

THE EFFECT OF AUTHENTIC MATERIALS ON EFL STUDENT'S VOCABULARY ACHIEVEMENTS

Dewi Fahriah Akib

*Dept. of English Education, Teacher Training and Education Faculty,
Bosowa University*

ABSTRACT

This study aims to know the effect of authentic materials on EFL student's vocabulary achievements. The study employed Quasi-experimental design. The population consists of 90 students and the sample are 20 students taken from the fourth semester the department of English Education Bosowa University. The data were collected by administering a filling in the blank test with consisting of 40 questions using inferential statistics. The p-Value of posttest is lower than α ($0,00 < 0,05$) The result indicates that the alternative hypothesis (H^1) is accepted and of course the null hypothesis (H^0) is rejected, it shows that using authentic materials has effect on EFL students' vocabulary achievements used article of The Jakarta post Newspaper as teaching tools in the classroom.

Keywords: Effect, Authentic materials, Vocabulary achievements

Introduction

Vocabulary is concerned with words and their meanings. The more learners master the vocabulary the better their performances in all aspects of English language will be. But it does not mean that the other components are ignored such as phonology and syntax. All of these aspects are learned together, they are attached one to another. EFL Students will fail in speaking classes also because of the lack of vocabulary. They will fail to express their thoughts and ideas. They become reluctant to communicate either in or outside class with other friends. As Al Kufaishi (1988:214), "A large number of vocabulary items are necessary to success in social, professional, and intellectual life, that vocabulary is a vehicle for thought, self-expression, interpretation, and communication". Authentic materials have been introduced to language teaching for over 10 years, and they have been considered as complementary to English classes by enlivening the class and creating a more positive attitude toward learning (Kelly et al.:2002). There are many an extensive collection of materials that include menus, maps, newspaper inserts, store advertisements, travel brochures, catalogs, phone books, real estate pamphlets, and various pamphlets of sightseeing and tourist information. They have found that using sets of materials are particularly appealing. A set could include a map, a travel guide, a menu, and a store advertisement from the same town all of which are interwoven, immersing the student in a multidimensional English experience.

Guariento and Morley (2001) who believe that using authentic materials relates to the onset of communicative movements in which there was an attempt to simulate real world in the classroom. So they will improve their vocabularies, and one of the ways to solve this problem is teaching vocabularies by using newspaper articles. There are many kinds of the authentic materials that can be used in teaching vocabulary. The writer focuses on The Jakarta post English newspaper articles, the most popular English Newspaper in Indonesia and to make this research deeper and easier, the problem is limited on the effect of the Jakarta Post English newspaper articles in teaching vocabulary. The writer also focuses in class of word (Verb, Adjective, Noun, and Adverb).

METHOD

Methodology that is used the writer in this research is an experimental study using Quasi-experimental which entails of pre-test, treatment, and post-test. As a quasi-experiment, there will only be one group as the subjects. The same group will be the control and the experiment group the design. Sampling is the process done to choose and take sample correctly from population so that it can be used as valid representative to the population. The sample of this research consists of 20 students, in a class of the fourth semester of English Education Department in Bosowa University Makassar. Instrument of the research that the writer has used was test fill the blank, the type of the test is selective test. This instrument is in the pre-test and post-test. To collect data indicating whether increase of vocabulary achievement, there were tests administered at the beginning and at the end, (1) Pre-test, (2) posttest. Treatment was given to the sample before giving post-test.

Finding Dan Discussion

The findings of the research were based on the results of the data analysis. After analyzing the data derived from the pre-test and post-test, below is the result of data analysis. The data are served in some tables, which consist of some forms of analysis namely score, classification, frequency, and percentage.

Table 1. The rate percentage of score experimental class in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	91 – 100	-	-
2	Very good	81– 90	-	-
3	Good	71– 80	1	5%
4	Fair	61– 70	10	50%
5	Poor	51– 60	6	30%
6	Very poor	0-50	3	15%
Total			20	100%

Based on aggregate percentage, it showed that low achievers were bigger than high achievers. It indicated students' vocabulary achievements still needed to be improved.

Table 2. The rate percentage of score experimental class in post-test

Classification	Score	Frequency	Percentage
Excellent	91 – 100	-	-
Very good	81– 90	3	15%
Good	71– 80	7	35%
Fair	61– 70	9	45%
Poor	51– 60	1	5%
Very poor	0-50	-	-
Total		20	100%

Interestingly on the table above there were no students got very poor, it showed that use article in English newspaper as a media to gain vocabularies have a significant effect, in this case the writer let the EFL students to have experience dealing with reality.

The result of mean classification of students' vocabulary achievement could be seen in the table as follow:

Table 3. The Mean Score and Standard Deviation of Pre-Test and Post-Test

Test	Mean Score	Standard Deviation
Pre-test	59.80	7.438
Post-test	69.00	6.658

The table 3 shows that the mean classification of the students' post-test was higher than the mean classification of students on pre-test, while the standard deviation of the students' pre-test was higher than the standard deviation of students' post-test. Because of the mean score is a average value of the students and mean of the post-test is higher than mean score of pre-test after the treatment was given, it means that there is an improvement of students' vocabulary achievement through authentic materials.

Table 4. The Independent t-test Value of Students' Achievement on Control and Experimental Group

Variables	Probability Value	α	Remarks
Pretest and Posttest of experimental group	0.00	0.0	Significantly different

Based on the result of data analysis as summarized in table 4.5 Meanwhile, the p-Value of posttest from both groups was lower than α ($0.00 < 0.05$) and the degree of freedom was 19. The t-test value of both groups in posttest was remarked significantly

different. It indicates that the alternative hypothesis (H1) is accepted and, of course, the null hypothesis (H0) is rejected. It shows that the use of authentic materials significantly affects students' vocabulary achievements in the experimental group. It is more effective, more productive and faster to enrich the students' vocabulary. This result of the research is in line with the result of another research which was done by Lucia Suarez Sierra (2012) proved that authentic material improves students' vocabulary skill and grammar language in Quito-Ecuador school

Conclusions

Based on the result and discussion of the finding, the writer has come to the conclusion that Authentic materials significantly affect the vocabulary achievement of the fourth semester of English education department in mastery vocabulary. It can be seen from the data, the mean score of the students' pre-test is 59,80 and the post-test is 69,00. The standard deviation of students' pre-test is 7.438 and the post-test is 6.658. The mean score of student's post-tests is higher than the pre-test. For the level significance (α) = 0.05, and the t-test value that is 0.00 showed that the probability value is smaller than α ($0.00 < 0.05$). It means that there is significant difference between the pre-test and post-test and also it means that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Authentic materials significantly affect the vocabulary achievement of the fourth semester on EFL students in mastery vocabulary Authentic material is a useful tool for teachers and students during the teaching learning process, Authentic material improves students' vocabulary skill and grammar language.

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