

# **THE EFFECT OF USING AUTHENTIC MATERIAL ON STUDENTS' SIMPLE TENSES MASTERY TO THE ELEVENTH GRADE STUDENTS' OF SMK NURIS JEMBER IN THE ACADEMIC YEAR 2015 – 2016**

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## **Abstract**

This research is aimed to find out the effect of using authentic materials on the students' simple tenses mastery at SMK Nuris Jember. It tries to reveal whether there is a significant difference in the students' simple tenses mastery of the eleventh grade students who are taught using authentic materials and those who are taught using non-authentic material, in the academic year of 2015/2016.

This research is classified as a quasi-experimental study. The subjects of this study were 48 students of eleventh grade at SMK Nuris Jember where 23 students of XI TSM and 25 students of XI TKR. Class XI TSM was chosen as the Experimental Group which was taught using authentic materials as the treatment while Class XI TKR was chosen as the Control Group which was not taught using Authentic material. In this case, the control group was taught using non-authentic material. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the students' simple tenses mastery in the form of a test consisting of 20 questions. After 2 weeks of treatment, they were given a post-test with the same questions as the pre-test to find out whether there was a significant difference in their simple tenses mastery after the treatment or not. The data of the pre-test and post-test of both groups were analyzed using descriptive and inferential statistics. After the data were tested and found to be homogeneous variance but the distribution of the data is not normal, the hypothesis was tested using Mann-Whitney test. The computation of the data statistics used the computer program SPSS.

The result of this research shows that there is a significant difference in the students' simple tenses mastery of the students who are taught using authentic materials and those who are taught using non-authentic material at the 0,036 level of significance. It means that the use of authentic materials has significant effect on the students' simple tenses mastery.

**Key Words** : Authentic material, Simple tenses mastery

## Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan *Authentic Material* atau bahan otentik terhadap penguasaan *simple tenses* siswa di SMK Nuris Jember. Penelitian ini mencoba untuk mengetahui apakah ada perbedaan yang signifikan pada penguasaan *simple tenses* siswa kelas XI yang diajarkan menggunakan *Authentic Material* dan mereka yang diajarkan dengan *non-authentic material* atau bahan yang bukan otentik, pada tahun akademik 2015/2016.

Penelitian ini diklasifikasikan sebagai penelitian kuasi-eksperimen. Subyek penelitian ini adalah 48 siswa dari kelas XI di SMK Nuris Jember dimana 23 siswa dari XI TSM dan 25 siswa dari XI TKR. Kelas XI TSM terpilih sebagai kelompok eksperimen yang diajarkan menggunakan *Authentic Material* atau bahan otentik sebagai *treatment* atau perlakuan yang diberikan, sementara kelas XI TKR terpilih sebagai kelompok kontrol yang tidak diajarkan menggunakan bahan otentik. Dalam hal ini, kelompok kontrol diajar menggunakan *non-authentic material* atau bahan yang bukan otentik. Pada awal penelitian, kedua kelompok eksperimen dan kontrol diberi *pre-test* untuk mengukur penguasaan *simple tenses* siswa dalam bentuk tes yang terdiri dari 20 pertanyaan. Setelah 2 minggu diberikan perlakuan, mereka diberi *post-test* dengan pertanyaan yang sama dengan *pre-test* untuk mengetahui apakah ada perbedaan yang signifikan penguasaan *simple tenses* siswa setelah diberi perlakuan. Data dari *pre-test* dan *post-test* dari kedua kelompok dianalisis dengan menggunakan statistik deskriptif dan inferensial. Setelah data diuji dan ditemukan bahwa varian homogen tetapi distribusi data tidak normal, sehingga hipotesis diuji menggunakan uji Mann-Whitney. Sementara itu, perhitungan statistik data menggunakan program SPSS.

Hasil penelitian ini menunjukkan bahwa ada perbedaan yang signifikan dalam penguasaan *simple tenses* siswa yang diajar menggunakan bahan otentik dan mereka yang tidak diajar dengan bahan otentik pada tingkat signifikansi 0,036. Ini menunjukkan bahwa penggunaan bahan otentik memiliki dampak yang signifikan terhadap penguasaan *simple tenses* siswa.

**Kata Kunci:** Bahan otentik, Penguasaan *simple tenses*.

## 1. Introduction

Tense as a part of grammar is a category that expresses time reference. Reichenbach on Hackmack, 2007: 1 stated "The term 'tense' can be defined as a secondary grammatical category which serves to locate an event or a situation in time". The definition, stated by Huddleston on Muhlisin (2015:145), seems even more specific. That is, "a tense system is a system associated with the verb where the basic contrasts in meaning have to do with the location in time of the situation, or the part of it under consideration". It can be argued that the system of tenses refers to the system associated with forms of verb signifying the events of the speech to the time when they take place.

In Indonesia, the curriculum progresses now what is called *A Kurikulum Tingkat Satuan Pendidikan*. In this curriculum, grammar is English material for Vocational High School. The focus on learning English for this

level is the ability to construct sentences grammatically. Learning grammar tenses of English as foreign language seems to be problematic, especially in Indonesia. Most of the students find difficulties in learning grammar tenses. Harmer (2001: 12) stated that "creating a good grammar rule is extremely difficult". In addition, Muhlisin (2015:146) on his research *A Group of Indonesian Adult EFL Students' Mastery of Tenses and Aspects: Investigating the Internal and External Factors of Learning* argues :

The data based on the students' scores on the test show that the majority of the students have not gained sufficient mastery of tenses and aspects. It was shown that 49 out of 55 students (89%) got the score between 4 and 27. On the basis the grading scheme use, the 49 students' mastery was categorised *fail*, i.e. their correct answers were less than 50% of the total questions given. The rest of the students fell into two categories: *pass* (five students) and *very good* (one student). The scores of the students with pass category ranged from 28 to 30, whereas the students with very good category scored 49 out of 55.

EFL learners face several difficulties in their attempt to master English tense properly. According to Cowan (2008: 350) 'use of verb forms is one of the two or three most difficult areas for English language learners to master'. The students are usually confused of rules and the use of tenses. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar. Beside that, the students fear of the grammar, so they neglect grammar. As a result, EFL learners sometimes make mistakes in the proper use of verb forms as they attempt to express the time of an event in the target language. This is also related to the fact that English verbs have a different forms which also makes the problem worse. Then, EFL learners are sometimes found to form expression in which time itself is confused. Student does not use any auxiliary to indicate whether the action time is in the present, the past or in the future.

The Authentic Material is implemented to solve the student's problem in mastering simple tenses in English teaching and learning activities in this research. Authentic materials are any product or thing designed or produced by native speakers for native speakers' daily activities. In ESL or EFL contexts, they are called authentic materials consist of highly qualified or well-designed authenticity. Kilickaya (2004) on his research *Authentic Materials and Cultural Content in EFL Classrooms*, "Authentic materials enable learners to interact with the real language and content rather than the form.". The definition summarized that Authentic Materials let students to have a meaningful experience in the teaching and learning process because they are real materials which can be found pretty easily in real life.

## **2. Methodology**

### ***Purpose of The Research***

The purpose of the research is to find out whether or not there is a significant difference on students' simple tenses mastery between the eleventh grade students of SMK Nuris Jember who are taught using authentic materials and those who are taught using non-authentic material.

### **Research Hypothesis**

There is a significant difference on students' simple tenses mastery between the eleventh grade students of SMK Nuris Jember who are taught by using authentic materials and those who are taught using non-authentic material.

### **Method**

This research is experimental research that is included in quantitative research. Ary (2010:265) stated "An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)". The design of quasi experimental research is used in this experimental research. The researcher uses control and experimental groups but does not randomly assign participants to groups. The design of this quasi experimental design is Nonrandomized Control Group, Pretest–Posttest Design

**Table 1. Nonrandomized Control Group, Pretest–Posttest Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment/Independent Variable</b>	<b>Post-test</b>
Experiment	Y <sub>1</sub>	X	Y <sub>2</sub>
Control	Y <sub>1</sub>	-	Y <sub>2</sub>

- Y<sub>1</sub> : Score of Pre-test
- Y<sub>2</sub> : Score of Post-test
- X : Treatment

*Source : Ary, Donald. 2010. Introduction to Research in Education.*

The dependent variable is measured twice during the study (before and after the manipulation of the independent variable). A pre-test and a post-test are given to see the development of the students' simple present and simple past tenses mastery in both of the experimental and control groups. A pretest is conducted to know students' scores before the treatment is given. Meanwhile, post-test is conducted to get students' scores after the treatment is given.

### **Participants**

The population is the XI grade students' of SMK Nuris Jember which is divided into 4 classes, they are XI TSM, XI TKJ A, XI TKJ B, and XI TKR. But, the researcher used only 2 classes as the sample. This research used purposive sampling to determine the experiment and control group. Tongco (2007:147) states :

The purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within. Purposive sampling may also be used with both qualitative and quantitative research techniques.

In this case the sampling is done by using purposive sampling, that the sampling technique based on consideration of the individual or researcher. In

this case an expert is to be consulted in determining the two classes to be sampled in XI SMK Nuris Jember, that is English teacher Based on consideration of researchers and English teacher, then taken XI TSM dan XI TKR, because these two classes have classified the same academic ability. After that, determined the experiment and control group and finally determined the XI TSM as an experiment group and XI TKR as a control group.

### ***Instrument of The Research***

Test is used as an instrument in this research. The test is used in this research is objective test. It is used to collect the data consisted of 20 items about simple present, simple past and simple future tenses. There are some steps that used in developing the test as the instrument of this research, as follows :

1. Determine the aim of the test
2. Arrange the 'Blue Print' of the test
3. Writing the items of the test
4. Doing the Try Out

The try out conducted in different school, that is SMK Negeri 1 Jember on 12<sup>th</sup> of May, 2016. The respondents are the XI Akutansi 3 which is consist of 25 students and the allocation of the test is 60 minutes.

5. Fix the test items
  - a. The validity of the 20 items are valid based on content validity, while it is called valid based on empirical validity because the result of validity is more that the r table of Pearson Product Moment. (N or total respondents = 25), (r table = 0,396)
  - b. The reliability of the test is reliable, because the result of reliability of the test is 0,812. It's mean that the test has a "high" reliability.
  - c. The result of difficulty level of the test items are categorized into some category, they are "good" (the difficulty value at level 0.20 to 0.50) and "best" (the difficulty value at level 0.50 to 0.80). It's mean that the 20 items of the test are accepted.
  - d. The result of discriminating power of the test also indicates that the 20 items of the test are accepted because te result of DP for every items are not less than 0,20 (<0,20) and not more that 0,80 (0,80>).
6. Assemble the test items

### ***Data Analysis***

This type of research used in this research is quantitative. In quantitative research, the data analysis is an activity after data from all respondents are collected. The data analysis techniques in quantitative research using descriptive statistics and inferential statistics.

1. Descriptive Statistics

Ary (2010:101) states "The technique used to enable researchers to organize, summarize, and describe observations called descriptive statistics". It is used to analyze the data in ways that describe the data

that has been collected without the intention of making a conclusion to generalization.

## 2. Inferential Statistics

Ary (2010:162) states “Inferential statistics is the science of making reasonable decisions with limited information”. It is used to test the hypothesis whether there is significant difference in the simple tenses mastery of the students who are taught using authentic materials and those who are not. The statistics used in this calculation are test of normality, test of homogeneity, and test of hypothesis.

### a. Normality Test

The normality test is used to see whether or not the distribution of responses to the instrument is normal or not on the pre-test and post-test. The distribution of score analyzed by Kolmogorov-Smirnov formula on SPSS.

### b. Homogeneity of Variance Test

A homogeneity of variance test is used to analyze whether the sample variance is homogeneous or whether the two groups are in the same condition. In this research, the formula to analyze the homogeneity is used Levene Test.

### c. Hypothesis Testing

The hypothesis testing is used to see whether the hypothesis is supported by the data (acceptable) or not. Before the hypothesis testing, conduct the normality and homogeneity test. This is done to determine whether the data comes from a normal distributed and come from the same variance or vice versa.

- 1) If the data from these two classes gain normal and homogeneous, then used the test of independent sample t-test ;
- 2) If the data of both classes of normal but not homogeneous, it is still used test independent sample t-test, but to read the results of the test are in the column *Equal Variance Not assumed* (assumed variance is not the same), with steps and criteria the same test as in points a) ;
- 3) If one or both of data experimental class and control class is not normal, it is not tested homogeneity, but used a statistical test non-parametric Mann-Whitney test.

## 3. Research Findings

### a) Descriptive Statistics

#### *Data of the Pre-Test*

A pre-test was used to measure the students' simple tenses mastery before the treatment was given. Table 4 gives information about the descriptive analysis of the students' simple tenses mastery based on the results of the pre-test scores of the experimental and control group.

**Table 2.**

<b>Descriptive Analysis</b>	<b>Experimental Group</b>	<b>Control Group</b>
Maximum	85	85
Minimum	55	50
Mean	69,78	69,40
Std. Deviation	9,352	9,500

Moreover, the data of pre-test above compare by using independent t-test to know both experiment and control group have a significant different or not. Table 5 gives information about the result of hypothesis testing of the students' simple tenses mastery based on the result of the pre-test scores of the experimental and control group using independent t-test.

**Table 3.**

<b>Data</b>	<b>t</b>	<b>df</b>	<b>Mean Difference</b>	<b>Sig. (2-tailed)</b>	<b>Interpretation</b>
Pre-test	0,140	46	0,383	0,889	Null hypothesis accepted

The result of significant difference is 0,889. It's mean that the significant more than ( $>$ ) 0,05. Then the null hypothesis is accepted means there is no significant difference of means between experimental and control groups. Then, it is fair to compare the improvement on post-test both experimental and control group after giving the treatment because both classes has no significant difference on pre-test.

### ***Data of the Post-Test***

The data of the post-test consisted of the post-test scores and the comparison between the result of the students' simple tenses mastery post-test scores of the experimental and control group.

**Table 4.**

<b>Descriptive Analysis</b>	<b>Experimental Group</b>	<b>Control Group</b>
Maximum	95	85
Minimum	70	65
Mean	79.57	74.80
Std. Deviation	7,525	6,371

## **b. Inferential Statistics**

### ***Normality Test***

The normality test is used to see whether or not the distribution of responses to the instrument is normal or not on the pre-test and post-test. The null hypothesis ( $H_0$ ) states "The distribution of data is normal". The distribution of score analyzed by Kolmogrov-Smirnov formula on SPSS with the significance level of 5% or if the probability value (p) is higher

than 0.05. If the *asyp.sig* more than ( > ) 0.05, the null hypothesis is accepted and the distribution of data is normal, and vice versa.

**Table 5.**

<b>Data</b>	<b>Group</b>	<b>Sig. (2-tailed)</b>	<b>Interpretation</b>
<b>Pre-test</b>	Experiment	0,149	Normal distributed
	Control	0,200	Normal distributed
<b>Post-test</b>	Experiment	0,012	Not Normally distributed
	Control	0,048	Not Normally distributed

### ***Homogeneity of Variance Test***

A homogeneity of variance test is used to analyze whether the sample variance is homogeneous or whether the two groups are in the same condition. In this research, the formula to analyze the homogeneity is used Levene test on SPSS. The null hypothesis ( $H_0$ ) states "The variance of the data is homogenous". Then comparing the *asyp.sig* with the level of significance ( $p$ ) to test the null hypothesis. If the *asyp.sig* more than ( > ) 0.05, the null hypothesis is accepted and the variance of the data is homogenous, and vice versa.

**Table 6.**

<b>Data</b>	<b>Group</b>	<b>Sig. (2-tailed)</b>	<b>Interpretation</b>
<b>Pre-test</b>	Experiment	0,931	Homogenous
	Control		
<b>Post-test</b>	Experiment	0,358	Homogenous
	Control		

### ***Hypothesis Testing***

In this analysis, the Mann-Whitney formula is applied to measure the level of the difference and significance. This formula used because the distribution of the data is not normal, therefore it is called non-parametric. The null hypothesis ( $H_0$ ) states "There is no significant difference on students' simple tenses mastery between the eleventh grade students of SMK Nuris Jember who are taught by using authentic materials and those who are not."

Then, Comparing (t) significance 2 tailed with level of significance. If (t) significance 2 tailed more than ( > ) 0.05, the null hypothesis is accepted which means there is no difference of means between experimental and control groups. On the contrary, if (t) significance 2 tailed less than ( < ) 0.05, the null hypothesis is rejected that means there is significant difference of means between experimental and control groups. The *Mann-Whitney Test* result of the post-test is illustrated in Table 7.



**Table 7.**

<b>Data</b>	<b>Mann-Whitney U</b>	<b>Wilcoxon W</b>	<b>Z</b>	<b>Sig. (2-tailed)</b>	<b>Interpretation</b>
Post-test	188,500	513,500	- 2,094	0,036	Null hypothesis rejected

#### 4. Discussion

The students' simple tenses mastery of the students both in the control and experimental groups in the post-test has a significant difference. It proves that the proposed hypothesis "There is a significant difference between the students who are taught using authentic materials media and those who are not" is accepted. The significance is 0,036 is lower than the significance level of 0.05 which means that the null hypothesis ( $H_0$ ) is rejected while the alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that the students' simple tenses mastery of the students both in the control and experimental groups in the post-test have a significant difference. Furthermore, the experimental group which given a treatment, that is Authentic Materials have a better achievement of mean score than the control group. The mean score of experimental group is 79, 57 while the mean score of control group is 74,80.

#### 5. Conclusion and Suggestion

This research found there is significance different between experimental and control group based on the result on post-test. The mean score of experimental group which given the treatment (authentic material) is 79,57 while the mean score of control group is 74,80. It indicate the experimental group have better achievement than the control group, because there is no significance different to both classes on pre-test. It can be said the ability of both classes are same on pre-test. Therefore, it can be stated that the use of the Authentic Materials in teaching simple tenses can be an alternative solution to overcome the students' difficulties in mastering English simple tenses.

Regarding to the weakness and limitation of this research, some suggestion are proposed. First, this research used quasi experimental design then there is no randomized of the subject. It is used because the limited of time and the recommendation from the school to used the exist class, therefore it is impossible to randomized the subject. Second, the authentic material that used in this research is only used kind of written authentic material. The kind of spoken authentic material (audio or audio visual) did not used in this research because the limitation of tools to support the use of spoken authentic material in the classroom. Third, this research only focused to the students' mastery of simple tenses (simple present, simple past and simple future). The students' mastery of other kind of English tenses is not measured in this research because it is excessive if the other kind English tenses also measured. Expected to the other researcher will conduct a research about authentic material and hopefully this research can be as a reference with attention to some weakness that have been mentioned.

In addition, hopefully it will be useful for the English teacher as information to select, provide, and use appropriate Authentic Materials as main sources on learning English in EFL classrooms. The information can be used as a consideration to improve the teaching quality and creativity in teaching English by using Authentic Materials.

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