

READING AUTHENTIC MATERIALS TO ENHANCE STUDENTS' VOCABULARY MASTERY

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SUBMISSION TRACK	A B S T R A C T
Submitted : 10 July 2023 Accepted : 22 July 2023 Published : 25 July 2023	This study aimed to gather empirical proof of how well reading authentic materials can help students with their vocabulary mastery of procedure text. This study attempted to determine how effective authentic materials aid students' vocabulary mastery of procedure text in order to obtain more information about the result. The research type of this study was quantitative research with a quasi-experimental study design. The instrument used was a vocabulary test. There were 20 multiple-choice questions on this test. 70 students made up the entire participant for this study. SPSS 22 was used to calculate the results of this study. The test of hypotheses revealed that alpha (α) was 0.05 and sig.2-tailed (p) was 0.003. To put it another way, it indicates that the Ha (Alternative Hypothesis) is accepted while the H0 (Null Hypothesis) is rejected. It demonstrated the beneficial impact of using real materials on students' vocabulary retention of procedure text. The number of English words that students knew and could use in their daily activities improved as a result of their reading of authentic texts. The students also exhibited a greater desire to read. Students can use non-linguistic cues like layout, images, shades, signs, and the environment to their advantage.
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Introduction

As words are key to helping language users express messages, ideas, or desired meaning, in the domain of language, expanding one's vocabulary is key. People are unable to communicate or understand one another without an adequate vocabulary. When communicating, using language without grammar results in very little being said, however, if language users lack a vocabulary, nothing can be stated (Thornbury, 2002). Furthermore, if language structure is viewed figuratively as the skeleton of the language, then vocabulary is viewed metaphorically as its lifeblood and flesh (Harmer, 1991). Therefore, it follows that having a sufficient or rich vocabulary is essential for meaningful communication.

In addition, acquiring a sufficient vocabulary is crucial for successful second language use when learning a language as a second or foreign language because, without a wide vocabulary, language users won't be able to effectively communicate using the language's structures and functions (Nunan, 1991). As a result, speakers of a second language must acquire and remember a huge quantity of vocabulary. This indicates that for EFL and ESL learners, vocabulary building is crucial for enhancing all linguistic skills, including hearing, speaking, reading, and writing (Nation, 1997.).

Not just memorizing a ton of words is necessary for vocabulary mastery, two prerequisites for mastering a vocabulary are being able to use words effectively and being aware of their definitions (Harmer, 2007). Language users are required to comprehend both the denotative and connotative word definitions. Moreover, it is also necessary to know several meanings that a single word may have, as words frequently reflect complex and disparate meanings. This is referred to as knowing the meaning. Words can be used

responsibly and successfully to communicate if people understand what they imply (Hibert, 2001). Therefore, when teaching vocabulary, teachers must create effective methods and appropriate materials to promote students' vocabulary mastery so that students may utilize the vocabulary in their everyday conversations.

The teaching of vocabulary can be done in a variety of methods, including through the use of visuals, mime, word maps, vocabulary games, and dictionaries. In addition to the methods already described, teachers can also employ engaging materials like real materials to help students grasp vocabulary. Real materials are engaging and inspiring. Authentic resources, in the opinion of Shrum and Glisan (2000), offer a powerful way to introduce real language, including culture, and improve comprehension. Authentic resources are advantageous, according to Shrum and Glisan's argument. Through exposure to such resources, students will first have the chance to observe language as it is used in the real world to accomplish something beneficial. Further, the resources can also be viewed as a useful resource for learning about different cultures.

Despite the fact that mastery of vocabulary is crucial to learning a second language, individuals, particularly EFL learners like Indonesian students, frequently struggle with learning and mastering vocabulary. According to pre-research conducted with eighth graders at SMP Muhammadiyah 17, those students had trouble acquiring language, particularly when it came to studying a lesson and the terminology for a procedure text. Procedure text is frequently used to tell how to create something that is related to daily activities, such as how to make a good kite, a pencil box, or a cup of tea. Language elements found in a procedure text include the use of temporal conjunctions and imperative verbs.

On the basis of the author's prior observation, it can be seen that learning procedural texts was a challenge for the majority of students. First, there were some students who struggled to understand some steps in a text which described a method. They lack an adequate vocabulary, so they were unable to know what some action verbs and adjectives in a text mean. Additionally, the students frequently misapplied a few action verbs, adjectives, and prepositions. They were unable to properly contextualize the use of several words. As an illustration, they wrote cut the cake instead of slice the cake. Another illustration is how many students were unsure of when to use the verb pour. They were unaware that liquids are referred to as pours. The second issue is that many students were only familiar with temporal conjunctions, which are used to demonstrate how to do something. The terms then, next, after that, and finally were unfamiliar to them, and they did not become accustomed to using them in their daily routines.

The third issue is the teacher's meager and unattractive supply of instructional materials. From what the writer discovered from pre-observation, the only textbook used to teach eighth graders at SMP Muhammadiyah 17 is Lembar Kerja Siswa. Lembar Kerja Siswa (LKS) was nearly always the only text used by teacher when instructing class topics; no additional sources were offered. Additionally, Lembar Kerja Siswa (LKS) used is uninteresting and lacks images that would decrease students' interest. Students lack interest in learning English, particularly in comprehending and remembering the words, because the learning source and content are not interesting and motivating.

Based on a study done by Nasim Ghanbari et al (2015) with Iranian students, it is also proven that EFL students have additional difficulties learning vocabulary. According to the survey, vocabulary learning skills are still inadequate and problematic for Iranian kids. As a result of teachers mainly focusing on textbooks and workbooks when teaching vocabulary, It is claimed that Iranian students have little opportunity to learn new terms

that are actual or important. This study focused on using teaching and learning vocabulary materials in relation to all of the issues raised above. The choice of resources is crucial since communication is the main focus of language acquisition. This indicates that learners ought to be able to communicate effectively in the target language in formal and informal settings alike. Considering that authentic materials are unique, fascinating, inspiring, and practical, they seem suited for use in the classroom. The motivation of students can also be raised by authentic resources since they give them access to vocabulary that is utilized in everyday situations or in real-world contexts.

Since procedure texts are a part of teaching and learning process, they are taught in this study. Additionally, eighth-grade students at SMP Muhammadiyah 17 continue to struggle with reading and comprehending a procedure book since they do not have a wide vocabulary. This is according to the pre-observation. As a result, the author intended to teach the students a method text using authentic materials in order to engage the students to learn new terms and expose them to real-world English or the target language use.

As a result of the previous explanation, the author would like to conduct a study to determine the impact of real materials on students' vocabulary mastery. The question of this study is formulated as follows:

1. Is it helpful for eighth-graders at SMP Muhammadiyah 17 Ciputat to study real resources to understand the vocabulary of procedure text?
2. How much does reading authentic materials help eighth-grade students at SMP Muhammadiyah 17 Ciputat increase their vocabulary mastery of procedure text?

Vocabulary Mastery

A language's vocabulary plays an important role because words are tools for thought and for expressing ideas, views, and feelings. It follows that learning and mastering vocabulary is crucial because it serves as a foundation for communication as well as a list of words. Brown (2004) describes mastery as having deep insight or knowledge of a certain subject. This concept leads to the conclusion that competence in understanding and using anything learned is mastery. The components of word knowledge must be mastered in order to master a word. According to Thornbury (2002), word knowledge includes the definition of words, their spoken and written forms, their grammar, their collocations, their register in both spoken and written language, their connotation or associations, and their frequency.

Thornbury (2002) emphasizes the idea that understanding a word's shape and meaning in its purest form is to comprehend it. He emphasizes that understanding a word's meaning entails more than simply knowing its definition. It also entails being familiar with the terms that are frequently used in conjunction with it (collocation), as well as its connotation, register, and cultural accretions. According to Cameron (2001), who agreed with Thornbury, someone is considered to know a term if they can decipher its meaning from its context. It is suggested that in order for students to truly grasp a word, they must be able to use it in a sentence and comprehend what it means.

Additionally, Cameron (2001) claims that the process of learning new words is not yet complete. Learning new words, or expanding one's vocabulary, is the definition of vocabulary mastery. The learning process covers the words' sound, meaning, spelling, usage, and part of speech. As a result, learning new words is a gradual process. Someone must follow the steps in order to achieve strong vocabulary mastery. Nevertheless, despite the fact that vocabulary is regarded as the core of the language, teaching and acquiring vocabulary is a continuous struggle for both teachers and students due to historically little

emphasis on vocabulary training in ESL classrooms. As a result, the importance of vocabulary must be emphasized more for English language learners as they learn the language.

Nation and Waring (1991) estimated that each year, native speakers add about 1000 new word families to their vocabularies. In accordance with this, a kindergarten-bound five-year-old will have a vocabulary of around 4,000–5,000 word families, while a university graduate will have a vocabulary of over 20,000-word families. While this is true, a lot of adult foreign English learners who have studied the language for years still have a vocabulary that is much smaller than 5000-word families, which is a significant difference from that of native speakers. As a result, in order for students to understand the language and the lesson and, more significantly, to communicate both verbally and in writing, they must master a certain number of words.

Authentic Materials

For many years, authentic materials have been used for a while to teach languages since the CLT (Communicative Language Teaching) approach first appeared in the 1970s. Creating communicative competence in real-world situations is the aim of that method. Since authentic content was produced with true communicative intent, it fits the CLT approach's goal. For the purpose of communicating a real message, authentic materials are expressions of actual language written or spoken by real people for real audiences.

As defined by Krashen in Mishan (2005), authentic resources are utilized to teach and learn English in ways that both facilitate language learning and effectively convey information.

Authentic materials or texts are those that are not written for didactic reasons but are instead used in real-world communication. To put it simply, a text is typically considered authentic if it was written with a clear message for the reader, and was not made with educational goals in mind.

Guo (2012) asserts that authentic materials conform to the criterion given above and use actual language created by writers who are native speakers. These materials are created to deliver certain purposes. It implies that the language used in authentic materials was not invented, but rather was first employed in situations found in the real world. According to Morley (2001), authentic language is a language that does not make allowances for non-native speakers. It is the usual language used by native or advanced language speakers. The language won't likely be as simplified, slow-spoken, or overflowing with simplistic information as certain textbook language has proven to be.

Passages created by real speakers, but mainly for a non-native audience, might be referred to as authentic materials. In comparison to any materials developed specifically for the learner, authentic materials are increasingly considered to be vastly superior (Polio, 2014). Here, the definition highlights how realistic resources are made to equip students with the skills they will need to survive in the outside world. Using authentic materials to expose pupils to the language has been one method of simulating the real world in the classroom.

In conclusion, authentic resources are texts that aren't used in the classroom. Native speakers communicate in them on a daily basis since they are actual languages. They are employed similarly to what they were intended for when it comes to language teaching and learning. They might bridge the knowledge that separates educational settings and real-world use in the educational process.

Language Features of Procedure Text

Texts that provide instructions for doing an action are known as procedure texts. As a result, procedural texts frequently follow specific grammatical patterns that set them apart from other types of texts. These include the use of technical language, the use of command verbs at the beginning of sentences, the use of time words to indicate the sequence of actions, the use of adverbs to describe the manner in which actions are to be carried out, and more. The language elements of procedure texts support the form of a procedure text, according to Knapp and Watkins' explanation in 2005. Below are the language features of a procedure text:

1. Nouns or noun groupings that serve a purpose in mentioned materials or machines. The list of ingredients is made up of nouns like egg, onion, grapes, or noun groups like a little salt, or three cucumbers.
2. For instructions, action verbs are used. The action verbs take, spread, and put are used to express each phase in the procedure. You take (direct) and spread butter (indirect), for example, are imperative statements that make reference to the addressee both directly and indirectly at various points in the text.
3. Simple present tense
To convey a sense of a lifetime, verbs are used in the simple present tense. They are also stated in the above-mentioned imperative form. For instance, cut the bread into slices and pour it into a glass after starting the blender.
4. The procedural instructions use temporal connectives to arrange the steps in the proper chronological order. Adding the flour after the butter has melted is an illustration.
5. Phrasal verbs that indicate chronological sequence. Examples include before, while, next, after, and when. Adverbs are frequently used to explain verbs and to give details on how a task should be carried out, for example, “carefully put the dough into the oven.”
6. Modality is a method for changing the amount of responsibility needed for carrying out a task in instructions. Like, you could serve it cold.
7. Adjectives provide additional information on size, shape, color, and quantity.

Research Method

In this study, quantitative research was employed. The experimental, correlational, and survey research designs are three types of quantitative research, according to Creswell (2014). In order to determine if studying authentic resources had an impact on students' vocabulary acquisition, the author utilized an experimental design, which is the sole approach used in this research that deals with causality. In particular, the author employed a quasi-experiment design. The study was carried out in a school, where random participant assignment is impractical, which is why the author employed a quasi-experiment rather than a true experiment. So, rather than assigning at random, the author has to select a control group that is as comparable to the experimental group as possible (Cohen, 2007).

A controlled class and an experimental class were each taught by the writer. While teaching vocabulary for a process text in the experimental class, the author used authentic resources, but in the control class, LKS (Lembar Kerja Siswa) textbooks were used as the source of instruction. Examining the usage of reading authentic resources was the aim of this study and their effect in helping eighth-graders at SMP Muhammadiyah 17 Ciputat learn the vocabulary necessary for procedural texts.

The researcher's study focused on the second semester at SMP Muhammadiyah 17 Ciputat. The school is situated on Jl. Ir. H. Juanda No. 211, Ciputat, Tangerang Selatan. Over the course of two weeks, the investigation was carried out. Students of SMP Muhammadiyah 17 Ciputat's eighth grade represented the study's population. There were four classes in the eighth grade: 8A, 8B, 8C, and 8D. The average class consists of 40 students. Purposive sampling, which depends on the researcher's beliefs and evaluation while picking samples, was utilized in this study. The researcher can choose units to be researched that they believe reflect using purposeful sampling. The writer thought that eighth-grade pupils could serve as the sample he or they needed due to the fact that they were not extensively exposed to procedure texts in prior grades.

This study employed a vocabulary test as the instrument for gathering the data. This test consists of 20 questions with multiple-choice answers with alternatives a, b, c, and d. The selection of vocabulary is based on the pupils' academic level and the subject matter covered. In this study, there were pre-and post-tests. The purpose of the pre-test was to gauge the participants' prior vocabulary proficiency. The pre-test and post-test used precisely the same questions.

Result and Discussion

To determine whether the results of the post-test following treatment were significantly different, a test of hypotheses was done. SPSS 22 was applied in this study's hypothesis testing. The mean post-test scores of the experimental class and the controlled class served as data for this formulation. The alpha (α) used for significance was 0.05 or 5%. According to the hypothesis, if sig.2 tailed (p) value > (alpha), H_0 was accepted and H_a was rejected, there is no effect of using authentic materials on students' vocabulary mastery in procedure text. However, if sig.2 tailed (p) value (alpha), the use of authentic materials has an impact on student's vocabulary knowledge in process texts, as evidenced by the fact that H_0 was disregarded and H_a was accepted.

	Class	N	Mean	Std. Deviation	Std. Error
Score	Eksperimen	35	66,86	8,321	1,407
	Tal				
	Controlled	35	60,86	7,811	1,320

Table 1. T-test Calculation Results Group Statistics

The pre-test and post-test statistical results for the experimental and controlled classes are shown in the table above. There were 35 participants in the test for each class. The exams are used to determine if the student's mastery of language in that class has changed as a result

of the treatment. According to the table, the average student's grade in the experimental class was 66.86, whereas the average student score in the controlled class was 60.86. From the post-test findings, the mean score is calculated. The findings demonstrated that there was a significant disparity between the mean scores for two classes. The experimental class's mean score was higher than the controlled class's mean score. The difference between both classes is 6.00 points.

The research's statistical hypothesis was presented in the table above. The t-test's value, T, is equal to 3.110 Df (Degree of Freedom) subtracted from the overall total of students minus 2 making the df 68 since there are 70 students in total in this study. The significance level for two-tailed or (p) was 0,003. The table demonstrated that the sig.2-tailed value was lower than alpha (p p); (0.003 0.05). It implies that Ha was approved but HO was turned down. Reading authentic materials had an impact on how well students understood the language used in process texts.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.27	.569	3.110	68	.003	6.000	1.929	2.151	9.849
	Equal variances not assumed			3.110	67.70	.003	6.000	1.929	2.150	9.850

Table 2. The Result of the Independent Samples Test

As a result of the substantial difference between the mean score and the score of the p-value, it was concluded from the description tables above that there was a significant difference between the pre-test score and the post-test score. As a result, it may be inferred that employing real materials was better at improving students' vocabulary mastery of procedure text than using academic books.

By completing this study, the author hoped to demonstrate how reading real-world texts might improve students' vocabulary proficiency. It was evident from how the materials were used in the experimental class. Students with reading experience of real materials possessed a greater vocabulary, were more motivated to read, and were also able to employ. Additionally, authentic materials give students the ability to work with a language that conveys comprehensive and relevant messages because they are written in standard English (Gilmore, 2007). They also give students the chance to use non-linguistic cues like design, images, colors, imagery, and the surrounding environment. Finally, they give students the chance to understand the direct connection between all they learn in the classroom along with what they need to do outside of it. This is similar to what the experimental class's students went through during the intervention. Before the post-test, the students received authentic materials as their therapy, namely resources that contained instructions on how to create, utilize, or run something. The findings of this

study also backed up the notion that authentic resources could have a beneficial impact on students' vocabulary mastery. In a prior study by Nasim Ghanbari et al. (2015), it was discovered that participants' language knowledge increased in both the experimental and control groups. Soon after studying real-world resources, the experimental class performed better than the control group. Therefore, it was discovered that reading actual materials helped students, particularly those in SMP Muhammadiyah 17 Ciputat, to master their understanding of procedural text vocabulary.

Another study that supports the use of real materials in improving vocabulary is a study conducted by Marpaung and Situmeang (2020). The findings of this study showed that the vocabulary development of students who received instruction using multimedia and authentic materials was superior to that of students who received instruction solely through traditional means. It can be said that following the treatment, the students' vocabulary growth for both classes rose, and the findings indicated that both classes had successful outcomes.

A study conducted by Putri. E (2020) also highlighted that students' vocabulary is greatly influenced by authentic media such as social media, due to the fact that everyone is more familiar with social media. Additionally, the sample demonstrated that they frequently utilized these apps to broaden their vocabulary. Through their feature, this program can help kids expand their vocabulary. Reading real material has an impact on improving students' vocabulary knowledge, according to this research's findings, which are strengthened and supported by earlier studies. Specifically for students at SMP Muhammadiyah 17 Ciputat, it was discovered that reading real resources helped students better their command of procedural text terminology.

Further, a study carried out by Agting, Suhartatik, & Pusparini (2022) also points out the advantage of using authentic materials and authentic media. The authors underlined that students would be able to reach their full potential in accordance with their desires, needs, and skills by studying with real sources. In contrast to several studies that are previously mentioned, this study used middle school students as its sample, whereas the two studies that came before it used college students. This was significant since middle school kids and college students may have differing levels of vocabulary mastery. This study's non-random sampling methodology is another unique feature. Instead, because a quasi-experimental method is being used, purposeful sampling was adopted. Thus, it would be worthwhile to carry out a study of a similar nature to collect additional empirical data on the subject.

Conclusion

The results of this research showed that alpha (α) was 0.05 and sig.2-tailed (p) was 0.003. To put it another way, p. It indicated that the H_a (Alternative Hypothesis) had been adopted and the H_0 (Null Hypothesis) had been rejected. It shows that reading real materials helps students understand procedure text vocabulary more effectively. In other words, students' vocabulary mastery of procedural text improved as a result of reading actual resources. Additionally, the experimental class' post-test average score was higher than the controlling class' post-test average. The experimental class's post-test scores on average were 66.86, while the controlled class' scores on average were 60.86. Additionally, the computation by using the Cohen formulation produced a result of 0.37. From the Cohen formulation, it is found that reading authentic materials carried a small effect on students' vocabulary mastery.

This study demonstrates how reading reliable sources can be a helpful tool for developing vocabulary knowledge. This study also provides numerous examples of procedure text using real resources such as advertisements on TV, magazines, and newspapers. Food recipes from magazines or tabloids are also interesting to be used in teaching procedure text. Those sources are accessible from students' surroundings and challenge them to apply the material they have learned to the real world. The participants in this study benefited from and were influenced by this study. They gain a deeper understanding of the lesson and its materials through this study, which also helps them comprehend the text's objectives and its elements with ease.

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