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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of literature which supports the topic of the research. Some grand theories are provided in this chapter especially about vocabulary and teaching English using authentic materials. The chapter begins with the nature of vocabulary.

II.1.The nature of vocabulary

II.1.1.The definition of vocabulary

According to Manser (1995: 461) in Oxford Learners Dictionary vocabulary is the total number of words in a language, all words known by a person or used in a particular book, subjects, or a list of word with their meanings.

Meriamm in Webster Leners' Dictionary (2003) states that vocabulary means the words that make up a language. Based on his idea, it also means all of the words known and use by the person, a list or collection of the words and phrases usually alphabetically arranged and explained or defined, list or collection of the terms or codes available for use, a sum or stock of words employed, profession by a language group, individual or professions or organizations.

Based on the definitions it can be concluded that vocabulary is the total number of the words in a particular language that a person or student should undestand and use in studying English in the class room or anywhere.

Shepherd (1980:1) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). He defines

the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes. Whereas Harmer (1998: 159), adds that active vocabulary refers to vocabulary that students have been taught or learnt and which the students will recognized when they meet but which they will probably not be able to produce.

Haycraft quoted by Hatch & Brown (1995), divides two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes. In these respects, Richards and Rodgers (1987:308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

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b. Productive Vocabulary.

Productive vocabulary is the words which the learners understand and can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active learning process, because the learners can produce the words to express their thought to the others.

According to Hornby, vocabulary is the total numbers of the words in a language and vocabulary is a list of words with their meanings (1995: p. 131). It means that vocabulary is a number of words along with the meaning in language that is known by a person or students who studies the English language. Here, words are the symbols that represent either a physical object or idea. According to Ur (1995: 60) vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as the symbol of idea in foreign language for the learners.

In addition, Hatch and Brown (1995: 1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary as the words of certain language which are used by language speaker in using language.

According to Oxford Advanced Learners' Dictionary of Current English (1995:721) the word mastery means complete knowledge; a great skill. From this simple definition, the word mastery is tightly related to the complete knowledge, and great skill of something. From this description, vocabulary

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can be concluded as complete integrated word knowledge, knowing its form, meaning, and use of certain language.

Based on the explanation above, mastering vocabulary means that students can express their ideas and understand other basic competence well. In English teaching and learning the Students Elementary School that is studies the basic of English. It means they study about simple words or things in their environment of the real life.

According to Cross (1991: 11-13), the procedure of teaching vocabulary can be divided into three stages, they are: (a). Presentation; the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity, (b). Practice; the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, and (c). Production; the students are expected to apply the new learning of vocabulary through the simple students' speaking activities or simple writing activities. That means that vocabulary is important for students who study English.

II.1.2. The importance of vocabulary

Vocabulary is one element of the language that is important to learn and taught to students at school for them to get knowledge of English especially in English learning because vocabulary is the first step to be taught before teaching other aspects of language. According to Zimmerman in Coady and

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Huckin (1997:5) vocabulary is central to language and an important in language learning.

According to Nation & Newton (1997) in Fajar Furqon (2013:71). Vocabulary is knowledge of words and word meanings. Vocabulary is more complex, whereas vocabulary mastery is not only knowing words and their meanings, but also knowing how the words sound and how the words are used in the context.

II.1.3 Teaching and learning vocabulary

One of the factors that could affect successful teaching is students lack of vocabulary. Vocabulary is one of the vital elements to construct the meaning of communication. Without knowing words the students can not speak and write well.

Lado (1979: 121-126) gives some steps in vocabulary teaching and learning, namely: (1) listening to words, (2) pronouncing the words, (3) understanding their meanings, (4) making illustration in the form of sentences, (5) having practice in expressing the meaning, (6) pronouncing the words in loud voice, and (7) spelling the words.

Based on this theory above, the sixth grade students are expected to students are able to master the words in learning vocabulary, it conducted to pronouncing the words and spelling the words.

Teaching and learning is an interaction process that be done between a teacher and students when they take and give of materials in the classroom. In

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English teaching and learning, vocabulary is an importance to learn because it is a basic knowledge of English learning.

According to Brown and Payne (in Hatch & Brown, 1995: 373). There are five essential steps in vocabulary learning that represent what learners must do in learning. The five steps are: (1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and meanings of the words; and (5) using the words.

According to Oxford Advanced Learner's dictionary of Current English (1995:721), word mastery means complete knowledge and great skill. This simple definition of the word mastery is tightly related to the complete knowledge, and great skill of something. That means vocabulary mastery is a complete integrated word of knowledge; knowing its form, meaning, and use of certain language in English teaching and learning.

II.1.4. The nature of students' motivation

Success in learning English depends much on the students' motivation. Learning and motivation are closely bound together and influence one another heavily. When learning English, different students have different difficulties and problems. The students can make different mistakes in English pronunciation, and vocabulary usage. Student may feel that English is very difficult to study, but they have motivation to study hard for good achievement. In other hand, some students feel anxious and bored with

learning. As the result, they get low achievement in English. In this case the teacher must have an idea to build the students' motivation in learning English because motivation is an important factor to succeed in learning English. With motivation students are enthusiastic in teaching and learning process.

According to (Harmer200 98) the word motivation is derived from motive that means anything that encourages person to act to do something. Whereas (Purwanto, 2011: 6) while Dimiyati and Mudjiono (1994:75) stated that motivation is a mental encouragement that moves and leads human behavior.

Based on the explanation above, the researcher can concluded that motivation is the desire and effort which drive to the students to do anything to achieve the goal of English learning in the class room. Motivation is an essential factor in learning because it had an influence toward students' success or failure as language learners. Motivation is broken into into two main types, namely, intrinsic motivation and extrinsic motivation.

a. Intrinsic Motivation

According to Harmer (2007:98) a person might be motivated by enjoyment of the learning process itself or by desire to make themselves feel pleased. People do certain activities because they give them pleasure and they can develop particular skills based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new materials. Their learning

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experience is more meaningful, and they go deeper into the subject to fully understand it.

b. Extrinsic Motivation

Harmer (2007: 98) argues that extrinsic motivation is the result of any number of outside factors, for example, they need to pass an exam, they expect financial reward or the possibility of future travel. By knowing the students' motivation, teachers can know their students' interest in learning English so that they can improve their teaching.

II.1.5. Definition of authentic materials

Authentic materials are natural, practical, useful, interesting, and appropriate materials that already exist in real life and that are not artificially constrained to be used in language classes but amenable and adaptable to exploitation for language teaching purpose (Kilickaya, 2004). By using authentic materials it is hoped that teachers will be able to create an interesting classroom situation as well fun teaching in learning process which will make their students receive the materials being presented. There are three important points within the definition of authenticity of materials. The first point is; authentic materials are natural in terms of real life and meaningful communication with their cultural values (Kilickaya, 2004; Oguz and Bahar, 2008:330). The second point is related to the application of authentic materials that are practical, useful, and interesting to the learners (Riddle,2001:2010). The third point is the use of authentic materials is

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appropriates with learners' objective, needs, age, and interest (Kilickaya, 2004; Hwang, 2005:8).

So from the three points above it can be concluded that authentic materials are the materials which are practical, useful, interesting and already exist in real life which make students adaptable to benefit from language teaching.

Nunan and Miller (1995) define authentic materials as those which are not created or edited expressly for language learners. This means that most of everyday objects in the target language qualify as authentic materials. The following list provides wide samples of authentic materials that can be used in the English language classroom. They are to day objects: train schedules, pictures of road signs, business cards, labels, menus, brochures, receipts and currency and the broader level as : music, literature, newspapers, television programmes, radio broadcasts, films and internet websites.

On the level of day to day teaching, authentic materials can make individual lessons more interesting or salient. Teaching vocabulary is a common part of language instruction and can be done straight from a reading text. However, a more motivating, rich source of vocabulary is also found in advertisements and instruction manuals. Using these authentic materials to teach the same point may help students remember the vocabulary better and give them a sense on how it can be used in various contexts. Similarly, language classes often begin with greetings, but it may be difficult for students to remember how to greet a person as the social norms dictate. Using

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a video clip may be a helpful means of presenting these concepts and formed (Larimer & Schleicher, 1999).

On a broader level, consistent use of authentic materials in the classroom keeps students grounded in the reality of the language, helping them to recognize that there is a community of users in this language. Exposing students to authentic materials can also help them better understand in target culture and envision how they might participate in the their community. For example, instead of introducing the vocabulary to the target language, teacher can introduce students to food vocabulary via an authentic menu, asking students to deduce the meanings of unfamiliar food items from context. Once meaning has been established, the vocabulary words can become part of a communicative exercise (Larimer & Schleicher, 1999).

II.1.6 Theories on the use of authentic materials.

Using authentic materials is an interesting thing in teaching English language where students can relate to activation of their schemata. Students can be exposed to authentic materials in their everyday life such as newspapers, television programmes, menus, magazines, songs, brochures and so forth. Students have background knowledge about these materials. However, one important point to remember is that when using authentic materials, we must bear in mind the learners' level.

Miller (2005) and McNeil (1994) view that they believed authentic materials can be used even with lower level learners. So teachers must be aware that they can only benefit from the use of authentic materials with one

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condition: that is, if they are used in the classroom in the same context they are designed for in the real world. In conjunction with this theory Taylor (1994) mentions that: "a text can only be truly authentic in the context for which it was originally written". Based on the idea that using this type of materials as a useful means to motivate learners can arouse their interest and expose them to real language they will face in the real world. In addition, authentic materials encourage learners to learn a particular language successfully because they notice they are dealing with the language in real life and they increases learners' motivation and reflects positively in their learning process.

II.1.7 Authentic materials as a source of creative approach

The use of authentic materials in the English Language classroom is beneficial to the language learning process especially in vocabulary acquisition. Authentic materials provides language learners with multi-sensory impressions of the language, which is learned partly through seeing, hearing, touching and manipulating items. Rivers (1983) (cited in Smith, 1997) reveals that the interaction with these materials brings students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of authentic materials can enhance linguistic and cultural comprehensibility which are both prerequisites for language learning.

Domoney and Harris (1993) investigated the prevalence of pop music in the lives in teaching of EFL students. The music is often the major source of

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English outside the classroom. The exposure to authentic materials such as songs or music is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs or music which they enjoy, more learning is likely to occur.

The main advantages of using authentic materials are that they have a positive effect on learners' motivation, they provide exposure to real language, they relate more closely to learner's needs and they support a more creative approach to teaching (Philips & Shettlesworth 1978, Peacock 1997) cited in Kilickaya, 2004). In addition, Bierbaum (2004) also affirms the helpful role of authentic materials in vocabulary learning by stating that they are versatile and may fill several learning objectives or educational and recreational needs, they combine elements of instruction and recreation and appeal to the cognitive domains. They relate to the real world and are often inexpensive and readily obtainable. They are often meaningful, can be touched, manipulated and observed and they also transcend age barriers. They excite interest about the unknown environment they represent and encourage exploration. They are almost infinitely various.

Lund (1992) states that incorporating authentic or stimulated authentic materials will also create a richer learning experience by not only reinforcing the content of the text but also, by demonstrating to our pupils that with some guidance, they can interact with and utilize real-world input beyond their textbooks. Chan (1985) states that reading which forms one of the basic subjects in our education got relegated to a language skill and sad to say finally got lost in the cognitive processes of learning a language. Reading has

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ceased to be a subject in the Malaysian Timetable and this had an undesirable effect on the overall performance of the children. What most students have today are their course textbooks and a sprinkling of English storybooks in the school libraries. He suggests that the newspapers which are authentic in nature, which are common yet untapped cheap resources, have not been utilized to the fullest extent. There are various resources available for reading in the newspaper such as comics, radio and television guide sports column and so on. He believes that the newspapers will be the only medium students will continuously make use of in the years to come.

Fernandez (1985) states that the use of authentic materials will project the students into a world of reality. It serves to enhance learner-motivation since content of interest is involved. To the learner it is not language which is being explored (an activity least likely to appeal to many) rather it is content which is both interesting and information, which is being explored through language. A persistent problem faced by many English teachers is the attempt to sustain genuine interest in continuing to teach English and to use the language once the examinations are over. Teachers have to create a healthy balance between preparing students for the standardized examination and for the future. A need to include an integrated in-class and out-class activities that help nurture students' language skills is essential. An environment, which is rich with language input, is needed. Therefore, what occurs in the language classrooms must be extended beyond the walls of the classrooms so that a link is created between what is learned in the classroom with what occurs outside of the classrooms (Hussin, et al 2001).

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II.1.8 Related studies of learning strategies

Based on the related studies of learning strategy, learning strategy is a process in teaching that gives a lot of positive feedback to the students in learning that students learn more appreciative and learning goals expected to be achieved well. The success of students' vocabulary mastery can also be looked at in terms of the learning strategies used.

Zoghi, Moradiyan, and Kazemi, (2014) investigated how authentic materials facilitated vocabulary development. The students were randomly selected. The learners' vocabulary classes were observed several times and then a self-reported questionnaire was distributed to all students of chosen classes. The findings indicated that majority of the students preferred using authentic materials for vocabulary acquisition because by using authentic material students dealt with out side, real world, they became interested when dealt with real language, became familiar with the culture of target language, and authentic materials increased their motivation for learning English language strategy.

From Brian Tomlinson (2008 : p.4) statements, it can be concluded that using authentic materials is very needed in language teaching and learning in order to help the students get experience about English in the real use. Moreover, he also added that, the materials for learners at all levels must provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and affectively.

According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a

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language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

Graves, 2000, as cited in Taylor, (1990) Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary: Reading vocabulary refers to all the words an individual that can be recognized when reading a text. Listening vocabulary refers to all the words an individual that can be recognized when listening to speech. Writing vocabulary according to Gardener (2009, as cited in Adger, 2002) is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000, as cited in Taylor, 1990) Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary: Reading vocabulary refers to all the words an individual can recognize when reading a text. Listening vocabulary refers to all the words an individual can recognize when listening to speech. Writing vocabulary includes all words an individual can employ in writing. Speaking vocabulary is refers to all the words an individual uses in speaking.

English learning strategies according Paivio (1986) are using verbal and visual materials that are presented in learning, the learners can construct referential connection between these two forms of mental representation and thus learn effectively. As expected, all the materials with pictures, pictures plus text and video plus text are learned better than the texts only materials.

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Enas Al.Musallam (2006), presented his research entitled “*Using Authentic Materials in the Foreign Language Classroom: Teachers’ Perspectives in Saudi Arabia*”. The relentless push since the mid 1970s toward communicative approaches to language teaching has brought along with it a need to develop students’ skills for the real world. Teachers, therefore, must stimulate this world in the classroom. One way of doing so is to incorporate the use of authentic materials. Scholars argue that the use of authentic materials helps to bridge the gap between classroom knowledge and students’ capacity to participate in real world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language. The present study was designed to investigate teachers’ attitudes toward using authentic materials in the FL classroom.

The term authentic materials has been defined in different ways throughout the literature. What is common in these definitions is the exposure to real language and its use in its own community. Nunan (1989, as cited in Adams, 1995), refers to authentic materials as any material that has not been specifically produced for the purpose of language teaching. Little et al (1988, as cited in Guariento & Morley, 2001) define authentic materials as those that have been produced to fulfill some social purpose in the language community in which they were produced. Bacon and Finnemann (1990) define authentic materials as texts produced by native speakers for non-pedagogical purposes. This paper adopted Bacon and Finnemann’s definition because their

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definition specifies the producers of the text as native speakers, whereas the others did not.

The central purpose of this study was to elicit the attitudes of English language teachers at King Saud University toward using authentic materials in their classes. The study focused on receptive skills only (listening and reading). The researcher aimed to provide answers to the following questions:

1. What are the teachers' attitudes toward using authentic materials in their language classes?
2. Do they prefer to use authentic materials? Why, or why not?
3. In which classes would the teachers use such materials?
4. What is/are the appropriate level (s) for introducing such materials?
5. What are the sources that teachers would use to obtain authentic materials?
6. How would they select the materials?
7. Do they need training in dealing with such materials? If so, what type of training?

This study explored the attitudes of teachers toward using authentic materials in the FL classroom. The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reasons for such an attitude were to improve students' skills and expose them to the real language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicated that the internet and TV would be the most used sources for obtaining authentic materials.

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The teachers disagreed on the suitable level of students for presenting the materials. Most of the teachers believed that the language level of the text and the course objectives were the guiding criteria for selecting appropriate texts. Ultimately, however, most participants indicated a need for additional training in using authentic materials, particularly in designing appropriate tasks. The results of this study could be viewed as a starting point for further exploration into the use of authentic materials in FL teaching.

Pei-Jui Tsai (2011) carried out a study entitled “*The Effect of Aural Authentic Materials on the Motivation of Language Learners: A Process-Oriented Conceptualization*”. This study investigated the effect of aural authentic materials on second or foreign language learners’ motivation. Taking the temporal dimension of motivation into account, the research aimed to find out how aural authentic materials helped to enhance learner motivation in a process-oriented conceptualization. In the main study, two advanced English classes which used aural authentic materials participated. The results of the questionnaires and post-questionnaire interviews indicated the positive effect of aural authentic materials on initiating and sustaining learner motivation. The findings also suggested the benefit of aural authentic materials to learning.

Little et al. (1989) define that authentic materials are texts which are created for the fulfillment of certain social purposes. Since the context of the present research was set within the Listening & Speaking classes, in the present study, attention was drawn to aural authentic materials such as radios,

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movies, TV programs, TV News, etc. and see how they influence learners in the prediction and post diction phase of motivation.

According to Dornyei (2001), to generate learners' initial motivation, teachers have to enhance the learners' language-related values. The values can be classified into three types: intrinsic value, integrative value and instrumental value. Aural authentic materials are beneficial for enhancing these three values because they tend to have fewer limitations and be more variable in the choices of topics, they are real cultural products from the target community and they could be easily integrated with learners' daily life.

A few concluding points about authentic materials and learner motivation can be made as follows:

1. Authentic materials are beneficial in terms of initiating learner motivation because learners tend to have positive educational attitudes toward such materials and learners also attach more language-related values to authentic materials.
2. Authentic materials may generate meaningful and interesting learning which helps to sustain learner motivation and encourage the development of autonomous learners.
3. Since authentic materials are not especially controlled and designed for language learners, they require more assistance from teachers to promote more efficient learning.
4. Authentic materials are more likely to lead learning toward long-term retention.

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Rashid Hamed Al Azri, Majid Hilal Al-Rashdi (2014) did a research entitled “*The Effect Of Using Authentic Materials In Teaching*”. The use of authentic materials in EFL classes was not new because teachers started using them in the 1970s as a result of the spread of the Communicative Language Teaching Approach. Martinez (2002), defines authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. Kilickaya (2004) has another definition for authentic materials, which is "exposure to real language and use in its own community." Nowadays, preparing students for real life situations is of most concern for English language teachers, especially in EFL classes. Therefore, like other teachers around the world, especially in places where English is a foreign language, Omani teachers need to adopt effective teaching materials, in order to help their students learn English better, as well as prepare them to communicate with the outside world. Bacon and Finnemann (1990: 459), state that teachers need to find ways and means of exploiting authentic materials in classroom instructions. Many researchers state that if students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native speakers. Nuttall (1996) argues that "authentic texts can be motivating because they are proof that the language is used for real-life purpose by real people." Widdowson (1990) and Harmer (2001) use the terms authentic and non authentic to distinguish between the two, but the point is not in the language materials themselves but rather on their outcomes and their effectiveness. These can be measured only by the learners' observable and measurable

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performances. Nunan (1997) mentioned in Widdowson (1990), believes that exposing learners to authentic materials is indispensable, because of the rich language input they provide. Exposing students to such language forms will enable them to cope with genuine interaction, whether it is inside or outside the classroom. Researchers claim that when authentic materials are used with the purpose of students learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. In contrast to the design of the text books, authentic materials are intrinsically more active, interesting and stimulating (Lee, 1995; Little, Devitt & Singleton, 1988; Peacock, 1997; Shei, 2001). Furthermore, students in Oman are very keen on the originality of things, particularly when the matter is connected with their learning. So, authentic texts will bring them closer to the target language culture, and therefore this will result in them making the learning process overall an even more enjoyable and thus, motivating.

After going through the related literature, it is obvious that the use of authentic materials in language teaching is supported by many researchers. They regard the use of this type of materials as a useful means to motivate learners, arouse their interest and expose them to real language they will face in the real world. In addition, authentic materials encourage learners to learn a particular language successfully, because they notice they are dealing with the language in real life. According to Guariento & Morely (2001), authentic materials help to motivate learners learn the language by making them feel they are learning the 'real' language. In addition, Hyland

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(2003, p. 94) states that one of the most important advantages of using authentic materials is that it increases learners' motivation and reflects positively on their learning process. Still, some researchers are against the use of authentic materials in the classroom because they believe that they might be too culturally biased and contain complex words and structure. This might frustrate learners. In spite of this negative view, the advantages of using authentic materials in teaching learners in ESL classrooms, outweigh the disadvantages, and they are still a vital approach which should be adopted by EFL teachers, in order to support their learners' language learning process, as proven by a number of researchers such as (Thanajaro, 2000; Kilickaya, 2004; Otte, 2006). Furthermore, the results of the study carried out by Baniabdelrahman (2006) proved that using authentic materials in teaching English to EFL learners was more effective than using non-authentic materials. The latter is and will surely be the researchers' conviction of the vital role that such authentic materials have, and will play for an effective, practical learning process that must happen in every teachers' classroom.

Onur Şaraplı (2011) did a study entitled "*The use of authentic materials in the second language classrooms*". This study mainly concentrated on four important points. The first point was the purpose of using authentic material in foreign language classrooms. The second one was the role of authentic materials use in the second language classroom. The advantages and disadvantages of using authentic materials also had been discussed in this paper. Another point of this study would help us to analysis why and

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how authentic materials could be more effective to develop the language skills of second language learners. Previous experience and thoughts of some authors and academics would support our research. Differences between published and authentic materials would also be the points of our discussion in this study.

The author, Jane Crawford (1995) explains the importance of effective teaching materials in her article, 'The Role of Materials in the Language Classroom: Finding the balance'. According to Crawford, language is functional and must be contextual. The author believes that it is impossible to understand the real meaning of any interaction without knowing who the participants are or their social distance from the event referred to. For instance, a video drama needs to assist language in a meaningful way. Hence, the teacher is responsible for the balance achieved between input and reapplication (p: 28). The second point is language development which requires learner engagement with the purpose of use of the language. The study of grammatical structure shows us how to use language forms in a meaningful context. The teacher's role is again to decide whether those materials are suitable for learners or not and can be used as a reference by students in the future (p: 29). The next key point is that the language should be realistic because it is hard to find accurate material which satisfies student needs. At the same time it is also hard for teachers to obtain materials that are really appropriate quality lawfully (p: 29).

For many learners those materials will be model for a specific topic in their future education. Materials need to be flexible for students in order to

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develop new skills and strategies as well. Those strategies need to be applicable in other contexts (p: 30). Students will attempt to integrate their knowledge from the language they have learnt. Teachers need to take extra care about students' background and learning abilities in class activities therefore they adapt materials to the context in which learning takes place. There must be an open interaction between students and teachers to understand the cultural values of both teachers and students.

Daniel Linder wrote an article about similar issues. Linder (December 1999/January 2000) thought that authentic materials were used as teaching tools effective in classrooms because authentic materials seem more complementary to the lesson content and more understandable for students (p: 17). The author develops a method for using authentic material containing five ingredients. The first one of those ingredients is the authentic texts for input. Authentic texts serve as texts in their own right. The authentic menus are analyzed first as texts then they are used as output models for writing exercises (p: 17). His second view is tasks for text analysis. The author's point is that classroom tasks must be organized for classroom use according to students' ages, interests and levels (p: 17). The third important point according to the author is the tasks for language practice such as vocabulary, grammatical structures and pronunciation. In his article, Linder recommends that first the teacher needs to select language features for the practice task and then the teacher needs to select appropriate grammatical items such as countable and uncountable nouns (p: 17). The output task is the forth one which is a role-play. The teacher's responsibility

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is to give clear instructions for the output task making the task suitable for students' age, interests and so on (p: 17). The last point is the students' output as input, which is an exercise where student output is used for an additional exercise. The author gives an example. He says the content recognition exercises could be repeated with the student generated texts and those texts could be used for display or exchange with other classes (p: 17).

Finally, in the essay the role and the importance of authentic materials were discussed as well as the teacher's role in choosing the right materials. Other vital points were advantages and disadvantages of authentic materials for students' motivation and participation. Here, as important factors, instructors should consider how suitable the content of given task for students. It is also the instructor's responsibility to choose exploitability high materials, and presentation of authentic texts is another point that should grab the student's attention in the second language classroom.

Base on the related studies above, the similarity to this research is that they had the same objective that was to find out the effect of using authentic material on students' vocabulary mastery and motivation in teaching and learning process.

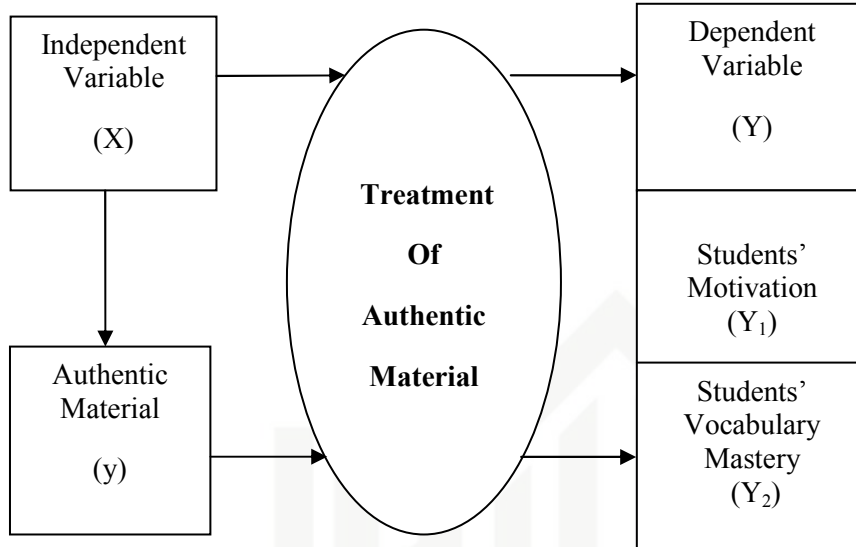
II.2. The operational concept and indicator

The operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it was necessary to operate in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen in the table below:

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Figure 2.1
Conceptual Framework



The Operational Concept and Indicator

Title	Variable	Sub Variable	Indicators
The effects of using Authentic Materials on Students' Motivation and Vocabulary Mastery	<i>The independent variable (X):</i> Authentic Materials	Using Authentic Material	<ul style="list-style-type: none"> ○ The teacher sets the materials to achieve the learning goal ○ The teacher checks the spelling of the students' vocabulary. ○ The teacher divides students into groups in teaching and learning . ○ The teacher uses the media in teaching ○ The teacher sings a song to motivate students in teaching and learning

		<ul style="list-style-type: none"> ○ The teacher teaches English using various techniques ○ The teacher asks the students to repeat the words together.
	<p><i>The dependent variable (Y_1):</i> Students' Motivation</p>	<p>Questionnaier Motivation</p> <ul style="list-style-type: none"> ○ The students are able to practice the English ○ The students are able to learn English with fun and happy ○ The students are able to learn English for success. ○ The students are able to succeed in studying English. ○ The students are able to spell the English words (vocabulary) ○ The students are able to excite English learning. ○ The students are able to learn English using interesting materials. ○ The students able to learn English actively.

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<p>The dependent Variable (Y_2) Vocabulary mastery</p>	<p>Test Vocabulary mastery</p>	<ul style="list-style-type: none"> ○ The students are able to pronounce the English words loudly. ○ The students are able to practice the English in the classroom. ○ The students are able to write English correctly. ○ The students are able to do English exercises ○ The students are able to finish English homework on time. ○ The students are able to know new English words. ○ The students are able to match appropriate words and pictures. ○ The students are able to use simple English. ○ The students are able to repeat English words that the teacher said.
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II.3. Assumption and hypothesis

II.3.1. The assumption

In this research, the researcher knew that there were many strategies which the teacher can used in teaching learning process to build the students capability in English focus on students' motivation and vocabulary mastery.

The researcher assumed that using Authentic Material is good strategy to give a material for the students increase their capability especially in vocabulary.

II.3.2. The hypothesis

It was necessary for the writer to formulate the hypotheses of the study as follows:

Ho1 : There is no significant effect of using authentic materials on the motivation of the sixth grade students of Elementary School 6 Bengkalis Sub-district.

Ha1 : There is a significant effect of using authentic materials on the motivation of the sixth grade students of Elementary School 6 Bengkalis Sub-district.

Ho2 : There is no significant effect of using authentic materials on the vocabulary mastery of the sixth grade students of Elementary School 6 Bengkalis Sub-district.

Ha2 : There is a significant effect of using authentic materials on the vocabulary mastery of the sixth grade students of Elementary School 6 Bengkalis Sub-district.