.5 (95%).

It was found out that the table T-indicates

$$T\text{-test} = 0.15 > T\text{-table} = 1.6716$$

The table shows that the value of T-test is higher than T-table means that T-test value is significant.

As stated above that if t-test is bigger than t-table, so the alternative hypothesis is accepted. According to the explanation about the analysis of the result on the tables above, the writer can conclude the use authentic material has effect in teaching vocabulary

CONCLUSION AND SUGGESTION

Authentic effective material for media classroom lessons using real media where all the real material around him so that students are able to understand quickly. The result of analyzing by statistical analysis and relevant formula is the mean score of experiment group is 13.6 and control group is 8.8 and standard deviation of experiment group was 7.072 and control is group is 3.472. The result of the analysis

of the study, it shows that the value of t-test is 68.5 and the value of t-table from df (58) on degree of significance of 5% are 16716. It can be said that there is a effect in authentic material teaching vocabulary.

It can be conclude that the use of authentic material has effect in teaching vocabulary at the first Grader of SMAN 1 Batukliang academic year 2015/2016.

5.2. Suggestion

Based on the result and the process of study, the writer would like to give some suggestions as follows:

1. To The Teachers
 - a. The teachers need to be a good model in practicing English language so that the student will follow what the teacher has done, especially to develop student's vocabulary mastery.
 - b. It is proved that authentic material can be used to improve student's vocabulary mastery; the teachers need to create an attractive learning process, by using various techniques and media, not monotone, to improve student's vocabulary mastery.

2. To The students

The writer found that there are several students who are quite well in structures but they are still less in vocabulary. Therefore, they do need to have more practices in order to improve their vocabulary mastery.

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