CHAPTER II
THEORETICAL REVIEW

A. Previous Study

The studies of authentic materials were conducted by some researchers will be provided. The first research was conducted by Sierra (2013) which proved that by using authentic materials 80% of students enjoyed using authentic materials. Most of the students had a wonderful time working with the newspaper because they were capable of being updated with what was happening around the world. The second research that is conducted by Rodngam (2011), his finding indicates that toward using authentic materials can improve students’ vocabulary. It can be concluded that after he had done a research in Mathayomsuksa 6 students in the English and Japanese program he stated that the students had positive attitudes towards the use of authentic materials such as English songs, English movie, and English news are able to enhance students’ vocabulary for listening comprehension.

In sum up, the use of authentic materials in teaching vocabulary is able to enhance positive effect for students such as updating their knowledge, improving their vocabulary, and having positive attitudes toward listening comprehension.

B. Vocabulary

1. Definition of Vocabulary

There are some definitions of vocabulary which are stated by some experts.
Pikulski and Templeton (2004:1) define vocabulary as the sum of words that are used and understood by students. We use vocabulary when we speak and write.

Another definition is also stated by Hatch and Brown (1995:1), they state that vocabulary can be meant as a list or set of words for particular language or a list set of words that might be used by individual speakers of language.

Anderson (2010: 1) stated that vocabulary can be generically defined as knowledge of words or word meaning. Furthermore, According to Hornby (1974: 959) vocabulary is a total number of words (with rules combining them) which make up language.

In sum up, according to the definitions above, vocabulary is a group of words which becoming a major thing in language and should to be mastered by the language learners.

2. The Importance of Vocabulary

Vocabulary is main element of language that should to be learnt by the learners or the students in order to be able to communicate to others both orally and written. So English should be taught in the learning process early in order to they are able to use and apply both in the activities of the lesson and others area.

The importance of mastering vocabulary is also stated by Lewis as cited in Sanchez and Manchon (2000:1) says that the single most important task facing language learners is acquiring a sufficient large vocabulary.
By Zu as cited in Balci and Cakir (2012:2) points out that teachers and other involved in foreign language learning are paying special attention to foreign language acquisition.

In sum up, by regarding with the learning process a language, having a good mastery vocabulary is much emphasized. By an adequate stock of vocabulary, learning English will be easier since vocabulary is a basic component that needs to be mastered.

3. The Words Classification of Vocabulary

There are some aspects that should be mastered; one of them is by understanding the class of words. By understanding the class of the words, it will be easier for learner in comprehending and mastering the vocabulary.

In this study, students not only learn about the meaning of words but also learn about the classification of word classes. The words classes that will be learned by students are noun, verb, adjective and adverb.

Based on Hatch and Brown (1995:218), the classification of words classes based on the functional categories are called part of speech; they are as follows:

1) Nouns

Nouns can be divided into subclasses; they are as follows:

a) Proper nouns, like Betsy, Ohio differ from common nouns, like woman, state and choir.

b) Abstract nouns, like hope, understanding and love differ from concrete nouns, (chair, table, and bag).
c) Count nouns, like books, birds, and pianos differ from mass nouns, (applesauce, gravy and rice)

d) Group nouns, like bank, government club, and choir differ from other nouns that refer to people because they refer to group as a unit (The choir performs every Sunday” versus “The singers performs every Sunday)

2) Verbs

Verbs are words that denote action. Verbs can be placed into four classes; they are as follows;

a) Activities, such as; run, walk, write, and seek.

b) Accomplishments, such as; paint a picture, run a mile, and write a letter.

c) Achievement, such as; recognize, understand, hear, and see

d) States, such as; know, love, and desire.

3) Adjectives

Adjectives can be pointed out into:

a) Positive quality, such as; good, beautiful, diligent, and kind

b) Negative quality, such as; bad, wicked, and lazy

4) Adverbs

Adverb typically assign attributes to verb, to clause or to entire sentences rather than to nouns. For example: here, there, now, quickly and extremely.
In conclusion, the classification of words that is considered as an important component in learning vocabulary is nouns, verbs, adjectives, and adverbs. Activities that will be applied to the students are finding the synonyms and the antonym of words, and looking for the meaning. Level of the words is modulated with the materials of the eight junior high school students.

4. Teaching Vocabulary

Finochiaro (1974:73) draws some promises and command related to vocabulary teaching, such as:

a. Vocabulary items should be introduced many times with all the structures and in all the situations in which they can logically be used

b. New vocabulary items should always be introduced in known structures

c. Where possible, the vocabulary items should be entered on one topic

d. A familiar word is met in a new context; it would be taught again and practiced

e. Vocabulary items should be taught in the same way the teacher teaches everything else

f. Vocabulary should be practiced as structures as practiced in substation drills, transformation drills, question and answer

g. Vocabulary should be encouraged to learn and use nouns, verbs, adjective and verb with certain rules
h. Students should be encouraged to learn and use noun, verbs, adjective
and adverbs, which contain the same roots. We can help the learners to
prepare four columns word chart, for example:

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference</td>
<td>(to) Differ</td>
<td>Different</td>
<td>Differently</td>
</tr>
</tbody>
</table>

5. **Principal of Teaching Vocabulary**

The facts that vocabulary is not the main major in teaching and
learning. Basically, vocabulary plays very important role in the
communication activity, with the absence of vocabulary a communication
will not occur. So the existence of vocabulary must not be neglected in
teaching and learning vocabulary. According to an expert, Nunan (2003:
135) state that there are some points of principles of teaching vocabulary as
follows:

a. **Focus on the most useful vocabulary first**

Teaching useful vocabulary before less vocabulary gives learner the
best return for their learning effort. The most useful is vocabulary that
every English language learner needs whether they used the language
for listening, speaking, reading and writing or whether they use they
language in formal and informal situation.

b. **Focus on the vocabulary in the most appropriate way**

The principle looks at how the teacher should be taught and learned.
The strategies for this principle are, word part, guessing from context,
using word card, and using dictionaries. Using word part is to remember words. Guessing from context is two important for low frequency words. Word cards are deliberate learning and looking up words in dictionary. Furthermore, learning how to use a dictionary well is another strategy where the students demanded for looking some words fast and appropriately.

c. **Give attention to the high frequency word across the four strands of a course.**

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating massages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

d. **Encourage learners to reflect on and take responsibility for learning.**

There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking the responsible requires; knowledge of what to learn and the range of option for learning vocabulary, skills in choosing the best option, the ability to monitor and evaluate progress with those options.

8. **Potential Problems of Learning Vocabulary**

The core failure of mastering a foreign language is mainly determined by the limitation of stock of words, which will build up the meaning of spoken
or written form. Based on French in Yuniati (2007:22) there are some problems in learning vocabulary items such as pronunciation, spelling, memorizing and also in written and oral communication. The main problems are described below:

a. Pronunciation problems

Actually, students want to be able to speak English well. By understanding the pronunciation, they can communicate without scare because good pronunciation makes receiver easier to understand. The aspect which causes pronunciation problem is similar sound in two languages which have different variant, sequences of sound in one word, and classification of sound.

b. Spelling problems

Learning spelling is very important because it can improve the learners in mastering language skills especially reading and writing.

c. Memorizing problem

It is a fact that, students’ style in learning vocabulary is by remembering the words that have learned before. The students have problem to memorize several new words given. They have difficulty to recall the word when the teacher asks them.

d. Meaning problem

Meaning of a word will change when it used in a sentence. It is one of the reason that students or the learners not easy to comprehend meaning of English words.
9. Testing of Vocabulary

There are some types of test to evaluate the students’ vocabulary mastery. According to Hughes (1989:147-150), there are two types of the students’ vocabulary assessment; recognition and production test.

1) Recognition

This is the kind of testing that can be recommended without many reservations. The item may involve a number of different operations:

a. Synonyms

All of the options are words which the test-takers are expected to know.

b. Definition

This type has option with the same length.

c. Gap Filling (Multiple choice)

This type has the context. It should not contain words which the test-takers are unlikely to know.

2) Production

The testing vocabulary productively is so difficult that it is practically never attempted in proficiency tests. The information on receptive ability is regarded sufficient.

a. Picture

This method of testing vocabulary is obviously restricted to concrete nouns that can be unambiguously drawn.
b. Definition

This type has words defined entirely in words more common or simpler than themselves.

c. Gap filling

This type is an alternative word to the one we have in mind. It can be solved by giving the first letter of the words (possibly more) and even an indication of the number of letters.

From the definition above, multiple choices and definition test would be used to evaluate the students’ vocabulary mastery.

C. Authentic Materials

1. Definition of Authentic Materials

Authentic materials is defined as a part of communication where it is produced by native speaker where there are passages that conveyed to others native. It sounds at the same as what Morrow (1977) stated that authentic text as the language that produced by a real native speaker or writer for a real audience which is expected to express a real message.

Authentic materials can be meant as a text or materials that created not for educational purpose. As Wallace (1992:145) stated that Authentic texts have been defined as “real-life texts, not written for pedagogic purposes”.

Authentic materials are the texts designed for the native speakers which are real and not initially designed for language learners, (Harmet, 1991). It is mean that authentic materials originally created not for classroom purpose but created for conveying passage to the real speakers or to the readers.
Using authentic materials is more valuable. Authentic materials give a real condition in using English than artificial books or text books. It enlarge students or learner experience how English used. As Larimer and Schleicher (in Marie Klein) stated that authentic materials help from the start of the learning process if the tasks are throughly thought through. In choosing of authentic materials will help the students or the learners with the learning process.

Teaching english by using authentic materials will help the students or the learner to know the function of it. According to (Cook, 1981) that authentic materials are even more relevant for the students or the learners who have the aim of going the country itself. The students or the learners basically need to be able to communicate and interact with target language environment.

In sum up, authentic materials is a kind of media that is containing passage. It is originally made by native speaker to convey information to the native reader and the listener as well. Authentic materials is not designed for educational purpose, it is meant that an authentic materials are not for teaching in classroom. However, an authentic material can be used as an additional material.

2. The kinds of Authentic Materials

According to Lia, (2009: 38), there are four kinds of Authentic Materials such as follows:

a. Authentic visual materials

Authentic visual materials consistof : 1) images and graphs available on the internet, 2) photographs, 3) paintings and drawings, 4) wordless street
signs, 5) pictures from magazines, 6) stamps, 7) X-rays, 8) coins and currency, 9) clock, and 10) phones.

b. Authentic printed materials

Authentic printed materials consist of: 1) web based printed materials available on the internet, 2) newspapers including articles, movie reviews and advertisements, astrology columns, classified ads, 3) lyrics to songs, 4) restaurant menus, 5) street signs, 6) food product labels such as cereal boxes, candy wrappers, 7) tourist information brochures, 8) university catalogs, 9) telephone books, 10) maps, 11) magazines including TV guides, comic books, catalogs, 12) greeting cards, letters, 13) grocery coupons, 14) pins or T-shirts with messages, and 15) school notices.

c. Authentic multimedia materials

Authentic multimedia materials consist of: 1) TV, video programs of various kinds, 2) pod casting in the internet, and 3) web based programs involving multimedia use.

d. Authentic audio materials

Authentic audio materials consists of: 1) music, news, and other audio materials available on the internet, 2) TV programming including of commercials, quiz shows, cartoons, news and weather, 3) radio including of advertisement, music and sales pitches, 4) taped, 5) meetings, talks, 6) announcements in airports and stores, and 7) professionally audio-taped short stories and novels.
By knowing all the types of authentic materials, in this research will use printed materials. Since authentic printed materials are easy to find. It is can be found from newspaper, magazine, internet, letters, brochure, or from something else.

3. The advantages and disadvantages of authentic materials

a. The advantages of authentic materials

According to Anthony (2006 :63) there are several advantages of using authentic materials such as:

1) “Real” language exposure with language change/variation being reflected
2) Students are informed about what is happening in the world
3) Text books tend to include incidental/improver English and become outdated quickly
4) The same piece of material can be used for different tasks
5) Ideal for teaching/practising mini-skills-skimming/scanning
6) Contain a wide variety of text types, language style not easily found in conventional teaching materials
7) Encourage reading for pleasure, likely to contain topics of interest

b. The disadvantages of authentic materials

According to Anthony (2006 : 63) there are several disadvantages of using authentic materials such as:

1) Often too culturally biased, difficult to understand outside the language community
2) Vocabulary might not be relevant to the student’s level
3) Too many structures are mixed so lower levels have problems decoding the texts
4) Special preparation is necessary, can be time consuming
5) Can become outdate easily, for example news stories, articles.

4. The criteria of selecting authentic materials

There are several factors that should be considered for second language learners. According to Breen (in McCoy) In choosing or creating authentic materials for second language learners have to consider some points, such as:
1) what is an authentic materials? 2) for whom is the text authentic? 3) for what authentic purpose 4) what is to the social situation of the classroom?

There are three other factors in choosing authentic materials that should be noted, such as: suitability, exploitability, and readability by Nuttal, (in Zohoorian and Professor Ambigapathy, 2011). The most factors of those all are suitability, ideally the texts must be appropriate based on students’ level, students’ interest, and relevant to their needs.

According to (Thompson, 1997) There are seven criterian that should be considered in selecting authentic materials; as follows:

a. Authenticity

Authentic text. “one whose primary intent is to communicate meaning to native speakers of the language” (Swaffar)

b. Interest

1) Topic : is the text or clip of sufficient interest to learner or students?
2) Presentation: is the presentation attractive enough to arouse interest?

c. Background Knowledge

1) Do the students have at least some experience with the topic?
2) What are the students’ own cultural schemata for this text?
3) What kind of pre-activities will be necessary?

d. Language

1) Is the level of difficulty at, below, or slightly above the students’ present level?
2) What is the percentage of known and guessable items?
3) Do the known and guessable items relate to the main ideas?
4) Does the text contain a significant number of metaphors, symbols, hidden meanings, and idioms?
5) Do the pre-activities need to include limited language preparation?

e. Text Organization

1) Is the text organized in a clear way?
2) Are the illustrations/typographic convention/title(s) that support the text?

f. Special Considerations for Audio and Video Materials

1) How long is the clip or segment?
2) How is the sound quality? The rate of delivery? The register?
3) How many speakers are involved?
4) Do the visuals support the audio? Do they give everything away?
5) Is this a timeless clip, with a universal topic?
g. Basic Principles of Receptive Skill Lesson Development

1) It is not necessarily simplify the text, just simplify the tasks

2) Always define the task before reading/listening/viewing, so the learners or the students can look/listen for and find vs. Look at/listen to and get lost

3) Remember that most tasks require a separate reading/listening determines how we read/listen

4) Design a hierarchy of tasks : pre-activities > global activities > specific information activities > linguistic activities > post activities

D. Teaching Vocabulary Using Authentic Materials

The procedure of authentic materials for teaching vocabulary is as follow;

1. Giving examples of how to do the following tasks using authentic materials.
   a. Identify word class of word written in text.
   b. Identify Indonesian meaning of the word
   c. Identify synonym of the word
   d. Identify antonym of the word
   e. Complete the incomplete sentence using authentic material

2. Asking students to do some tasks

3. Checking students’ work result through discussion.
E. Basic Assumption

It is believed that, by learning vocabulary through authentic materials is able to make students extend their vocabulary and help memorize words in a number of meaningful recycling, Martinez (2002). It is because through authentic materials have containing wide variety of words that is actually happening in social life. Then, since authentic materials have large number of vocabulary that is used in social life so students are able to keep in mind the vocabulary that is often used in daily life. Through those sources it can be used as a good way to learn vocab.

Furthermore, a research about the use authentic materials have been conducted by Teresa and Pereira on 2005 entitled “The Effectiveness of Using Authentic Materials To Teach Vocabulary Among Lower Secondary School Students” who have proved that teaching vocabulary by using authentic materials can improve students’ vocabulary.

For pedagogical implication, it is believed that by using authentic material to teach vocabulary is able to avoid monotonous and bored teaching. Mulyasa (2011:157) states that in developing sources of learning, teachers should make learning kits by self or able to empower surrounding area as sources of learning. Through the teachers’ creativity, it will create different style learning process. In addition, it will appear fun circumstance in learning process. In fact, as stated above authentic materials are containing large variety of text type and come from real situation around them. In sum up, students will be easier to recognize materials that are conveyed by teacher and able to remember new vocabulary from authentic materials.
In sum up, by using authentic material as a source of teaching vocabulary, hopefully the students will learn vocabulary easier and more enthusiastic.

F. Hypothesis

Based on the basic assumption above it can be formulated that the hypothesis for this study is whether or not “Teaching vocabulary using authentic materials in SMP Muhammadiyah 1 Purwokerto is effective?”

H₀: There is no statistically significant difference between the performance of students who are taught vocabulary through exposure to authentic materials and students who are taught vocabulary through the use of the textbook and handouts.

H₁: There is statistically significant difference between the performance of students who are taught vocabulary through exposure to authentic materials and the performance of students who are taught vocabulary through the use of the textbook and handouts.