



AN EXPERIMENTAL STUDY IN ENGLISH LANGUAGE TEACHING: STUDENTS' VOCABULARY BY AUTHENTIC MATERIAL

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ABSTRAK

The goal of the study was to see if using authentic material helped students enhance their vocabulary. With a one-group pretest and posttest design, the researcher used the pre-experimental approach. The study's participants were students in their first year of MA Nurul As'adiyah Callaccu's academic year 2019/2020. The study included a total of 35 students as a sample. Cluster random sampling was used to collect the data. The information was gathered through vocabulary exams (pretest and posttest). The researcher utilized t-test analysis to see if using authentic material helped students improve their vocabulary. The data analysis revealed that the difference between the pretest and posttest was considerable. The value of sig (2-tailed) was smaller than the value of $(\alpha) = 0.05$ ($0.00 < 0.05$), as shown by the statistical calculation. Based on the outcomes of the study, the researcher concludes that using authentic material in the first year of MA Nurul As'adiyah Callaccu can help students improve their vocabulary.

Keywords : Authentic Material, ELT, Students' Vocabulary

INTRODUCTION

In human life, language is a medium of communication (Deuze, 2011; Scannel, 2013; Rao, 2019). We may convey our emotions, feelings, and ideas through words. Indonesian, Spanish, Javanese, and other languages are all possibilities. In Indonesia, English is one of the foreign languages. Because English is an international language, it is necessary to teach it. The majority of people on the planet converse in English. English is useful for developing and maintaining interpersonal relationships (McLeod, 2018; Braithwaite et al., 2021). Furthermore, mastering English is beneficial because it is essential for understanding and developing scientific and technological information.

Vocabulary is defined by Nation & Meara (2013); Coxhead & Demecheleer (2018) as a list or collection of terms for a certain language or a list or set of words that an individual speaker of the language might employ. One of the language aspects that should be learned is vocabulary. Learning vocabulary is crucial because we need to know vocabulary before we can speak, write, or listen properly (Hao et al., 2019; Saidbakhramovna et al., 2021).

One of the most fundamental aspects of fluent communication is vocabulary competence. Khan et al. (2018) backed up this theory, stating that "the wider one's vocabulary size is, the better one's performance in all parts of English language work will be." Furthermore, past study on vocabulary acquisition shows that intermediate-level

foreign language students should know more than 4,000 words (Nation & Meara, 2013). However, many kids do not achieve adequate vocabulary knowledge. If the kids have a restricted vocabulary, it is likely that they may struggle to grasp English. They will find it challenging to express their thoughts on the content they have learned.

Students have been learning vocabulary since primary school, but many students are still having difficulty remembering it, and other students in higher education are still puzzled about it. Following the researcher's observation of the research object, the researcher discovered certain issues with the vocabulary teaching and learning process in MA Callacu, Nurul As'adiyah. The typical method entails looking for difficult words and checking up their definitions in a dictionary, with students then being expected to memorize the words. They were too indolent to memorize the unfamiliar terms in the text that they heard or read. They struggled to understand or comprehend the meanings of unfamiliar words, as well as memorize new ones. They didn't have a large vocabulary. Because the class activities are based on the textbook, the lesson does not go smoothly, and both students and teachers become bored with the material and unmotivated to learn. In addition, the kids' participation in English class was minimal.

LITERATURE REVIEW

1. The concept of vocabulary

Vocabulary is a crucial prerequisite that has an impact on student success when studying English (Wu, 2018; Fandiño et al., 2019). Without vocabulary, it is impossible to converse, read, or write. As a result, knowing the terminology is critical. Some experts' definitions or concepts of vocabulary are as follows. Vocabulary refers to a person's understanding of words and their meanings Nagy & Townsend (2012). Vocabulary, on the other hand, is more complicated than its definition suggests. To begin, there are two types of words: oral and written. Vocabulary serves as a link between phonological processes at the word level and understanding processes at the cognitive level.

Furthermore, while teaching vocabulary, a teacher can explain the meaning of terms in a variety of ways, and this should be a big part of the teaching performance. In a nutshell, vocabulary is a list or set of words for a certain language, or a list or collection of terms that individual language speakers may use (Webb & Chang, 2012; Carter & McCarthy, 2014). As a result, vocabulary refers to all of the words that individuals use in a language.

According to the description above, vocabulary is a set/list of words used by individual speakers of a language, which includes single words, compound words, and idioms. Students need to know the vocabulary in order to master the English language. For the teacher, there must be unique ways to make pupils like the materials when teaching vocabulary. The crucial issue is that vocabulary can have an impact on how people use language, whether it is spoken or written.

Students can't do well in comprehension without a huge vocabulary, because the passages and questions use a far broader range of terms than in everyday discourse. Rupley & Nichols (2005); Jackson & Amvela (2007); Graves (2016) claims that various features of vocabulary must be examined, including word meaning (synonym, antonym, connotation, and denotation), extended word use such as idioms, word combination or collocation, and word grammar, which includes noun, verb, adjective, and adverb.

2. The concept of authentic material

Authentic materials, according to Gilmore (2007); Dewi (2018); Rusmawaty et al. (2018); Assiddiq (2019), are spoken or written language data produced in the course of genuine communication rather than particularly written for language teaching reasons. In fact, he encourages his pupils to bring true linguistic data from "real-world" contexts outside of the classroom into the classroom. They practice listening to and reading authentic language content from a variety of sources, such as television and radio broadcasts, taped conversations, meetings, talks, and announcements. In instances when they occur, individuals also read magazine stories, hotel brochures, airport notices, bank instructions, ads, and a variety of other written messages from the "real world".

Other instances of authentic materials utilized by ESL/EFL teachers (Safitri, 2017; Albiladi, 2019; Rao, 2019; Aladini & Farahbod, 2020). Some of his examples, which could be used as lesson preparation material, are included below:

1. TV commercials, quiz programs, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short tales and novels, radio adverts, songs, videos, documentaries, and sales pitches are examples of authentic listening-viewing materials.
2. Slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, magazine pictures, ink blots, postcard pictures, wordless picture books, stamps, and X-rays are examples of authentic visual materials.
3. Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, song lyrics, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules are all examples of authentic printed materials.
4. Realia, (Real world objects) Coins and currencies, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few, are all used in EFL/ESL classrooms. (Realia is frequently used to visually illustrate points or in role-playing situations.)

The researcher will employ Authentic Listening-Viewing Materials from the resources above to help students improve their vocabulary. They are all of a different sort, but

they all have the same element in common: authentic material. Teaching vocabulary must be pleasant in order for students to absorb the materials.

RESEARCH METHOD

This study used a pre-experimental design with a single group pre-test and post-test (Creswell, 2014). The sample was given pre-test (O1) treatment (X) and post-test (Y) in this study (O2). The following is an example of the research design:

$$O_1 \times O_2$$

Where:

O1 : Pretest
X : Experiment
O2 : Posttest

A vocabulary exam was employed as a data collection tool by the researcher (Multiple choice, matching word, meaning word, and classifying word). A total of 20 items were included in the test. There are 5 multiple-choice questions, 5 matching word questions, 5-word meaning questions, and 5-word classification questions in this test. A pre-test and a post-test were used to administer the test. Before any treatments, a pre-test was given. The pre-test was used to assess previous students' abilities, while the post-test was used to assess their progress after treatment. The purpose of the post-test was to determine whether or not employing authentic content as a teaching point and medium improved vocabulary teaching.

RESULTS AND DISCUSSION

The goal of the study was to see if using authentic material helped students enhance their vocabulary. The following are the results of the analysis and discussion. The students' scores on pretest and post-test were classified into some criteria. They are presented in the Table 1 below:

Table 1. Students' scores on pretest and post-test

Classification	Score	Experimental Group			
		Pretest		Posttest	
		F	P (%)	F	P (%)
Very Good	86-100	0	0	9	25.07
Good	71-85	0	0	26	74.02
Fair	56-70	5	14.03	0	0
Poor	41-55	21	60	0	0
Very Poor	≤ 40	9	25.08	0	0
Total		35	100	35	100

The experimental class's outcome score on the pretest is shown in the table above. Table 1 shows that there was a significant difference in students' vocabulary test results

between pre-test and post-test. The majority of pupils scored higher on the post-test than on the pre-test. There was not a single student who received a very good classification in the pre-test, but nine students (25.7 percent) had a very good classification in the post-test. Following that, there was a significant rise in the kids' vocabulary in the good categorization. There was not a single student who belonged to the good classification in the pre-test, but in the post-test, the maximum percentage of students went to the good classification, with 26 individuals (74.2%).

There was a considerable decline in fair categorization between the pre-test and post-test findings, with 5 pupils categorized in this classification in the pre-test but none in the post-test. Then there was a significant decrease in the poor and very poor classifications between pre-test and post-test results, with 21 students (60 percent) listed in the poor classification pre-test and 9 students listed in the very poor classification pre-test, but no students listed in those two classifications in the post-test.

Furthermore, based on the data, it is clear that the pupils' performance improved significantly after treatment. Table 2 shows the mean and standard deviation of the scores.

Table 2. Standard Deviation

Pre-test	35	35	70	49.00	9.610
Post-test	35	75	100	84.43.00	6.505
N	35				

The difference in mean score and standard deviation between pre-test and post-test is shown in the table above. The researcher discovered that the students' pre-test had a mean score of 49.00 and a standard deviation of 9.610 based on the mean scores above. The mean score climbed to 84.43 in the post-test, with a standard deviation of 6.505.

The researcher finds that there was a substantial difference and improvement between the mean score of the pretest and posttest based on the results above. It means that after getting the therapies, the experimental class's vocabulary improved.

The Hypothesis Test is used to determine the relationship between the dependent and independent variables. Before testing the hypothesis, a normality test is performed, with a total sample size of 50 participants in this study. The normality test employed in this study is Shapiro-Wilk.

The significant score for the pretest and post-test of the student score for the vocabulary test was 0.05 in the pretest and 0.05 in the post-test, based on the normality test and a significance level of 0.05. As a result, it may be inferred that the data in this study were distributed normally. While the results of hypothesis testing indicate that the value of Tcount is greater than Ttable. This shows that The value of sig (2-tailed) was smaller than the value of $(\alpha) = 0.05$ ($0.00 < 0.05$), as shown by the statistical calculation. Based

on the outcomes of the study, the researcher concludes that using authentic material can help students improve their vocabulary. The findings of this study are relevant to prior research findings such as those of Sundana (2017), Arianie (2017), Aladini & Farahbod (2020), Hafifah & Mayasari (2020), Marpaung & Situmeang (2020); Siregar & Zainuddin (2021).

CONCLUSION

The data analysis revealed that there was a substantial difference in the students' pre-test and post-test scores after treatment. The mean post-test score of the students (84.43) was greater than the mean pretest score of the students (49.00). The activities in class encouraged students' to participate in the teaching and learning process. It suggests that employing authentic material (video) in the first year of MA Nurul As'adiyah Callacu improves students' vocabulary. The research goal was met when the students improved their vocabulary in terms of word meaning based on the context in the video, word classes (noun, verb, adjective, and adverb), and word use based on the context in the film.

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