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## CHAPTER I INTRODUCTION

### I.1. Background of the study

Nobody denies that English is one of the important international languages in the world. It is the fact this language is the most dominant language being used by people in many countries in the world. In many countries in the globe, English is used as the *lingua franca* in different communication purposes such as in politics, trade and commerce, tourism, international legal documents, and education.

The benefits of the use of English have encouraged people to learn it in different forms. In Indonesia, for example, English is learned as a foreign language from primary education to university. At elementary schools, for instance, English is taught as a local content according to the Content-Based-Curriculum which was changed to become School-based Curriculum better known as KTSP based on the Government Regulation N0.23/2006 although not all schools at this level offer English in their curriculum. Indonesian government has changed Competence Based Curriculum, as the previous curriculum into School Based Curriculum. It has been applied since 2006 as an operational curriculum which was mandated in Government Regulation No.23/2006 about the System of National Education and Government Regulation No. 19/2005 on Standard of National Education.

Based on the above government regulations, English is also taught at elementary school Bengkalis as a local content from the fourth grade to the

sixth grade. This is aimed to prepare the students to study English at junior high school after they graduate.

In National Education system, improving the four skills of English becomes the primary goal of English teaching in Indonesia; that is; listening, writing, reading and speaking, Within these four language skills, vocabulary plays an important role to operate the language. Therefore, students learn various short functional texts related to their daily lives by using authentic materials such as video clips, newspapers, signs, maps and charts, photographs, pictures, timetable and schedules by which they can enrich their vocabulary in stages and the same time it will be easy for them to comprehend texts.

Based on the researchers' observation and discussion with the English teacher of state elementary school number 6 (SD Negeri 6) Bengkalis Sub-district, most of the students of the sixth grade lacked of English vocabulary that affected their motivation in learning English. Besides, they did not pay attention when their teacher was explaining the English lesson. There was no interaction between the teacher and the students in learning process as the teacher did not use interesting materials and good teaching strategies especially in dealing with vocabulary. The teacher just taught using a text book and he/she could not vary his/her techniques in teaching vocabulary.

One of the ways to solve the problems was teaching the students English vocabulary by using authentic materials that could encourage the students to be motivated in learning. In other words, the students are directly introduced direct objects or things that they usually see, wear, eat, use for plays and etc,

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so that these things will be sticking longer in their minds for them to use the language in their level.

In addition to developing the vocabulary knowledge by using authentic materials, the learners may be given enough exercises to practice the vocabulary mastery as stated by Nunan (1998) saying the outside world should be reflected through the materials and this authenticity ought to be related to the source of the materials; it is an effort to encourage students to be active, creative and motivated with the task.

According to Rivers (1983) (cited in Nunan, 1991) “the acquisition of an adequate vocabulary is essential for successful English language use because without an extensive vocabulary the students would be unable to use the structures and functions for comprehension.

To understand the authentic materials, the students can be given a simple reading text to understand vocabulary to get some information. According to Guerinto and Morley (2001:347), authentic materials are significant since it increases students’ motivation to learn and make them exposed to real things. It means that many students consider that real text is one of the most important goals to increase their vocabulary knowledge. They have got the new vocabulary, how to make and how to do something

At SDN 6 Bengkalis the students were children at the age between six to twelve years old. These the ages where children are enthusiastic to know and learn vocabulary. According to Harmer (2001:38), in general, children have the following characteristics: (a) they respond to meaning even if they understand words, (b) they often learned indirectly than directly, (c) their

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understanding comes not only from explanations, but also from what they see, hear and crucially have a chance to touch and interact, (d) they generally display an enthusiasm for learning and curiosity about the world around them, (e) they have a need for individual attention and approval from their teacher, (f) they are talking about themselves and responding well to learning that use themselves and their own lives as main topics in the classroom, (g) they have limited to attention span, unless activities are extremely engaging that can make them easy to get bored, lose interaction after 10 minutes or so.

Based on the points stated by Harmer above, I thought that elementary school students at SD Negeri 6 was enthusiastic in finding out and understood when they learnt English in using authentic materials. They had easy to pronounce of vocabulary and it was also sport their own motivation in English teaching and learning.

According to (Robinson, 1991: Martinez, 2002), learning by using authentic materials can motivate students to give them more stimulation in teaching and learning language. Therefore, the effect of using authentic materials on teach vocabulary can be more efficient. The purpose of this study was to determine whether learning vocabulary could be improving if information about students lexical items were presented by authentic materials.

Based on a preliminary observation at Elementary School 6 Bengkalis, the researcher tried to conclude these problems which can be seen in the following symptoms:

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1. The students could not enrich their English vocabulary and to say English correctly,
2. The students were less interested in English subject,
3. The students lacked motivation in English class and
4. The students had difficulty in memorizing English vocabulary.

From the explanation above the researcher was interested in conducting a research entitled ‘The Effect of Using Authentic Materials on the Motivation and Vocabulary Mastery of The Sixth Grade Students of Elementary School 6 Bengkalis Sub-District in the Academic Year 2016/2017’.

## **I.2. Statement of the problem**

The problem of the study was the sixth grade students of Elementary School 6 Bengkalis Sub-district had low ability on vocabulary mastery. They were not motivated and had difficulty to memorize words that had been given by the English teacher in the teaching learning process. Pertinent with the questions about the students’ motivation and vocabulary mastery by using authentic materials the following questions needed to be addressed:

- a. How is the students’ motivation in English learning?
- b. How is the students’ vocabulary in English learning?
- c. Do authentic materials effect the students’ motivation in English learning?
- d. Do authentic materials effect on students’ vocabulary in English learning?



Peacock (1997:146) gives the following reasons of using authentic materials:

1. They had a positive effect on learner motivation.
2. They provide authentic cultural information.
3. They provide exposure to real language.
4. They relate more closely to learners ' needs.
5. They support a more creative approach to teaching.

The above points are very positive in enriching students' vocabulary for them use the English language at the present and future.

### **I.3. Limitation of the problem**

The limited of the problem in this research is the effect of using authentic materials on motivation and vocabulary mastery of the sixth grade students of SD Negeri 6 Bengkalis Sub-district.

### **I.4. Research question**

The problem of the study is formulated in the following research questions:

1. Is there any significant effect of using authentic materials on the motivation of the sixth grade students of SD Negeri 6 Bengkalis Sub district?
2. Is there any significant effect of using authentic materials on the vocabulary mastery of the sixth grade students of SD Negeri 6 Bengkalis Sub district?

### **I.5. The objectives of the study**

The study has the following objectives:

1. To find out the effect of using authentic materials on the motivation of the sixth grade students of SD Negeri 6 Bengkalis Sub- district.
2. To find out the effect of using authentic materials on the vocabulary mastery of the sixth grade students of SD Negeri 6 Bengkalis Sub-district.

### **I.6. Significance of the research**

The results of this research are expected to give some contributions in English teaching and learning, especially to teachers, students and the school.

#### **I.6.1 For the teachers**

English teachers of elementary schools especially at SDN 6 Bengkalis could be encouraged to use authentic materials in teaching English to the students so that they are much more motivated in learning. Moreover, the students will learn better and get benefits if they get sufficient support from teacher (Senior 2005, p.71). Based on this statement, the positive effect of using authentic materials can support the teachers to lead the students to success in learning the lesson expressed in the form of vocabulary, and then they can develop it with use the relevant techniques of authentic materials in order to make the students have motivation with enjoyable and relaxed learning situation.

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### **I.6.2. For the students**

The students especially at SDN 6 Bengkalis could enrich their vocabulary by using authentic materials. The students will feel happy and relaxed in classroom in English teaching and learning process. Harmer (1994) states that authentic materials has positive effects on learners by which they are able to produce language. Learners can also acquire the language faster. They can also feel more confident to deal with real life situations. They may have a lot fun using the language in the classroom with their classmates with the supervision of their teacher. Once they are taught using authentic materials, they are more open to doing more exercises in the classroom.

### **I.6.3. For the school**

The school in particular SDN 6 Bengkalis could apply teaching English as a local content as stated in the government regulations. This school will be well-known for its local content by including English in the curriculum as a local content. This policy is very positive to encourage other schools to do the same thing in order to provide students with the knowledge of English vocabulary for their preparation to go to junior high school where English is taught as a compulsory subject.

### **I.7. The rationale of the study**

The success of English teaching and learning process depends on the teacher's effort to increase students' motivation and vocabulary mastery which is given by using authentic materials in teaching in class. The



government regulations as stated previously also becomes the rationale of the study in improving the quality of human resources in the future.

According to Lin (2004:26) From 1980s the importance of teaching authentic texts in Cultural authentic contexts rather than texts designed pedagogically has been emphasized by communicative approaches.

It is also mentioned by Guariento and Morley (2001) who believe that using authentic materials that relate to the one set of communicative movements in which there is an attempt to simulate real world in the classroom. It is believed that using authentic materials could help to increase the students' motivation in learning by showing them real objects.

According to Harding (2007:10), the use of authentic materials provides some guidelines for ESP teachers for the approach they need to take and some dos and don'ts as follows: (1) Think about what is needed (2) Understand the nature of students' subject area or vocation.(3) Spend time working out their language needs in relation to subject (4) Use contexts, texts, and situations from the students' subject area (5) Exploit authentic materials that the students use in their specialism or vocation (6) Make the tasks authentic as wells as the texts (7) Motivate the students with variety, relevance, and fun. (8) Try to take the classroom into the real world that the students inhabit, and bring their real world into the classroom.

### **I.8. Definition of the key terms**

To avoid misunderstanding and misinterpretation in the study the keys terms are defined as follows:

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### **I.8.1 Authentic materials**

Tomlinson (1998) defines authentic material as anything which is used to help the learner in teaching language. Materials can be in the form of a text book, work book, a video, chart, a photocopied hand out, a newspaper, and a paragraph written on a white board: anything which represents or informs about the language being learned. Its aim is to easy students to listen, read, write and say loud or speak to produce the language.

### **I.8.2 Motivation**

Motivation here means is a learning process that is an important factor in school success. All of scholars have the same perceptions that motivation is the most important cause in students' success or failure when students are motivated to learn English language achievement is significantly increased. According to Bomia as cite by Yung Feng (2013:51), the learning motivation; "refers to a students' willingness, need, desire and compulsion to participate in, and be successful in the learning process. Motivation in this study refers to the motivation of the students of SDN 6 Bengkalis sub-district.

### **I.8.3. Vocabulary mastery**

According to Burn and Broman (1975: p.27) vocabulary is a stock of words used by individuals, class and profession to express their ideas.

In order to understand the English language vocabulary is crucial to be mastered by students. Vocabulary mastery is needed to express the simple ideas and are able to understand what people are saying.



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