

THE EFFECT OF USING AUTHENTIC MATERIALS
TO VOCABULARY MASTERY
AT THE EIGHTH GRADE STUDENTS
OF SMPN 5 PADANGSIDIMPUAN



Thesis

Submitted to the English Educational Department of State Islamic
University of Syekh Ali Hasan Ahmad Addary as a Partial Fulfillment
of the Requirement for the Graduate Degree of Education (S.Pd) in
English Department

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2025

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Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for Graduate Degree of Education (S.Pd) in English
Educational Departement*

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A Thesis

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to **Ragil Sukma Dewi R Br Sinaga**, entitled "**The Effect of Using Authentic Materials to Vocabulary Mastery at the Eighth Grade Students of SMP N 5 Padangsidempuan**". We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

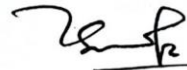
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ABSTRACT

The purpose of this research is to find out whether authentic material significantly affects on students' vocabulary mastery or not at the Eighth Grade Students of SMPN 5 Padangsidempuan. This research uses a quantitative approach in experimental by using pre-test and post-test design. The sample is VIII-1 as experimental group consisted of 28 students, and VIII-3 as control group consisted of 28 students. The data were collected through multiple choices test, and analyzed by using independent sample t-test. The result of this research shows that mean score of experimental group before using authentic material is 52.86 than mean score of experimental group after using authentic material is 79.57. From the result of t-test, $t_{count} > t_{table}$ ($5.723 > 2.778$), which means that H_a is accepted and H_o is rejected and it is implied that there is a significant effect of Authentic Material on students vocabulary mastery at SMPN 5 Padangsidempuan. It can be concluded that authentic material is very useful on vocabulary mastery. The researcher recommended authentic material to teach vocabulary mastery at the eighth grade of SMPN 5 Padangsidempuan.

Key Words: Authentic Material, Vocabulary

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah materi autentik berpengaruh signifikan terhadap penguasaan kosakata siswa atau tidak pada Siswa Kelas Delapan SMPN 5 Padangsidempuan. Penelitian ini menggunakan pendekatan kuantitatif dalam eksperimen dengan menggunakan desain pre-test dan post-test. Sampelnya adalah VIII-1 sebagai kelompok eksperimen yang terdiri dari 28 siswa, dan VIII-3 sebagai kelompok kontrol yang terdiri dari 28 siswa. Data dikumpulkan melalui tes pilihan ganda, dan dianalisis dengan menggunakan uji-t sampel independen. Hasil penelitian ini menunjukkan bahwa skor rata-rata kelompok eksperimen sebelum menggunakan materi autentik adalah 52,86 daripada skor rata-rata kelompok eksperimen setelah menggunakan materi autentik adalah 79,57. Dari hasil uji-t, $t_{hitung} > t_{tabel}$ ($5,723 > 2,778$), yang berarti H_a diterima dan H_o ditolak dan tersirat bahwa ada pengaruh yang signifikan dari materi autentik terhadap penguasaan kosakata siswa di SMPN 5 Padangsidempuan. Dapat disimpulkan bahwa materi autentik sangat berguna untuk penguasaan kosakata. Peneliti merekomendasikan materi autentik untuk mengajarkan penguasaan kosakata di kelas delapan SMPN 5 Padangsidempuan.

Kata Kunci: Autentik Material, Kosa Kata

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عنوان البحث : تأثير استخدام المواد الأصلية لإتقان المفردات في صف الطلاب الثمانية في المدرسة المتوسطة الحكومية هـ

ملخص البحث

يركز هذا البحث على تأثير المواد الأصلية على إتقان المفردات لطلاب الصف الثامن في المدرسة المتوسطة الحكومية هـ . العقبات التي يواجهها الطلاب في إتقان المفردات هي أن الطلاب غير مهتمين بتعلم لغة المفردات ، ويواجه الطلاب صعوبة في تعلم المفردات ، ويميل الطلاب إلى أن يكونوا كسالى في حفظ المفردات واستخدامها ، وطرق التدريس الأقل إثارة للاهتمام تجعل الطلاب أقل اهتماما بتعلم المفردات. الغرض من هذه الدراسة هو معرفة ما إذا كانت المواد الأصلية لها تأثير كبير على إتقان المفردات لدى الطلاب ، وكيف أن المواد الأصلية لها تأثير كبير على القدرة الكتابية لطلاب الصف الثامن في المدرسة المتوسطة الحكومية هـ . تستخدم هذه الدراسة نهجا كميا باستخدام طريقة تجريبية ذات تصميم تجريبي بحت. السكان في هذه الدراسة هم جميع طلاب الصف الثامن من المدرسة المتوسطة الحكومية هـ . عينة البحث هي الفئة الثامنة - ١ كمجموعة تجريبية من ٢٨ طالبا والفئة الثامنة والثالثة - ٤ كمجموعة ضابطة من ٢٨ طالبا. تم جمع البيانات من خلال الاختبار الأولي والاختبار النهائي في شكل مقابلات واختبارات الاختيار من متعدد ، ثم تم تحليلها باستخدام اختبار عينة t مستقل. تظهر نتائج هذه الدراسة أن متوسط درجة المجموعة التجريبية أعلى من متوسط قيمة المجموعة الضابطة بعد استخدام طريقة المادة الأصلية. كان متوسط قيمة المجموعة التجريبية بعد استخدام المواد الأصلية ٧٩.٥٧ ومتوسط قيمة المجموعة الضابطة ٧٧.١٤. يمكن الاستنتاج أن المواد الأصلية مفيدة جدا لتحسين استخدام مفردات الطلاب. بالإضافة إلى ذلك ، بناء على الجدول (٢,٧٢٣ < ٥,٧٧٨) ، يوصي الباحث بمواد أصلية ، لتعليم استخدام المفردات لطلاب الصف الثامن في المدرسة المتوسطة الحكومية هـ .

الكلمات المفتاحية: المواد الأصلية والمفردات

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I realize that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidimpuan, 23 February 2025

Researcher

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TABLE OF CONTENT

	Page
INSIDE TITLE PAGE	
LEGALIZATION OF ADVISORS	
AGREEMENT OF ADVISORS	
DECLARATION OF SELF THESIS COMPLETION	
PUBLICATION APPROVAL STATEMENT	
SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER	
TRAINING FACULTY	
ABSTRACT	i
INDONESIAN ABSTRAK.....	ii
ARABIC ABSTRACT	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	vii
CHAPTER I : INTRODUCTION	
A. The Background of the Problems	1
B. The Identifications of the Problems	6
C. The Limitation of the Problems	6
D. The Formulations of the Problems	6
E. The Objectives of the Problems	7
F. The Significances of Research	7
G. The Definitions of Operational Variables	8
H. The Outline of Thesis	9
CHAPTER II: LITERATURE REVIEW	
A. Theoretical Descriptions	10
1. Vocabulary Mastery	10
a. The Definition of Vocabulary Mastery	10
b. The Kinds of Vocabulary	13
c. The Classification of Vocabulary.....	16
d. The Description of Noun.....	18
e. The Types of Vocabulary	20
f. The Importance of Vocabulary	22
g. The Teaching Vocabulary	23
h. The Material of Teaching Vocabulary	25
i. The Vocabulary Assesment.....	26
2. Authentic Material.....	28
a. The Definition of Authentic Material	28

b. The Kinds of Authentic Material	32
c. The Advantages of Authentic Material	33
d. The Disadvantages of Authentic Material.....	35
e. The Definition of Realia.....	37
f. The Kinds of Realia	38
g. The Advantages and Disadvantages of Realia	39
h. The Steps of Using Realia.....	41
i. The Teaching Vocabulary by Using Realia	42
B. The Review of Related Findings	45
C. The Conceptual Framework	47
D. The Hypothesis	48

CHAPTER III: RESEARCH METHODOLOGY

A. The Place and Time of Research	49
B. The Research Design	49
C. The Population and Sample	50
D. The Instrument of the Research	51
E. The Validity Instrument	53
F. The Procedure of Research	54
G. The Technique of Data Analysis.....	57

CHAPTER IV: THE RESULT OF RESEARCH

A. The Description of Data.....	60
1. The Data Description before Using Authentic Material	60
2. The Description of Data after Using Authentic Material.....	65
3. The Description of Comparison the Score of Pre-Test and Post-Test	69
B. The Hypothesis Test	71
C. The Discussion of the Result	72
D. The Threats of the Research	74

CHAPTER V : CONCLUSIONS IMPLICATION AND SUGGESTIONS

A. The Conclusions.....	75
B. The Implication.....	75
C. The Suggestions	76

REFERENCES

APPENDIXES

CURRICULUM VITAE

CHAPTER I INTRODUCTION

A. The Background of the problem

English is one of the languages utilized for communication worldwide. There are four skills involved in learning English: listening, speaking, reading, and writing. It is expected of students to master these four talents during the learning process. Students must first become proficient in vocabulary in order to facilitate their mastery of English language comprehension. For students to comprehend the topic being studied in English, vocabulary is the most crucial aspect of learning the language. Without a solid vocabulary foundation, students may find challenging to comprehend the material.¹ So, Vocabulary is one of the linguistic components in learning English.

Before students study about the English skills, they should learn about vocabulary as the first step. It is used to link the four language skills. Vocabulary is one of the essential aspects of learning English. Every day say thousands of words. To be able to communicate in English, vocabulary is needed and it is important to improve and have a variety of vocabulary. Without sufficient vocabulary, someone is difficult to communicate with others, express their ideas or opinion, comprehend simple text, and listen

¹ Trisnawati et al., "The Students ' Vocabulary Mastery Through Anagram Game at The Tenth Grade Of SMK Negeri 1 Gunungsitoli Barat in 2022/2023 ." *Jurnal Review Pendidikan dan Pengajaran* 6, no. 2, 2023, p. 2 <https://doi.org/10.31004/jrpp.v6i2.18435>

to instruction.² Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

Vocabulary is highly important in daily life. Humans need vocabulary to communicate. Without vocabulary comprehension, humans cannot communicate or use language. The arrangement of vocabulary can result into the sentences, and the sentences themselves can be used as a language. Moreover, vocabulary is a fundamental component of English literature.³ In addition, when students improve their vocabulary, they can communicate with others in English. It makes students easier to express themselves because they feel more confident to participate in the classroom.

Learning languages will definitely not be separated from learning vocabulary, because vocabulary has a very important role vital in determining smooth communication. Communicating can be done through various languages, at including English. The existence of vocabulary in English is one of the requirements to be able to master English.

Related to the problems of vocabulary mastery, the researcher has interviewed an English teacher⁴ who teaches at grade VIII SMPN 5

²Marlin Stefi Marpaung, and Hardi Jhon Pinondang Situmeang. "Enhancing Students' Vocabulary through Authentic Materials and Multimedia." *Universitas Advent Indonesia, Indonesia*, 2020, p. 2 <https://doi.org/10.35974/acuity.v5i2.2247>

³Rizki Khairani, "Vocabulary Mastery of the Third Semester Students of English Education Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan"(State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2023), <https://etd.uinsyahada.ac.id/10751/1/1620300070.pdf>

⁴ Erwina Afni, "A Private Interview to Teacher of SMPN 5 Padangsidempuan"

Padangsidempuan. There are some problems found. First, the students have low interest in learning English because students to are lazy and reluctant to learn vocabulary. Many students feel that learning new words is boring and difficult. They do not want to memorize vocabulary because it takes time and effort. Sometimes, they also think that learning English is not important, so they are not motivated to try. This makes it harder for them to improve their English skills.

Second, many students find learning vocabulary very difficult. Because the way to pronounce English words is different from the writing itself. So students think learning English is complicated. This makes students confused and frustrated. For example, some words have silent letters or sound different from what they expect. As a result, students feel that English is complicated and hard to understand. This makes them less confident and less interested in learning new words.

Third, the students are lazy to memorize and apply the vocabulary so that it causes the limited of vocabulary mastery and makes students experience difficult in speaking due to limited vocabulary. Because they don't often review or practice using the words they have learned, they easily forget them. When they want to speak, they struggle to find the right words. This makes them feel nervous or embarrassed, so they avoid speaking English. Over time, their vocabulary stays small, and it becomes even harder for them to improve their speaking skills. Fourth, the lack of used the media only always rely on the speech method without involved

media so the students are not interested and difficulty to understand vocabulary. Without pictures, videos, games, or other tools, the lesson feels boring and hard to follow. Students need something fun and visual to help them remember new words. When the learning process is not interesting, students lose focus and quickly forget what they have learned.

One of material to teach vocabulary is using authentic material especially realia. Authentic material is a material which is used by the purpose to imitate the real-world situations. In addition, the use of authentic material is expected to bring the learners into direct contact with a reality so the students will interest during the learning process.⁵ In the same way, according to Richard Platt in Bryan Smith⁶, realia in language teaching is actual object and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. This method helps students expand their vocabulary, but also enriches their overall learning experience. This creates an engaging, relevant and meaningful learning environment for students, and helps them develop comprehensive language skill.

Authentic material refer to pictures, photographs, video selection, and radio. It is an effective material to be used in the teaching and learning process especially to improve students' vocabulary mastery. Authentic material is the real things around the students' life that the teacher brings it

⁵Primadona and Prastiyowati, "An Analysis of Authentic Material Used in Teaching English at SD Puri Asah Dasar Avesiena." *CELTIC: A Journal of Culture, English Language Teaching, Literature & Linguistics* 5, issue 2, 2018, p. 1

⁶Smith Bryan, Virtual Realia: Program in Second Language Acquisition and Teaching, the internet TESL Journal, III, 1997. <http://iteslj.org/Articles/Smith-Realia.html>

into the class. In other word, According to Gau⁷, Realia provide an excellent tool to help students develop essential English vocabulary, realia enhance meaning and make vocabulary more concrete and therefore, more compregensible. So, learning English with authentic material especially realia makes students familiar with the target language particularly in learning vocabulary.

According to Nuriyyah⁸, authentic materials play an important role in teaching a second language. By using authentic material students deal with outside and real world, they become interested when deal with real language. Students become familiar with the culture of target language, Awareness of cultural background is important in learning a language. Also authentic materials increase motivation of learners for learning second language. Using real materials is anticipated to place students in immediate interaction with the real world, encouraging their engagement in the process of learning vocabulary.

Based on the explanation above, teaching using authentic material especially using realia help students to understand vocabulary easily. In using authentic material the researcher use the material that is real and the students can see that material directly. So the students get interest to study vocabulary. Referring to the purpose above, the study entitles “The Effect of Using Authentic Materials to Vocabulary Mastery at The Eighth Grade of SMPN 5 Padangsidempuan”

⁷Hyrn Gau, *Realia: making Language Real*, (Berkeley: Primary Concept, 2010), p. vi

⁸ Shirinova Nuriyya, “Authentic Material in Vocabulary.” *WORLD SCIENCE*, 7,2018,p.

¹¹ https://doi.org/10.31435/rsglobal_ws/12062018/5873

B. The Identifications of the Problem

Based on background above, there are some problems of students that will be taken on this research, they are :

1. The students are not interested in learning English.
2. The students find difficult is in learning vocabulary.
3. The students tend to be lazy about memorizing and applying the vocabulary.
4. Teaching media that are less interesting make students less interested in learning vocabulary.

C. The Limitation of the Problem

Based on the identification above, researchers found several problems in learning vocabulary, one of which is difficulties in learning vocabulary. So this study focuses on vocabulary about animals, namely knowing the meaning and spelling of vocabulary from the animal. There are many teaching media in learning vocabulary but this study focuses on realia, because realia \ is a medium for learning, where students directly observe the objects being studied. Students find it easier to remember and understand the material being taught.

D. The Formulations of the Problem

The formulation of the problem are:

1. How is students' vocabulary mastery before learning using authentic material at the eight grade students of SMPN 5 Padangsidempuan?

2. How is students' vocabulary mastery after learning using authentic material at the eight grade students of SMPN 5 Padangsidimpuan?
3. Is there any significant effect of using authentic material to vocabulary mastery at the eight grade students of SMPN 5 Padangsidimpuan?

E. The Objectives of the Problem

Based on the formulation of the research above, this research has three objectives as follows:

1. To describe the students' vocabulary mastery before learning using authentic material at the eight grade students of SMPN 5 Padangsidimpuan.
2. To describe the students' vocabulary mastery after learning using authentic material at the eight grade students of students of SMPN 5 Padangsidimpuan.
3. To examine the effect of using authentic material to vocabulary mastery at the eight grade students of SMPN 5 Padangsidimpuan.

F. The Significances of the Problem

The significanses of the research are expected to be useful and valuable provided as follow:

1. Headmaster

For the Headmaster, this research hopefully useful for the headmaster, so the headmaster can guide teachers and motivate the teachers to teach using various techniques, methods and media so that learning objectives are achieved.

2. Teacher

The teacher can know how to use using authentic material in teaching English especially to increase students' vocabulary building and teach vocabulary more effectively and easily.

3. Readers

The research will be useful for readers as an additional for teaching vocabulary masteri using authentic material. Hoping this research can open reader's minded that learning vocabulary English is not difficult.

G. The Definitions of Operational Variables

This research consist of two variables that should be clarified are as follows:

1. Authentic Material

Authentic material refers to materials used in learning that have a direct connection to real life or the real world includes everything that is original, current and relevant to students.

2. Vocabulary Mastery

Vocabulary mastery is a person's ability to master and use vocabulary or words in a language well and precisely includes understanding the meaning of words, using words in the correct context, as well as the ability to remember and use these words fluently and effectively when communicating or reading and writing.

H. The Outline of Thesis

The systematic of this research is divided into five chapters. Each chapter consisted of sub chapters. Chapter one, it consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, significances of the research, definition of operational variables and outline of the thesis.

Chapter two, it consisted of the theoretical description, which consisted of sub chapters such as theoretical description of Authentic Material and theoretical description of vocabulary. Then review of related findings, and hypothesis. While Chapter three, it is consisted of research methodology which consisted of time and place of the research, research design, population and sample, definition of operational variable, instrument of the research, validity and reliability, procedures of data collection and technique of data analysis.

Chapter four, it is the result of the research. This chapter consisted of description of data, hypothesis testing, discussion and threats of research. Then the last chapter, it is consisted of conclusion about the research and suggestion that given to the students and the teacher by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned to avoid misunderstanding . The terms are as follows:

1. Vocabulary Mastery

a. Definitions of vocabulary mastery

Vocabulary mastery is how the teachers teach a list of words with their meanings, especially in a book for learning a foreign language to the students. Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.¹ In addition, vocabulary mastery involves teaching a list of words with their meanings, particularly in foreign language learning. Mastering vocabulary helps students understand words in context, avoid mistakes when using a dictionary, and make accurate translations between the second language and their native language.

Vocabulary is a basic in communication. It is true that mastery of vocabulary will affect students's ability in the four

¹Jeanne McCarten, *Teaching Vocabulary: Lessons From The Corpus, Lessons From The Classroom* (Cambridge University Press, 2007).

language skills are listening, speaking, reading and writing.² Vocabulary is one of the important aspects that must be learned in English. That because vocabulary is the foundation that can build and develop the four skills students must achieve.³ Zimmerman⁴ said vocabulary is the essence of language and is very important for typical language learn a language. According to Hiebert and Kamil⁵ vocabulary is the knowledge of meanings of words. Vocabulary is a key aspect of learning English, as it forms the foundation for developing the four essential language skills. It is the essence of language and involves understanding the meanings of words.

Vocabulary are words that can stand alone and have their own meaning or set of words whose meaning is known, it cannot be denied that. Vocabulary is a basic point that plays a very important role in the language learning process English. Therefore, mastering vocabulary is a process absolutely must be owned by every student. Knowing vocabulary or vocabulary well will make language mastery is also getting better. Conveying spoken language will be easier and clearly understood if

²Fitri Rayani Siregar and Eka Sustri Harida, *Building a Better Vocabulary by Word Formation Process, First Edition*, (Jakarta: Kencana, 2021),p. 1 <https://repo.uinsyahada.ac.id/980/>

³A. Farida and E. Kareviati, "Improving Students ' Vocabulary Mastery Through Index Card Match Strategy." *PROJECT* 4, no. 5, 2021, p. 797-802 <https://doi.org/10.22460/project.v4i5.p797-802>

⁴Cheryl Zimmerman, *Second Language Vocabulary Acquisition*, (Cambridge University Press,1997), p. 5

⁵Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Reserach to Practice* (London: Lawrence Erlbaum Associates, Publisher, 2005), p. 3

vocabulary is well mastered, language delivery is in form writing will also be easier and clearer to understand.

Hatch and Brown⁶ state that vocabulary is a set of words for a particular language that people might use. Generally, students can not compose a sentence or phrase in speaking even writing and reading because the students are poor in vocabulary. Most of the students are lazy to memorize and increase a vocabulary. So, vocabulary is a collection of words in a particular language used by speakers. Generally, students struggle to construct sentences or phrases in speaking, writing, and reading due to a lack of vocabulary knowledge. Most students are reluctant to memorize and expand their vocabulary.

According to Richard, vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention.⁷ To communicate the ideas and be able to understand what other people are saying, need to have the power of command of vocabulary.

Vocabulary mastery is regarded as bases in both spoken and written communication.⁸ In addition Nunan⁹ states that the

⁶Evelyn Hatch and Chery Brown, *Vocabulary, Semantics and Language Education* (Cambridge: Cambridge University Press, 1995), p. 1

⁷Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 4

⁸Sokhira Linda Vinde Rambe, "Priming Model of Words Comprehension in Second Language Acquisition." *English Education* 3, no. 2, 2015, p. 46
<https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1205>

⁹David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), p. 135-136

most useful vocabulary that every English language learner needs. Whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families in English.

From the definition above, the researcher concluded that vocabulary is a collection of words in a particular language that have meaning and are essential in the process of learning and using a language. It plays a vital role in both spoken and written communication. Without enough vocabulary, students struggle to understand, speak, read, or write effectively. vocabulary mastery helps learners express ideas clearly and understand others better. Therefore, building and memorizing vocabulary is a crucial step in mastering English.

b. Kinds of Vocabulary

Vocabulary is a type of language that is very important in language skill. Based on how each language skills, English vocabulary is divided into active vocabulary and passive vocabulary. Active vocabulary refers to words that speaker can understand and pronounce correctly, while passive vocabulary refers to word that the speaker knows and understands in context, but the speaker cannot produce speaking skills correctly.

According to Hiebert and Kamil¹⁰ there are two kinds of vocabulary:

- a) Productive vocabulary is a the set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and used frequently.
- b) Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

Nation states four kinds of vocabulary in the text : high frequency word, academic words, and technical and low-frequency word.¹¹

- a) High frequency words

In the example text, these words are not marked at all and include function words: in, for, the, of, a, teec. The high-frequency word also include many content words: governmmment, forest, production, adoption, represent, boundary.

- b) Academic words

The text is from an academic textbook and contains many words that are common in different kinds of academic

¹⁰Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Reserach to Practice* (London: Lawrence Erlbaum Associates, Publisher, 2005), p. 3

¹¹I. S. P. Nation. *Learning Vocabulary in Another Language*. (Cambride: University Press, 2001), p. 11-12

texts: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text

c) Technical words

The text contains some words that are very closely related to the topic and subject area of the text. These words include indigenous, regeneration, podocarp, beech, rimu (a New Zealand tree) and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them we know what topic is being dealt with. Technical words like these typically cover about 5% of the running words in a text.

d) Low-frequency words

The fourth group is the low-frequency words. Here, this group includes words like zoned, pioneering, perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words.

In conclusion, vocabulary can be presented in four-skill English. They are listening, speaking, reading, and writing vocabulary. Vocabulary is the knowledge and meaning of words not only spoken but also in printed language. In spoken language, it includes speaking activities, such as words that people use in conversation. Meanwhile, printed words are words that people use in

writing essays, reports, etc. The meaning of this explanation is that English has various kinds of vocabulary needed for learners to use it effectively.

c. Classification of Vocabulary

Vocabulary is a set of words that is used to communicate in language. The classification word of the language depends on their function in communication. According to Hatch and Brown¹² classified word based on their functional categories and it is called as part of speech.

In addition Hasibuan et al¹³ in Murthy these are function are classified as different part of speech. They are ;

- 1) Noun it is one of most important part of speech, it is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, thing or idea.

Example: a) It is a *pencil*.

b) There is an *umbrella*.

- 2) Verb it is the word which expresses an action, condition or existence.

Example: a) Mr Herman is *teaching* English.

¹²Evelyn Hatch and Chery Brown, *Vocabulary, Semantics and Language Education* (Cambridge: Cambridge University Press,1995).

¹³Sri Nardani Hasibuan, Eka Sustri Harida, and Fitri Rayani Siregar, "The Effect of Watching Film To Students' Vocabulary Mastery At Grade Xi Smk Negeri 1 Padangsidempuan," *English Education* 02, no. 01 (2014), <https://www.academia.edu/search?q=vocabulary>.

b) The students are *playing* basket.

3) Adjective it is a word used to describe or qualify nouns.

Example: a) Mr. Heru is *handsome*.

b) The magazine is *expensive*.

4) Adverb it is a word to modify a verb, an adjective or another adverb or word used to explain how, where, when and why an action.

Example: a) Mrs Nurul is shooping in the *market*.

b) I go to *campus*.

5) Conjunction it is a word used to combine one word to another one, or one sentence to another one.

Example: a) I called him *before* I go.

b) Ali *and* I go to auditorium.

6) Pronoun it is the word which can take the place of a noun.

Example: a) They are my lectures.

b) He goes to office.

Alternatively, content words often consist of nouns, verb, adjective, and adverb. The teaching of grammar covered grammatical words, but the teaching of vocabulary focused more on content words. This study is focused on noun and description of noun as in the follow explanation.

d. Concept of noun

1) The Definition of Noun

Vocabulary is a set of words that is used to communicate in language. In addition, students had to remember that nouns are type of component of part speech.

Noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Martin¹⁴ state, noun is a word used as the name a person, place, and thing. Then, according Idaryani¹⁵, noun is a noun a reference word to people, places, or things. Furthermore, according to another definition of a noun, a noun is a word that name something, whether abstrack or concrete.¹⁶ A noun is a crucial part of speech that, together with a verb, forms the core of a complete sentence. It is a word used to name people, places, things, or ideas, whether abstract or concrete.

From the statement above, the researcher come to the conclusion that a noun is a term is used to name things, including people, places, and things that can or cannot be counted. So, nouns are important in making complete sentences because they often work with verbs to form the main part of a sentence.

¹⁴ Martin, High School English Grammar, (Jakarta:PrasadaRao, 2017), p.11

¹⁵ Idaryani, *Bahasa Inggris untuk Perguruan Tinggi*, (Unimal Press, 2015),p.11

¹⁶ Bryan A Garner, *Chicago Manual Of Style*, (The Essenstial Guide, 2020)

2) Classification of Noun

The of nouns are classified by its meaning according to Garner¹⁷ as follow:

a) Proper noun

A proper noun begins with a capital later in writing. It includes personal names (*Mr. John Smith*), names of geographic units such as *countries, cities, rivers, etc.*

b) Concrete or abstract noun

A concrete noun is a word for a physical object that can be perceived by the sense or we can see, touch, and smell the object (*flower, girl*). An abstract noun is a word for a concept, it is an idea that exist in our minds only (*beauty, justice mankind*).

c) Countable or non-countable noun

A countable noun can usually be made plural by the addition of –s (*one girl, two girls*). A non-countable noun is not used in the plural. Mass nouns form one type of non-countable noun. They are words for concrete objects stated in an undivided quantity (*coffee, iron*). Abstract nouns (including names of school subjects and sports) are non-countable. Some

¹⁷ Bryan A Garner.

non-countable nouns may also be used in a countable sense and will therefore have plural.

d) Collective noun

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples of collective nouns are *audience, committee, class, crew, crowd, enemy*.

It can be concluded that understanding these different types of nouns helps students to identify and use nouns correctly in speaking and writing. It also improves their grammar and communication skills, because knowing the function and form of each type of noun makes sentence construction more accurate and effective.

e. Types of Vocabulary

Vocabulary is the important part in learning English language because it is related to other skill, without vocabulary someone can not learn English well. There are four types of vocabulary, they are:

1) Listening Vocabulary

The words we know and hear. Children can hear sounds as early as 16 weeks in pregnancy. In addition, children listen all through their waking hours, and this is how we acquire new words during every moment of our lives. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening

vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

2) Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

3) Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

4) Writing Vocabulary

The word we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.¹⁸

Based on the points above language students have many options to recognize and learn new vocabulary. Vocabulary is a total number of words existing in a language, including single words to express ideas as well as multi-word idioms which can be understood in the context. It means that vocabulary scope is extremely large because it also depends on the context or topic of listening, speaking, reading, and even writing.

¹⁸ Montgomery et al., "The Bridge of Vocabulary: Evidence Based Activities for Academic Success." *NCS Pearson Inc*, 2007.

f. Importance of Vocabulary

Vocabulary is very important to learn because vocabulary is the basis for mastering English. Vocabulary is very important for the students' skills expected to master reading, writing, speaking, and listening. Vocabulary can help students or learners to acquire a considerable understanding of a large number of words. Students have to master vocabulary more and more because a lack of vocabulary often brings trouble learners.

Halim¹⁹ states that vocabulary is very important for understanding or knowing the names of things. That things are often found in everyday life also happen in activities. To be successful in to learn English, students must have adequate understanding and as we know students cannot express their ideas, emotions and desires because they have the most to gain obviously important in learning English.

Wilkins in Thornbury²⁰ said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is very important in learning English. To teach vocabulary, teachers should use effective and interesting methods strategies in teaching vocabulary. Students

¹⁹Shanty Halim, "Students Vocabulary and Pairs Teaching." *Journal on English language teaching*, 2017, p. 3 <http://ejournal.iainpalopo.ac.id/index.php/ideas/article/viewFile/22/10>.

²⁰Scott Thornbury, *How to Teach Vocabulary*, (Harlow: Pearson Education Limited, 2002), p. 111

will learn and remember words easily if they are taught using effective and interesting strategies by teachers.

In conclusion learning vocabulary is important for knowledge is the first level into being an English language expert. Vocabulary is very important for the skills students are expected to master reading, writing, speaking and listening. A student's or learner's vocabulary can aid in their ability to comprehend a vast amount of words.

g. Teaching Vocabulary

Teaching vocabulary is the process of teaching someone new words and vocabulary. It involves teaching the meaning, usage, spelling, and context of words in various situations. The main goal is to expand a person's vocabulary and help them communicate ideas and concepts better much more. clear and precise.

According to Nation,²¹ one of the main problems with vocabulary teaching is that words represent only a small portion of what is needed to know the words that can be used at any time. This limitation also applies to incidental listening or reading learning, but is easier to enforce. Read and listen to large amounts independently rather than organizing large amounts of teaching. Effective teaching requires a smaller amount of information about

²¹Paul Nation, "Teaching Vocabulary", *Asian Efl Journal*, 7 no. 3, 2005, p. 47
https://www.asian-efl-journal.com/September_2005_EBook_editions.pdf

one word at a time. The more complex the information, the greater the likelihood that students will misinterpret it.

Teaching vocabulary is clearly more than just presenting new words. Teachers must be careful in choosing the vocabulary they will teach. According to Thornbury²² there are three factors related to teaching groups of words that teachers must pay attention to when teaching vocabulary.

- 1) Learner level
- 2) The learner most likely knows the words
- 3) Their teaching abilities

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. Recent research indicates that teaching vocabulary probably becomes such problematic because many teachers are not confident about the best practice in vocabulary teaching.²³ Furthermore, Agazzi²⁴ stated that to teach vocabulary to students, teachers must know about how to teach students and decide how to teach them. So teachers need creativity and enhance their teaching vocabulary, as assigning words often

²²Scott Thornbury, *How to Teach Vocabulary*, (Harlow: Pearson Education Limited, 2002), p. 75

²³S. Thoriqul Huda, and Devi Dwi Kurniawan, "Concrete Nouns of Young Learners the Use of Flashcard to Improve the Mastery of English Concrete Nouns of Young Learners." *Wiralodra English Journal (WEJ)* 5, no. 1, 2021, p. 21 <https://doi.org/10.31943/wej.v5i1.116>

²⁴Alfie Agazzi, "International Journal of Multicultural and Multireligious Understanding The Importance of Learning Vocabulary for Young Learners." *IJMMU* 9, no. 8, 2022, p. 58 <http://dx.doi.org/10.18415/ijmmu.v9i8.3897>

neglects exploring word meaning and relationship, which enhances students' conceptual awareness and understanding of a subject.

It can be concluded that effective vocabulary teaching requires teacher creativity to enhance students' understanding of word meanings and relationships.

h. Material in Teaching Vocabulary

There are lots of material in vocabulay teaching. Nowadays, students of grade VIII SMPN 5 Padangsidimpuan use 2013 curriculum, in 2013 curriculum students more active than teacher. In the research, to determine the students' vocabulary mastery, the researcher only focused about animals. The image below is the example of the animal in a class of VIII textbook.



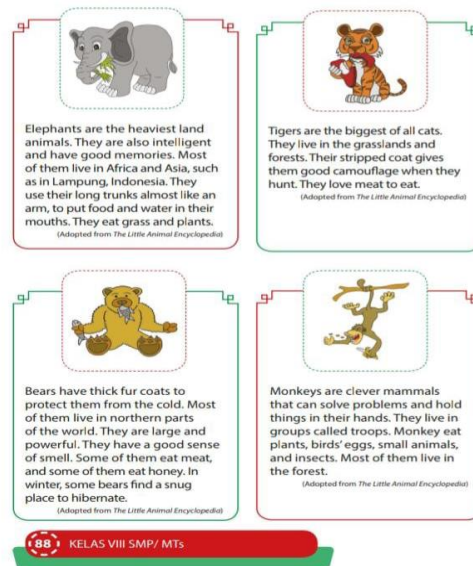


Figure II.1 Material of Vocabulary²⁵

i. Vocabulary Assessment

Assessment is the process of applying different techniques and utilizing a range of assessment instruments to gather data regarding the degree of student learning outcomes or the attainment of the skills set of participants' educational abilities.²⁶ According to Read²⁷ Vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing.

There are various tests that used for vocabulary testing, include following :

²⁵Wachidah et al., *Bahasa Inggris "When English Rings a Bell."* cetakan 2 (Jakarta: Pusat Kurikulum dan perbukuan, Balitbang, Kemendikbud, 2015), 86, file:///C:/Users/sylva/Downloads/buku siswa bahasa inggris.pdf.

²⁶Arie Aulia Rahman and Cut Eva Nasryah, *Evaluasi Pembelajaran, Uwais Inspirasi Indonesia*, 2019, 5 file:///C:/Users/sylva/Downloads/buku siswa bahasa inggris.pdf.

²⁷John Read, *Assessing Vocabulary*, Cambridge, (Cambridge University Press, 2000) <https://assets.cambridge.org/97805216/21823/sample/9780521621823wsc00.pdf>

1) Multiple-Choice Question Format

MCQs are one of the most common formats in professionally-developed language tests. MCQs take many forms but their basic structure is stem and response options, which include the key or correct answer and the distractors or incorrect responses.

2) Matching Formats

Matching questions usually present the student with two columns of information. The student's task is to find the matches between the two columns. Items in the left-hand column are called premises and the items in the right-hand column are called options.

3) Sentence Completion or Gap Fill Items

Sentence completion or gap fill items assess a student's production of vocabulary. These items require students to read the sentence and then write in the correct or best response. Sentence completion items can be written in sentence or paragraph formats.

4) Translation

Translation is another way to assess students' productive knowledge of vocabulary items. Of course, to monitor how effectively this is done, the teacher must have an adequate working knowledge of the students' L1.²⁸

These tests are simple to answer and grade, and they make efficient use of testing time. Vocabulary assessment will help the teacher to get information on how much vocabulary learning has taken place in the class, and whether the teaching has been effective or not. In this study, the researcher used multiple choice questions for vocabulary testing.

²⁸Christine Coombe, "Assessing Vocabulary in the Language Classroom." 2015 https://www.researchgate.net/profile/Christine-Coombe/publication/265002660_Assessing_Vocabulary_in_the_Language_Classroom/links/54ec2be10cf2a03051957042/Assessing-Vocabulary-in-the-Language-Classroom.pdf

2. Authentic Material

a. The Definitions of Authentic Material

Authentic materials had been used for language learning for several years ago due to the inception of CLT (Communicative Language Teaching) approach in the 1970s. The goal of that approach is to develop communicative competence in real life. Authentic text or material fits the goal of CLT approach since authentic text had been created for a genuine communicative purpose. Authentic materials are stretches of real language produced by real speakers or writers for real audiences and designed to convey a real message.²⁹ It means, authentic materials is a communication that is done naturally.

Authentic material is a way to contextualize language learning. It refers to those taken from real life sources and they are designed for teaching and learning process. It is because authentic materials represent how language is used in the real situation.³⁰ In addition, the use of authentic material is expected to bring the learners into direct contact with a reality so the students will interest during the learning process.

According to Nunan authentic material are those that were produced solely for use in language learning and not for

²⁹Freda Mishan, *Designing Authenticity into Language Learning Materials*, (Portland: Intellect Books, 2005), p. 1

³⁰Sri Rahayu Siregar and Zainuddin, "Authentic Material Media to Enhance Students' Reading Descriptive Text." *English Education: English for Jurnal Teaching and Learning* 9, no 1, 2021, p. 100-110, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>

classroom instruction.³¹ It can conclusion that the material were created exclusively for use in practical situations compared to in the classroom and are used in the educational process. Authentic material refers to any artefacts taken from the world at large and used with learners and teachers within the unique and protective environment of the classroom.³² So, authentic material are motivating because they depict real-world users producing English for real-world uses.

Guo states that authentic materials contain real language produced by real speakers or writers for a real audience and designed to convey a real message.³³ It means that in authentic materials, the language is not artificial but originally used in the real world contexts. Furthermore, Harmer also states that authentic material is language where no concessions are made to foreign speakers.³⁴ It is normal and natural language used by native or competent speakers of a language. The language is unlikely to be simplified, spoken slowly, or to be full of simplistic content as some textbook language has a tendency to be.

³¹David Nunan, *Task-Based Language Teaching*, (Cambridge: Cambridge University Press, 2004), p. 49

³²Alan Maley and Brian Tomlinson, *Authenticity in Materials Development for Language Learning*, (Britania Raya: Cambridge Scholars Publishing, 2017), p. 102

³³Sing-Cing Guo, "Using Authentic Materials for Extensive Reading to Promote English Proficiency," *Canadian Center of Science and Education*, 5, 2012, p. 196 <http://dx.doi.org/10.5539/elt.v5n8p196>

³⁴Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2007), p. 134-135

³⁴L Herod, *Adult Learning: From Theory To Practice*, (Family Literacy Events Committee 2002), p. 87

According to Herod authentic learning material and activities are designed to imitate the real-word situations.³⁵ In conclusion, authentic materials are the material that can exposed the students to the real language. It can be from many things that we can find around the class.

Authentic material as media oral and written material, such as TV commercials, films, news items, weather forecasts, radio programs, interviews, debates, advertisements, brochures, poems, application forms, and instruction for use of equipment. All materials use for English language teaching. It must related to real life because it make students to know about all events in the world, students more interest and motivated for English language learning.³⁶ On the other hand, Rahayu³⁷ states Authentic materials are part of the real world that serve as an excellent source for introducing students to language in its original form. In addition, Authentic material is the real things around the students' life that the teacher brings it into the class. Furthermore, Rania³⁸ states that authentic materials can be defined as materials which are produced by native speakers of the target language in daily life

³⁶Evri Yenni Siregar, and Imelda Damayanti Manurung, "The Effect Of Using Authentic Material As Media On The Students' Achievement In Listening," ETLiJ 1, no. 1, 2020, p. 7

<http://jurnal.umsu.ac.id/index.php/ETLiJ/index>

³⁷Sri Rahayu, "The Effectiveness of Using Authentic Materials in teaching English as a Second Language" *Jurnal Scientia* 12, no. 4, 2023, p. 830 <https://infor.seaninstitute.org/index.php/pendidikan/article/view/2030/1759>

³⁸Sabri Rania, "Investigating the Usefulness of Audio-Authentic Materials as a Motivational Factor to Enhance EFL Learners ' Speaking Skill." *Thesis*, 2015/2016, p. 34 <http://archives.univ-biskra.dz/bitstream/123456789/8690/1/a116.pdf>

situations. So, learning English with authentic material makes students familiar with the target language particularly in learning vocabulary.

Authentic materials had been used for language learning for several years ago due to the rise of communicative approach. The goal of that approach is to develop communicative competence in a real life. Authentic materials: “sometimes called ‘contextualized’ or ‘authentic’ real-life materials are those that a student encounters in everyday life but that were not created for educational purposes.”³⁹ So, authentic materials have been used in language learning since the rise of the communicative approach, which aims to improve students' real-life communication skills. These materials, also known as contextualized or real-life materials, are taken from everyday situations and are not originally designed for classroom use. Their purpose is to expose learners to real language as it is naturally used in daily life.

According Mohammed⁴⁰ the use of authentic material, generally refers to communication-based English, such as articles from genuine magazines, newspapers, cooking recipes, etc. Although most people believe that the best way to teach English

³⁹Wirasmi Handayani, “The Use of Authentic Material to Improve Students’ reading Comprehension.” *Thesis*, 2019, p. 17

<http://repository.iainbengkulu.ac.id/10612/1/THESIS%20WIRASMI%20HANDAYANI.pdf>

⁴⁰Fatima Ghalib Mohammed, “The Effects of Teaching Through Authentic Material on ELF.” *Docens Series in Education 1*, 2021, p. 74

<https://www.docensjournal.org/index.php/docens/article/download/7/7>

effectively is to use authentic materials, there is some disagreement on the best times to use these materials and how to use them in the context of an English-language-based classroom.

So, Authentic material, such as real-life experiences, is crucial for teaching English effectively. It helps students become familiar with the target language, especially in vocabulary. However, there's disagreement on the best times and contexts for using authentic materials in an English-language classroom.

b. Kinds of Authentic Material

Before using authentic materials in language instruction, we must categorize them based on the skills they are best suited to teach. According Darwish⁴¹ there are four types of authentic materials, such as :

1) Authentic Listening/View Material

Songs, task. the documentaries, radio and TV ads, or broadcasts, quiz shows, cartoons, movies, soap operas, sitcoms, professionally audio-taped short stories and novels, future web pages.

2) Authentic Visual Material

Photographs, paintings, postcard, pictures, stamps, stick figure drawings, posters, wordless picture books.

⁴¹Salwa H. Al Darwish, "Teachers' Perceptions on Authentic Materials in Language Teaching in Kuwait." *Journal of Education and Practice* 5, no. 18, 2014, p. 120 <https://www.iiste.org/Journals/index.php/JEP/article/viewFile/13932/14084>

3) Authentic Printed Material

Newspaper articles, song lyrics, restaurant menus, brochures, advertisement.

4) Realia used in EFL//ESL classroom

Coins, folded paper, wall clocks, dolls, toy animals, paper clips, and puppets. Realia were often used to illustrate points very visually or for role play situation. According to Herrel and Jordan⁴² realia is term for real things that are used in the classroom to build background knowledge and vocabulary.

Based on the explanation above, this study focused on the use of authentic material taken from realia. Realia is one of learning materials which use the original objects and the items represent them which are used to illustrate material talked about into real situation.

c. Advantages of Authentic Material

There are some advantages of authentic material as Mandal⁴³ said :

- 1) Students are exposed to authentic dialogue through videos featuring interviews with well-known

⁴² Adrienne L. Herrell and Michael Jordan, *50 Strategies for Teaching English Language Learners*, (Boston: Pearson Education, 2012) p. 23

⁴³ Hari Shankar Mandal, "Teachers ' Views on the Use of Authentic Materials in Teaching English." *Thesis*, 2012, p. 30-31

individuals, which intermediate students can watch and take notes on.

- 2) Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Since we are educators employed by the educational system, one of our duties as teachers is to contribute to students' education and general development.
- 3) Textbooks often contain incidental or imprecise English.
- 4) They can produce a sense of achievement, for example, by giving students a brochure about England to plan a four-day visit.
- 5) The same material can be used in different circumstances if the tasks are different.
- 6) Language changes are reflected in the material so that students and Teachers can follow these changes.
- 7) Reading texts is ideal for teaching/practicing small skills such as scanning, for example, students are given a news article and asked to search specifically information (amount, percentage, etc.).

- 8) Books, articles, newspapers, and so on contain various kinds of texts types, styles of language that are not easily found in conventional teaching material.
- 9) They can encourage reading for pleasure because they are inclined to do so contains topics that are interesting to students, especially if students are given an opportunity to express an opinion on a topic or type of authentic material used in class.

Basically, it can be said that authentic materials are the right source of teaching and information for learners by making them relevant to the foreign language of interest. Because this material represents the most important material that develops their skills, because it contains authentic material. naturally spoken by native speakers and many difficult words.

d. Disadvantages of Authentic Material

Latifah⁴⁴ states that using authentic material have some disadvantages below :

- 1) Authentic material may be too cultural it was too difficult to understand on the outside language community.
- 2) The vocabulary may not be relevant to students' abilities urgent needs.

⁴⁴Zuhrotul Latifah, "The Use of Authentic Materials in Teaching Writing at MAN 3 Banyumas." *An Undergraduate Thesis*, 2023, p. 14 <https://repository.uinsaizu.ac.id/>

- 3) Too many structures are mixed in so the lower levels have a difficulty decoding text.
- 4) Specials preparation is necessary which can be time consuming.

Similarly, Silvani⁴⁵ states that there are three disadvantages of authentic material :

- 1) Demotivating low level students

Although authentic material can influence student motivation in learning English, but the use of materials can also influence learning demotivation students, especially lower level students.

- 2) Unsuitability at the early stage of acquisition

Authentic materials may have too many complex language structures and vocabulary. Therefore, they may cause unsuitability for use to a lesser extent student. More complex levels of vocabulary and structures may not be relevant to students' immediate needs.

- 3) Requiring plenty of time and relevant knowledge

Using authentic materials sometimes takes a lot of time to choose and do attend class.

⁴⁵Nella Silvani, "English Teachers' Perception Toward the Use of Autentic Materials in Teaching English at School." *Thesis*, 2018.
<https://repository.ar-raniry.ac.id/id/eprint/2973/1/NELLA%20SILVANI.pdf>

According Kilickaya⁴⁶ that authentic material is also often found has incorrect language, unnecessary vocabulary, and complicated language structures, which causes a burden for teachers in lower level classes. In addition, authentic materials can have a negative impact on weak learners. This means that the complexity of the language presented in these materials may demotivate and frustrate students. In conclusion, authentic materials can be challenging for lower-level classes because they often contain incorrect language, unnecessary vocabulary, and complex structures. These difficulties may overwhelm teachers and negatively affect weaker students by causing frustration and reducing motivation.

e. The Definitions of Realia

Realia is consisting of actual objects or items facsimiles therefore which are used in the classroom as aid to facilitate language acquisition and production. Realia are items that people genuinely utilize on a daily life.⁴⁷ It can be applied to develop background information as an actual learning tool.

According Lamusu⁴⁸ realia are the practice of teaching English to students by using objects from daily life. By using

⁴⁶Ferit Kilickaya, "Authentic Materials and Cultural Content n EFL Classrooms." *The Internet TESL Journal*, 2001. <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>

⁴⁷Ratu Yulianti Natsir, "The Effectiveness of Realia as a Medium for Writing Descriptive Text." *English Language Journal* 2, no. 1, 2023, p. 2 <https://doi.org/10.56209/badi.v2i1.54>

⁴⁸Agus Salim Lamusu, "Improving Students' Competence in Writing Descriptive Text by Using Realia Media." *Journal la Edusci* 3, no. 1, 2002, p. 21

actual things that can easily hold a variety of English-language resources, this can aid students in understanding the subject matter better.

Harmer⁴⁹ states, that realia is one way of presenting words is to bring the things they represent into the classroom, word like postcard, ruler, pen, etc. It means that realia as media which represents objects in the class.

Based on the explanation above, the researcher concluded there are two category of realia, realia in nature without any changes or facsimiles thing that such as animal toy, fruit toy that can brought into classroom to helped teacher in learning process in observed or analyzed something by students.

f. Kinds of Realia

According Argawati, there are several kinds of Realia that can be used by the teacher. They are:⁵⁰

- 1) The real object being learnt and it can possibly show to the student, such as, stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc), parts of the body (hand, hair, eyes, nose, ears, mouth, foot, etc), etc.

<https://doi.org/10.37899/journallaedusci.v3i1.611>

⁴⁹Jeremy Harmer, *The practise of English Language Teaching* (3 ed), (Cambridge: University Press, 2002), p.13

⁵⁰Ningtyas Orilina Argawati, *The Effectiveness Of Using Realia in Teaching English Vocabulary to the 3rd Grade of Elementary School Student in SD Bentakan 1 baki sukoharjo*, (Surakarta: University Surakarta 2009), p. 20.

C:/Users/acer/Downloads/Ningtyas%20Orilina%20Argawati.pdf

- 2) The replica of the object if the real objects are not possible to bring to the classroom, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus, train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc) etc. As a substitute of the real object, the teacher can use dolls or toys.

The main advantage of using real objects into the classroom is to make the learning experience more memorable for the students. For examples, if the teacher is going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word.

g. The Advantages and Disadvantages of Realia

1) Advantages of Using Realia

Ibrahim and Syaodah mention they are advantages of using realia:

- a. Can provide the maximum possible opportunity for students to learn something or carry out tasks in real situations.
- b. Provide opportunities for students to experience the real situation themselves.

c. Practice the child's skills by using as many senses⁵¹

2) Disadvantages of Using Realia

Ibrahim and Syaodah revealed several weaknesses in the use of realia media, namely:

- a. Bringing students to various places outside of school sometimes carries risks in the form of accidents and so on
- b. The cost required to hold various real objects is sometimes not small, especially coupled with the possibility of damage in its use
- c. Not always able to provide all the descriptions of the actual object, such as enlargement, cutting and drawing part by part, so teaching must be supported also with other media⁵²

From the description above, it can be concluded that using realia is only limited by your imagination. In other way, there are some objects that cannot be presented in the class.

⁵¹R. Ibrahim Nana Syaodah S, *Perencanaan Pengajaran*, (Rinika Cipta, Jakarta 2003), p.119.

⁵²R. Ibrahim Nana Syaodah S, *Perencanaan Pengajaran*, (Rinika Cipta, Jakarta 2003), p.119.

h. Steps of Using Realia

Using realia could create more comfortable in the classroom. During the teaching and learning process, the students more active, enthusiastic, and interested in taking part in the lesson. According to Gau⁵³, there are several steps for using relia:

- a. Collecting Realia, supplements the bought items qith object can find around the house, such as a piece of wood, a paper clip and so on. The best objects are realistic and three dimensional, and must be safe to use in the classroom.
- b. Prior Knowledge, before the start working with a category of objects, check on the student's existing language skill to that it can build from those. Some students may be able to tell the name of object in their native language but not in English. It i best to work with groups of students whose language skill are at the same level, so tthat every stduents will get plenty of talking time.
- c. Using Realia, one of the main ways to use of the vocabulary is to prepare language leraners for regular lesson in which their language deficits may pose a problem. Realia can also be used with small groups to build students' oral language skill. The through listening and speaking. It can also expand on students'

⁵³ Hyru Gau, *Realia: making Language Real*, (Berkeley: Primary Concept, 2010), p. vi-viii

verbalization, changing words into sentences or adding words to clarify meaning.

- d. Assessing Progress, when teachers work with students in small groups, they will have a good sense of their individual progress. Make sure that every student participates. Have each student repeat words, phrases, or sentences so that everyone gets practice, even those who are most quiet. Record observation, especially individual needs that are best addressed separately, such as articulation problems or attention problems that may be getting in the way. Periodically assess students' progress by setting the same groups of objects that you used to assess their prior knowledge and asking students again to tell you about the objects.

From the explanation above, it can be concluded that using realia in the teaching learning process, it looks easy and fun but the teachers also need to pay attention to the proper steps in implementing a realia in the learning process so that students can be received properly which is the material lesson that is given by the teacher.

i. Teaching Vocabulary by Using Realia

Teaching vocabulary is important because it can help the students to understand the material. From teaching vocabulary the students know the new knowledge. To teach vocabulary, the

researcher is interested to realia. These are the procedures of teaching vocabulary by using Realia :

Table II.1
Teaching Vocabulary by Using Realia

Teacher's Activities		Students' Activities
Pre-Teaching		
<ol style="list-style-type: none"> 1. Teacher comes into the class and open the class. Then teacher asks the students to pray on their beliefs. 2. Teacher check attend the list and gives motivation to students. 		<ol style="list-style-type: none"> 1. Students start to pray. 2. Students pay attention to teacher and listen to the teacher.
While-Teaching		
<ol style="list-style-type: none"> 1. Teacher divides students into several groups. 2. Teacher explains the material to be studied, namely about animals and teacher brings miniatures of these animals into the class. 	Collecting Realia	<ol style="list-style-type: none"> 1. Students follow the teacher's instructions 2. Students pay attention to teacher and listen to the teacher.
<ol style="list-style-type: none"> 3. Teacher shows the miniatures animals to the students. 4. Teacher explains the names and identifies the characteristic of the miniature animals and ask the students to repeat it. 5. Teacher ask 	Prior Knowledge	<ol style="list-style-type: none"> 3. Students pay attention to the teacher and listen to the teacher's explanation. 4. Students understand and observe the miniature animals given by the teacher and follow

Teacher's Activities		Students' Activities
students to mention one vocabulary about the animal miniatur.		them. 5. Students mention the vocabulary requested by the teacher
6. The teacher gives each group of students the task of mentioning the name and characteristics of each miniature animal. 7. The teacher asks one student from each group to write vocabulary about the animal on the board, then read and state the meaning.	Using Realia	6. Students do the assignments given by the teacher. 7. Students follow the teacher's instructions and choose one student to go to the front.
8. The teacher asks students to collect the results of the assignment and asks students to follow teacher in stating new vocabulary on the board.	Assesing Progress	8. Students collect assignments from the teacher and follow the teacher's instructions.
Post-Teaching		
1. Teacher close the class.		1. The all of students prayer with their belief.

B. Review of Related Findings

There are several related findings that support this research. The first research by Widyana.⁵⁴ This study investigates the implementation of teaching vocabulary using authentic materials for second grade students of Rattaphum Wittaya School Thailand. This is a qualitative study which aims at observing on teaching learning process at the school. The result of teaching and learning vocabulary used authentic materials at Second Grade of Rattaphum Wittaya School. Teaching vocabulary using authentic materials was conducted in three meetings. The difficulties experienced by students in learning vocabulary at Second Grade of Rattaphum Wittaya School include difficulties in interpreting, pronouncing, and spelling of English vocabulary. The authentic materials were clearly understood by student and sufficient quantity.

The second research is made by Munawir and friends.⁵⁵ The goal of the study was to see if using authentic material helped students enhance their vocabulary. With a one- group pretest and post test design. The researcher used the pre-experimental approach. The study's participants were students in their first year of MA Nurul As'adiyah Callaccu's academic year 2019/2020. The researcher utilized t-test analysis to see if using authentic material helped students improve their vocabulary. Based on the outcomes of the study, the researcher concludes that using authentic

⁵⁴Evita Widyana, "Teaching Vocabulary Using Authentic Materials For Second Grade Students of Junior High School at Rattaphum Wittaya School Thailand," *thesis*, (Universitas Muhammadiyah Surakarta, 2021) <https://eprints.ums.ac.id/view/divisions/A320/2022.html>

⁵⁵Ahmad Munawir et al., "An Experimental Study in English Language Teaching : Students ' Vocabulary by Authentic Material," *jurnal ilmu pendidikan* 1, no. 2 (2021) <https://ejurnal.politeknikpratama.ac.id/index.php/sokoguru>

material in the first year of MA Nurul As'adiyah Callacu can help students improve their vocabulary.

The third is Ramadhani's research.⁵⁶ The research aimed to find out how the teacher prepared to use authentic material for teaching reading, how the teacher used authentic material in the learning process of teaching reading and to find out how the evaluation done by the teacher after using authentic material in teaching reading. The object of this research is authentic material in teaching reading at Al- Ikhsan Islamic Boarding School Beji Banyumas and the subject were the English teacher and students. Through the data analysis it was found that the teacher employed authentic materials to support during teaching reading despite the limits of the media. In addition, authentic materials also helped students understand reading texts, which make the students more interested in reading process.

From the statement above, the researcher concluded the related findings used authentic materials to develop and improve the students vocabulary mastery. There are differences between the researcher with related findings in using authentic materials. Such as the method, grade of class and place, the researcher choosed the experimental class to teaches the vocabulary, the researcher also choosed the VIII grade class and SMP N 5 Padangsidipuan as place for research.

⁵⁶Hilda Anika Ramadhani, "Authentic Materials in Teaching Reading at Al-Ikhsan Islamic Boarding School Beji Banyumas." (State Islamic University Of Prof.K.H Saifuddin Zuhri Purwokerto, 2023), <https://repository.uinsaizu.ac.id/22583>

C. Conceptual Framework

Vocabulary is one of important thing in language learning. The students need to learn vocabulary to know about the words meanings, the structures, and the application of the words. Without vocabulary knowledge, students would not be able to express and write ideas with using grammar and organized into sentence with meaning. But many students have some problems to learning English such as students still having limited vocabulary, students having difficulty pronunciation, and students are still confused and afraid. So they are not interested in learning English.

In this study the researchers were interested using authentic material in learning vocabulary to make the students more interesting and help students could be easier what the teacher present and easy to memorize the new vocabulary.

Based on the above, the conceptual framework can be seen in the picture below :

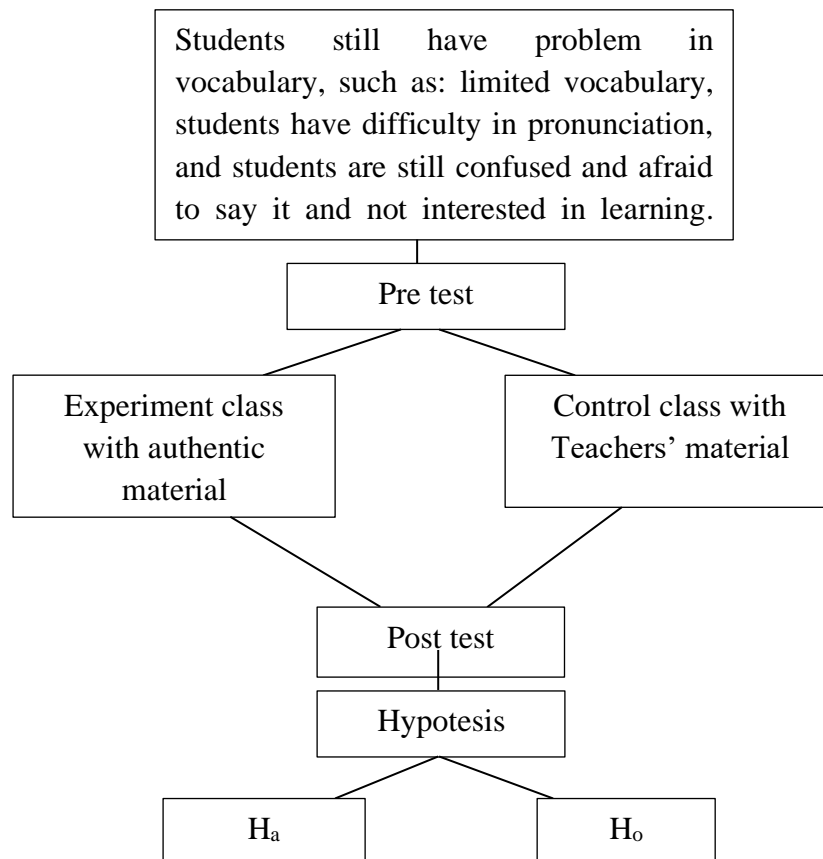


Figure II.2 The Conceptual Framework of Authentic Material

D. Hypothesis

The researcher formulated the hypothesis of this research as follows:

- H_a : There is a significant effect of using authentic material to vocabulary mastery at SMPN 5 Padangsidimpuan.
- H₀ : There is no significant effect of using authentic material to vocabulary mastery at SMPN 5 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of Research

This research conducted at SMPN 5 Padangsidimpuan. Which is located at Perintis Kemerdekaan street, No. 61, 22731, Padang Matinggi, Kec. South Padangsidimpuan, Padangsidimpuan city, Province of North Sumatera. This research started from January 2024 until February 2025.

B. The Research Design

The type of this research uses quantitative research with experimental research. The quantitative research is the research which uses statistic data as technique of collecting data an analysis of data. The researcher used True Experimental Design in pre-test and post-test control group design in this research. In this research the researcher used two clasess, as an experimental class and a control class. Both classes conducted pre-test and post-test and only the experimental would be given treatment.

The design of the research is Pre test- Post test control group design, based on Ary et all¹ it can be seen in the following table:

¹Donald Ary et al., *Introduction to Research in Education*, ed. Chris Shortt, *Sustainability (Switzerland)*, Eight Edit, vol. 11 (Wadsworth Cengage Learning, n.d.), chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ebookppsunp.wordpress.com/wp-content/uploads/2016/06/donald_ary_lucy_cheser_jacobs_asghar_razavieh_bookfi-org.pdf.

Table III.1
(Pretest-Posttest Control Group Design)

Class	Pre-test	Treatment	Post-test
Experimental Class	01	X	03
Control Class	02	-	04

Description:

01 : Pre-test in Experimental Class

02 : Post-test in Experimental Class

X : Treatment

03 : Pre-test in Control Class

04 : Post-test in Control Class

C. The Population and Sample

1. Population

Population is a general area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and the conclusions draw². The population of this research is all the students at grade VIII of SMPN 5 Padangsidimpuan, there are seventh classes and these classes consist 203 students.

²Sugiyono, *Metode Penelitian pendidikan Kuntitatif, Kualitatif, Dan R&D*, (Bandung:ALFABETA,2011), p. 117

Table III.2
Population of Grade VIII SMPN 5 Padangsidempuan

No	Class	Population
1	VIII-1	28
2	VIII-2	30
3	VIII-3	28
4	VIII-4	30
5	VIII-5	29
6	VIII-6	29
7	VIII-7	29
Total		203

2. Sample

The researcher used the simple random sampling for the sampling technique, which was taken from population randomly. This sampling technique, the researcher wrote down the all of name of class in pieces of paper, then rolled it up and the researcher randomly took the VIII-1 and VIII-3 as a samples.

Table III.3
Sample of the Research

No.	Class	Sample	Students
1	VIII-1	Experimental	28 students
2	VIII-3	Control	28 students
Total			56 students

D. The Instrument of the Research

Instrument is the tool used the collect and analyze data related which is used in the research. It means that multiple choice questions used in this research as a tool for testing vocabulary instrument. The researcher prepared 50 questions for the pre-test and 50 questions for the post-test to be validated first. After validation, the researcher obtained

results in the form of 23 valid in pre-test questions and 35 valid post-test questions. The validation can be seen in appendix 7.

From the results above, the researcher decided to create an instrument of vocabulary test that consists 25 multiple choice of pre-test and 25 multiple choice of post-test with the option a, b, c, d in each question.

Below was the indicator items of the pre-test and post-test for the vocabulary mastery instrument.

Table III.4
Indicator of the Test

No.	Indicators	Number of Item	Item	Score	Total Score
1	Students are able to identify name and characteristic of animals	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	4	40
2	Students are able to know the meaning of animals.	11, 12, 13, 14, 15, 16	6	4	24
3	Students are able write the correct spelling of the animals	17, 18, 19, 20, 21, 22, 23, 24, 25	9	4	36
Total			25		100

$$Score = \frac{B}{N} \times 100 = \frac{1}{25} \times 100 = 4$$

Description:

B: Number of questions answer correctly

N: Number of questions

There is 25 questions, for each question score was 4 and if all questions answered correctly the maximum score was 100. The level core of the result students test interpreted as very good, good, enough, low and fail.

E. The Validity Instrument

1. Validity

Validity is an important thing to do in the research, because a good test must be valid. Valid means that the instrument can be used to measure what is supposed to measure.³ To make it sure, the researcher validated the test by using item validity. There were two validations of test in this research, they were pre-test and post-test. To determine the item validity, the students at grade VIII in SMP N 5 Padangsidimpuan have validated it.

The Formula :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Description :

R_{xy} : Correlation coefficient between variable X and Y.

X : Score of the question item.

Y : Total Score.

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

N : There many subjects with score X and score Y.⁴

In pre-test there are 23 out of 50 questions that are valid, where numbers 1, 2, 3, 5, 6, 8, 9, 13, 15, 16, 19, 22, 25, 26, 34, 37, 39, 40, 42, 43, 44, 45, 48. And there are 27 out of 50 questions that are not valid, where numbers 4, 7, 10, 11, 12, 14, 17, 18, 20, 21, 23, 24, 27, 28, 30, 31, 32, 33, 35, 36, 38, 41, 46, 47, 49, 50.

In post-test there are 35 out 50 questions that are valid, where numbers 1, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 24, 25, 26, 28, 29, 31, 32, 33, 34, 36, 37, 38, 40, 42, 43, 47, 49, 50. And there are 15 out of 50 questions that are not valid, where numbers 2, 5, 8, 18, 22, 23, 27, 30, 35, 39, 41, 44, 45, 46, 48. The calculation can be seen in appendix 7.

Based on the explanation above, the researcher decided to select 25 questions from the pre-test and post-test to be used as the tests in this research.

F. Procedure of the Research

In procedure of the research, the researcher had 3 steps to get data from the students, they are pre-test, treatment, and post-test. The test and treatment that researcher gave to the students to know the effect of the technique.

⁴ Sugiyono.

1. Pre-test

- a) The researcher distributes the test to students in experimental and control class.
- b) The researcher explains what the students must do.
- c) Giving time to the students to answer the question
- d) The researcher collected the answer sheet after they finished.
- e) The researcher checked the test result and made the score.
- f) The researcher found the mean score both of experimental and control class.

2. Treatment

In this research, after doing a pre-test in experimental class and control class the researcher did the treatment in experimental class by using authentic materials in control class 3 times. In experimental class the researcher use authentic material to teach vocabulary mastery, and in control class teaching class without authentic material or teaching class by teacher's activities.

Here some steps to do, they are :

- a) The teacher divided students into groups 3 or 4 people.
- b) The teacher explained the topic and the goal of learning. The researcher gives a toys of animals to each

group and then each group describes the toys. Then the researcher asked students to identify name and characteristic of animals.

- c) The researcher closed the lesson and provides reinforcement on the result of the discussion.

3. Post-test

Post test was given after doing the treatment in experimental class and conventional method in control class. Both the class took the test. The final test in the research was the post-test. It means to determining whether there is significant effect or not. The researcher had done some steps, they are :

- a) The researcher distributed the test to students in experimental and control class.
- b) The researcher explains what the students have to do.
- c) The students answer the question.
- d) The researcher then collected the answer sheets.
- e) The researcher checked every students' answer and totals the results.

G. The Technique of Data Analysis

In this research, the researcher used the technique of data analysis as follows:

1. Normality Test

Normality test was way to know whether the data of the research is normal or not. Test of normality in this research has been conducted by SPSS v.26. The data was calculated by Shapiro Wilk. If the number of samples in the study is less than 100 students, the significances level of test is percent or 0.05. The criteria of acceptance and rejection of normality test are:

The distribution is not normal, if $\text{sig} < 0.05$

The distribution is normal, if $\text{sig} > 0.05$

The results of the normality test for the experimental pre-test was 0.209, it means $0.209 < 0.05$. So, the data is normal. The result can be seen in appendix 11.

2. Homogeneity Test

Homogeneity used to see data from two classes will be same or not different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. Based on the criteria for testing data homogeneity obtained a value significance based on mean more than 0.05. The test criteria are:

If $\text{sig} > 0.05$, the variance is homogeneous

If $\text{sig} < 0.05$, the variance is not homogeneous.

It showed that variance between groups based on mean have significances 0.115. it means $\text{sig} > \alpha = 0.05$, $0.115 > 0.05$. the data of the groups were homogenous. The result can be seen in appendix 11.

3. Mean Score

The mean score was statistic measure that represented the average value of a set of numerical data points. This provided a central point that reflected the typical or average response within a group, giving researcher insight into the overall performance related to the measured variable.

According to Gay et al⁵ the category interpreted of mean score can be seen in the table below:

Table III.5
The Criteria Score Interpretation of Mean Score

Persentages	Criteria
90-100	Very Good
70-89	Good
50-69	Enough
30-49	Low
10-29	Very Low

Based on Gay et al⁶ here are the steps to scoring the students' answer;

⁵ L R Gay, Geoffray E Mills, and Peteer Airasian, Educational Research, Tenth Edit (Pearson Education. InC, n.d),
https://yulielarning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E Book Educational Research 2012 pdf.

⁶ Gay, Mills, and Airasian.

$$\text{Score} = \frac{\text{The correct answer}}{\text{Total number of item}} \times 100$$

$$\text{Score} = \frac{25}{25} \times 100 \% = 100$$

4. Hypothesis Test

Hypothesis is the statement or initial conjecture about the relationship between variables in a research study. The hypothesis serves as an initial step in the research process, guiding investigation and testing. In this reserach, the researcher used the independent sample T-test using SPSS V.26. Researchers must made a hypothesis from the data that has been analyzed by looking at the tcount and comparing it with ttable. If tcount>ttable means the alternative hypothesis is accepted, while if tcount<ttable means the alternative hypothesis is rejected. By testing the hypothesis, the formulation of the problem was answered based on the decision-making method using data analysis.

CHAPTER IV

RESULT OF RESEARCH

This chapter present the result of the research. It talks about the effect of using Authentic Materials to Vocabulary Mastery. The researcher has calculated the data using the formulation of t-test the hypothesis with using SPSS v.26.

A. The Description of Data

1. The Description of Data before Using Authentic Materials

a. The Pre-test Score of Experimental Class

The researcher took class VIII-1 as experimental class. Based on the students' perfomance in pre-test. The researcher has calculated the score of total score, highest score, lowest score, range, interval, mean, median, modus, variant and standard deviation. The total score of pre-test in experimental class was 1.480, highest score was 84, lowest score was 20, range was 64, interval was 11, mean was 52.86, modus was 60, variant was 411.68, standart deviation was 20.29.

Table IV.1
The Score of Experimental Class in Pre-Test

No.	Description	Pre-Test
1	Total Score	1.480
2	The Highest Score	84
3	The Lowest Score	20
4	Mean	52.86
5	Median	58.00
6	Modus	60
7	Range	64
8	Interval	11
9	Standard deviation	20.29
10	Variant	411.68

After getting the result based on the table, the next step is the researcher made it into percentages to see the dominants score that gotten by the students. Below was the table of the distribution frequency :

Table IV.2
Frequency Distribution of Experimental Class in Pre-Test

No.	Interval Class	Frequency	Mid-Points	Percentages
1	20-30	5	25	17.1 %
2	31-41	5	36	17.2 %
3	42-52	3	47	10.3 %
4	53-63	6	58	20.6 %
5	64-74	3	69	10.3 %
6	75-85	6	80	20.6 %
	<i>i</i> = 11	28		96.1 %

From the table IV.2, the students' score in class interval between 20-30 was 5 students (17.1%), class interval between 31-41 was 5 students (17.2%), class interval between 42-52 was 3 students (10.3%), and class interval between 53-63 was 6 students (20.6%), class interval 64-74 was 3 students (10.3%), class interval 75-85 was 6 students (20.6%).

Clear description of the data is presented in histogram. The researcher presents them in histogram on the following

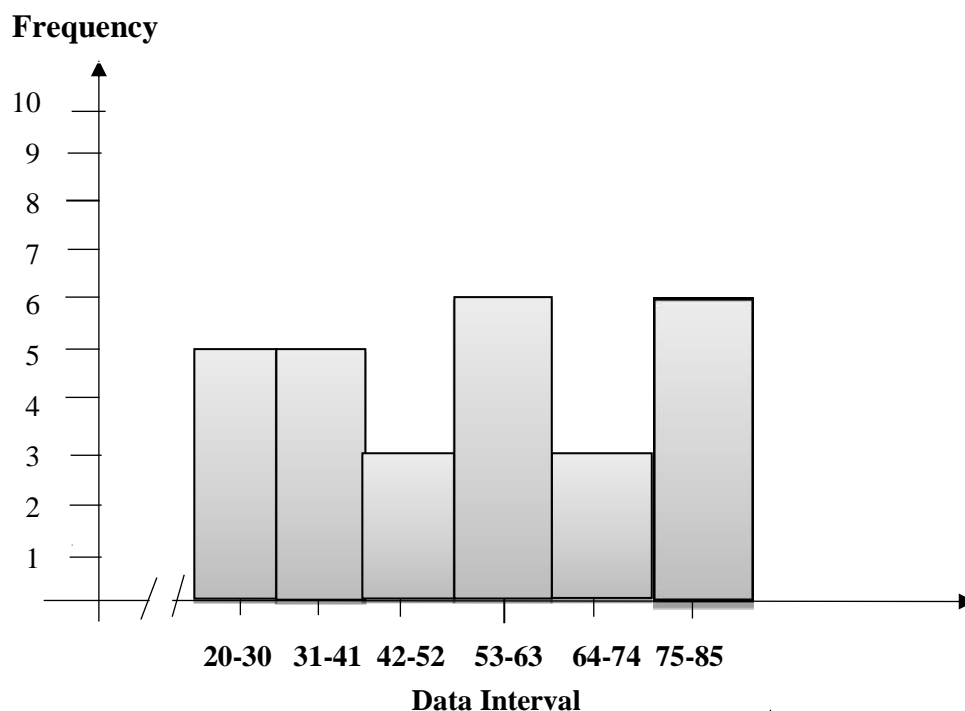


Figure IV.1: Students' Score of Pre-test in Experimental Class

From the histogram above, it can be seen that the highest value is at mid point 58 and is at a value of 53-63 and mid point 80 is at a value of 75-85.

The score for pre-test at post-test class can be seen from the mean score, the mean score was 52.86. it means the students' vocabulary mastery using authentic materials in pre-test experimental class is enough that can be seen from table III.5.

b. The Pre-Test Score of Control Class

The researcher took class VIII 3 as control class. In pre test control class, the researcher calculated the result that has gotten from the students in answering the question. The total score of control class in pre-test was 1.840, highest score was 100, lowest score was 20, range was 80, interval was 3, mean was 65.71, median was 74.00, modus

was 76, variance was 453.25, standart deviation was 21.29. The score of pre-test in control class can be seen in the following table:

Table IV.3
The Score of Control Class in Pre-Test

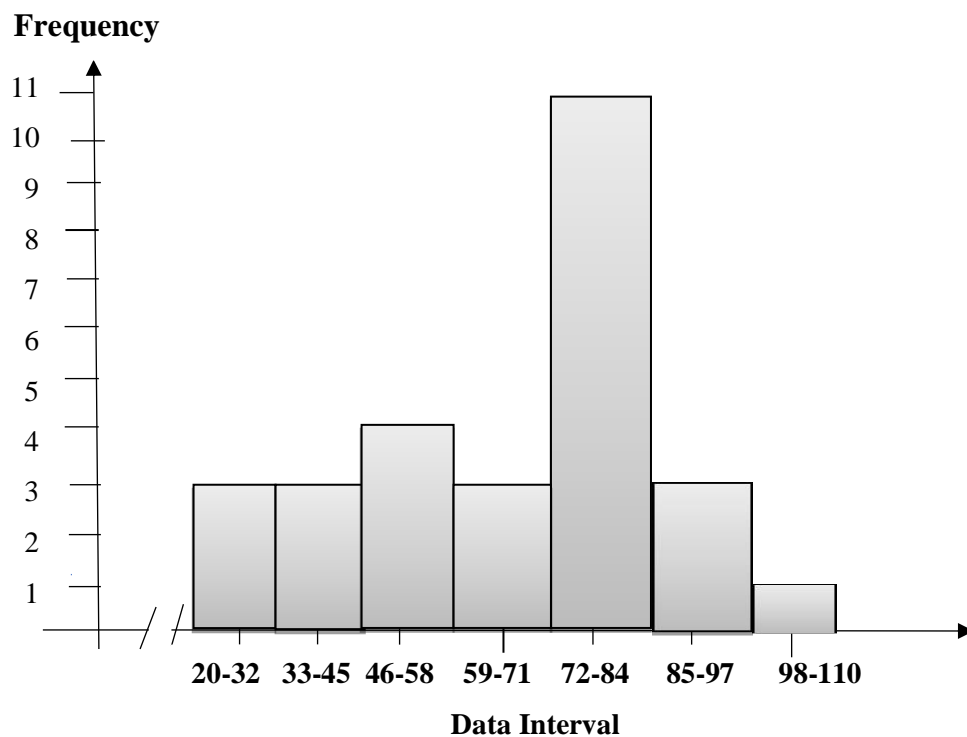
No	Description	Pre-Test
1	Total Score	1.840
2	The Highest Score	100
3	The Lowest Score	20
4	Mean	65.71
5	Median	74.00
6	Modus	76
7	Range	80
8	Interval	3
9	Standard deviation	21.29
10	Variant	453.25

After getting the result of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standart deviation, the next step was the researcher made it into percentages to see the dominant score of the students. The frequency distribution of the students' score of control class in pre-test could be into table frequency distribution as follow:

Table IV.4
Frequency Distribution of Control Class in Pre- Test

No.	Interval Class	Frequency	Mid-Points	Percentage
1	20-32	3	26	10.8%
2	33-45	3	39	10.7%
3	46-58	4	52	14.3%
4	59-71	3	65	10.7%
5	72-84	11	78	37.9%
6	85-97	3	91	10.7%
7	98-110	1	104	3,6%
	<i>i</i> = 13	28		98.7%

From the table IV.4, the students' score in class interval between 20-32 was 3 students (10.8%), class interval between 33-45 was 3 students (10.7%), class interval between 46-58 was 4 students (14.3%), class interval between 59-71 was 3 students (10.7%), class interval between 72-84 was 11 students (37.9%), class interval between 85-97 was 3 students (10.7%), and class interval between 98-110 was 1 students (3.6%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure.



. Figure IV.2: Students' Score of Pre-test in Control Class

The score for pre-test at post-test class can be seen from the mean score, the mean score was 65.71 it means the students' students' vocabulary

mastery using authentic materials in pre-test control class is enough that can be seen in table III.5.

2. The Description of Data after Using Authentic Material

a. The Post-Test Score of Experimental Class

The calculation of the result that had been gotten by the students in doing the test after researcher did the treatment by authentic materials. The researcher calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standard deviation. The score of post-test in control class can be seen in the table bellow :

Table IV.5
The Score of Experimental Class in Post-Test

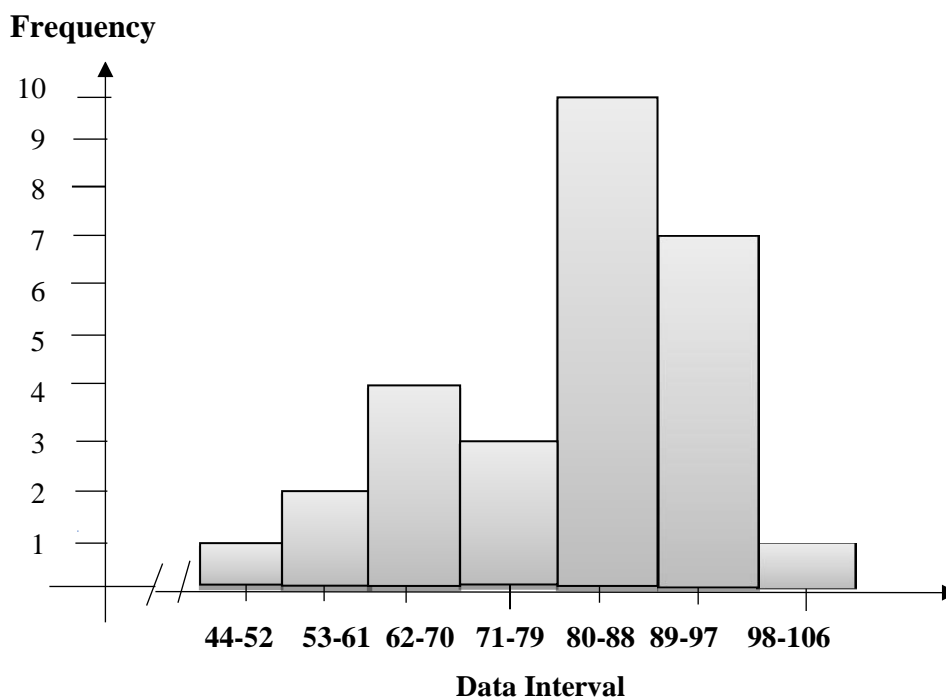
No.	Description	Post-Test
1	Total Score	2.228
2	The Highest Score	100
3	The Lowest Score	44
4	Mean	79.57
5	Median	82.00
6	Modus	92
7	Range	6
8	Interval	9
9	Standard deviation	13.53
10	Variant	182.92

Based on the table IV.5, the total score was 2.228, the highest score was 100, the lowest score was 44, mean was 79.57, median was 82.00, modus was 92, range was 6, interval was 9, standard deviation was 13.53, and variant was 182.92. Then the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.6
The Score of Experimental Class in Post-Test

No.	Interval Class	Frequency	Mid-Points	Percentages
1	44-52	1	48	3.4 %
2	53-61	2	57	6.9%
3	62-70	4	66	13.7%
4	71-79	3	75	10.3%
5	80-88	10	84	34.5%
6	89-97	7	93	24.1%
7	98-106	1	102	3.4%
	<i>i</i> = 9	28		96.3 %

From the table IV.6, the students' score in class interval between



44-52 was 1 students (3.4%), class interval between 53-61 was 2 students (6.9%), class interval between 62-70 was 4 students (13.7%), class interval between 71-79 was 3 students (10.3%), class interval between 80-88 was 10 students (34.5%), class interval 89-97 was 7 students (24.1%), and class interval 98-106 was 1 students (3.4%). In order to get description of the data clearly.

Figure IV.3 Students' Score of Post-test in Experimental Class

The score for pre-test at post-test class can be seen from the mean score, the mean score was 79.57 it means the students' students' vocabulary mastery using authentic materials in pre-test control class is good that can be seen in table III.5.

b. The Post-Test Score of Control Class

In post-test of control class, the researcher calculated the result that has been gotten from the students in doing the test. The score of post-test control class could be seen in the following table:

Table IV.7
The Score of Control Class in Post-Test

No.	Description	Post-Test
1	Total Score	2.160
2	The Highest Score	96
3	The Lowest Score	52
4	Mean	77.14
5	Median	80.00
6	Modus	80
7	Range	44
8	Interval	7
9	Standard deviation	11.41
10	Variant	130.20

Based on the table 4.7, the total score was 2.160, the highest score was 96, the lowest score was 52, mean was 77.14, median was 80.00, modus was 80, range was 44, interval was 7, standard deviation was 11.41, and the variant was 130.20. Then the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.8
Frequency Distribution of Control Class in Post-Test

No.	Interval Class	Frequency	Mid-Points	Precentages
1	52-58	2	55	6.8%
2	59-65	3	62	10.3%
3	66-72	4	69	13.8%
4	73-79	4	76	13.8%
5	80-86	8	83	27.5%
6	87-93	6	90	20.7%
7	94-100	1	97	3.4%
	<i>i</i> = 7	28		96.3%

From the table IV.8, the students'score in class interval between 52-58 was 2 students (6.8%), class interval between 59-65 was 3 students (10.3%), class interval between 66-72 was 4 students (13.8%), class interval between 73-79 was 4 students (13.8%), class interval between 80-86 was 8 students (27.5%), class interval between 87-93 was 6 students (20.7%), and class interval between 94-100 was 1 students (3.4%).

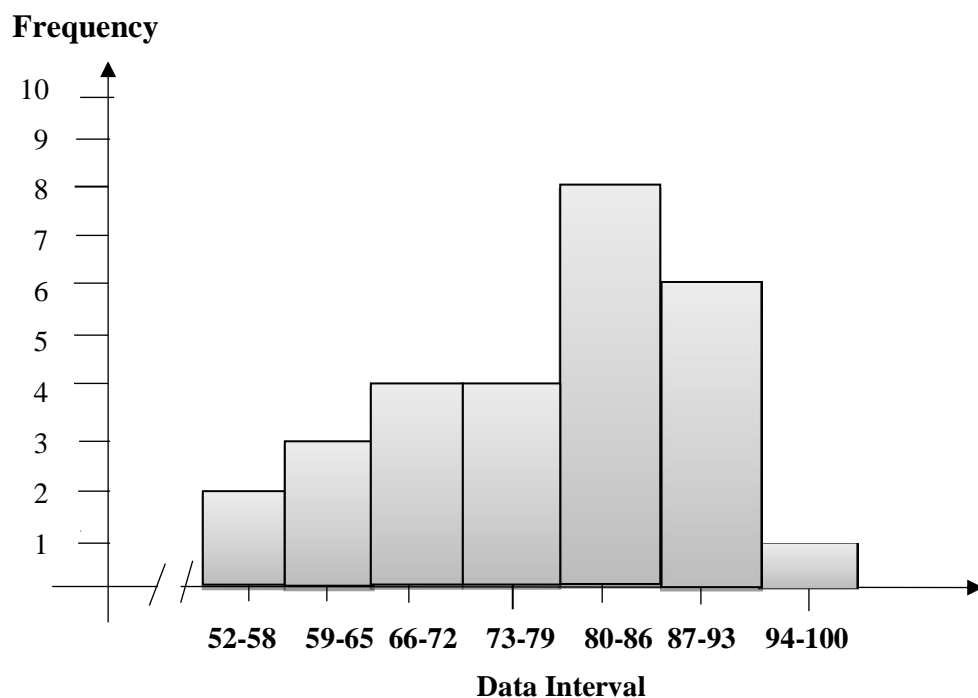


Figure IV.4: Students' Score of Post-test in Control Class

The score for pre-test at post-test class can be seen from the mean score, the mean score was 77.14 it means the students' vocabulary mastery using authentic material in post-test control class is good that can be seen in table III.5.

3. The Comparison Score of Pre-Test and Post-Test

a. The Comparison of Score Pre-Test and Post-Test in Control Class

After getting the score of pre-test and post-test in control class, the researcher made the comparison of score in form of table. The comparison of score of pre-test and post-test in control class can be seen in the table below.

Table IV.9
The Comparison of Score of Pre-Test and Post-Test in Control Class

No.	Description	Pre-Test	Post-Test
1	Total Score	1.840	2.160
2	Highest Score	100	96
3	Lowest Score	20	52
4	Mean	65.71	77.14
5	Range	11.43	

Based on the table IV.9, the researcher found the different between pre-test and post-test in control class, the most of students got the lowest score in pre-test, the score was 20, and in post-test was 52. The highest score in pre-test was 100, and in post-test was 96.

b. The Comparison of Score Pre-Test and Post-Test Experimental Class

After getting the score of pre-test and post-test in experimental class. The researcher made of comparison of score in form of the

table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below.

Table IV.10
Description of Data of Pre-test and Post-test in Experimental Class

No.	Description	Pre-Test	Post-Test
1	Total Score	1.480	2.228
2	Highest Score	84	100
3	Lowest Score	20	44
4	Mean	52.86	79.57
5	Range	26.71	

Based on the table IV.10, the researcher found the different between pre-test and post-test in experimental class, the most of students got the lowest score in pre-test was 20, and in post-test was 44. The highest score in pre-test was 84, and in post-test was 100. It can be concluded the score of students using authentic material was higher in post-test than pre-test.

c. The Range Score of Pre-test and Post-test

After calculated the result of this research, the researcher found the range score of pre-test and post-test in control class and experimental class. The data can be seen in form of table below :

Table IV.11
The Range Score

Class	Pre-test
Control Class	11.43
Experimental Class	26.71

From the range of the values, it can be seen that the experimental value range between the mean score on the pre-test and post-test was 26.71. While the control class value range for pre-test and post-test

was 26.71. it is clear that the range of mean values in the experimental is higher than the range of values in the control class. So, based on these results, both classes have increased. The increase of experimental group is higher then control class. It means that authentic materials is good for students vocabulary mastery.

B. The Hypothesis Test

Based on the result of data analysis requirement test, it can be seen that both classes are normality distributed and have homogeneous variants. Therefore, to test the hypothesis can be done by using independents sample t-test. Researcher used SPSS v.26 application to calculate the hypothesis statistically. The researcher presented the data in the table below.

Table IV.12
Independent Sample Test

		F	Sig	t
Students Learning Outcomes	Equal Variance Assumed	22.584	.000	5.723
	Equal Variances not Assumed			5.723

The result of calculation using independent sample t-test, it was found that $t_{\text{count}} > t_{\text{table}}$ or $5.723 > 2.778$. Based on the test criteria, H_0 is rejected and H_a is accepted.

Table IV.13
The Result of t-test

t_{count}	t_{table}
5.723	2.778

From the table above, it was found that $t_{\text{count}} > t_{\text{table}}$ ($5.723 > 2.778$). It means that H_a is accepted. So, there is a significant effect of using Authentic Materials at the Eight grade of SMPN 5 Padangsidimpuan.

C. The Discussion of the Result

Based on the result of this research, the researcher found that authentic material has significant effect to vocabulary mastery, it means that the method is regarded as a good method to be used in teaching vocabulary. Richard in Smith¹ state that realia in language teaching is actual object and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. This method helps students expand their vocabulary.

Furthermore, the result of this research is also enhanced by Gau² who said that Realia provide an excellent tool to help students develop essential English vocabulary, realia enhance meaning and make vocabulary more concrete and therefore, more compregensible. It means, using authentic material especially realia help students to understand vocabulary easily and the students get interest to study vocabulary.

The researcher discussed the result of this research, the researcher found that Authentic Material has significant effect to teach vocabulary. The researcher discussed the result of this research and compared with related findings. The first, research has been done by Munawir and

¹Bryan Smith, "Virtual Realia : Program in Second Language Acquisition and Teaching, the internet TESL journal, III, 1997.

² Hyru Gau, *Realia: making Language Real*, (Berkeley: Primary Concept, 2010).

friends³. The result of mean score that the students' pre-test had a mean score of 49.00 and the mean score climbed to 84.43 in the post-test. Based on result above, the similarity between this research and the previous research was that have an effect on students' vocabulary mastery, but have different results. In this research, in experimental class the score of mean in pre-test was 52.86 and the score of mean in post-test was 79.57. it shows that the score of the experimental class is better than the control class. The second, the research was done by Widyana⁴. The result of this research showed that Authentic Material improved students' vocabulary mastery, and the students were clearly understood.

From the result of research that is previously stated. It was proved that the students who were taught by using Authentic Material got better result. In summary, the researcher found that all the related findings support this research. it can be concluded from the explanation above, that Authentic Material was appropriate in teaching Vocabulary to students. It was found that there is significant effect of using authentic material to the vocabulary mastery in this research. It can be seen from the mean score of experimental class was 79.57, and the mean score of control class was 77.14.

³Ahmad Munawir et al., "An Experimental Study in English Language Teaching: Students' Vocabulary by Authentic Material." *jurnal Ilmu Pendidikan* 1, no. 2 (2021)

⁴Evita Widyana, "Teaching Vocabulary Using Authentic Materials For Second Grade Students of Junior High School at Rattaphum Wittaya School Thailand," *thesis*, (Universitas Muhammadiyah Surakarta, 2021) <https://eprints.ums.ac.id/view/divisions/A320/2022.html>

D. The Threats of Research

In doing the research, the researcher found some threats in this research. The researcher found students' problems in the teaching learning process in the classroom. The first, Students are less serious in answering the pre-test and post-test, some of them still cheat. This causes the test answers to be impure because they did not do it themselves. Then, some students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. The third the students are lack to mention many vocabularies.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. The students' vocabulary mastery before using Authentic Material at the eight SMP N 5 Padangsidempuan was enough, because the mean score of the experimental class in pre test was 52.86.
2. After using Authentic Material in experimental class the mean score of experimental class in pre test was 79.57 and the category was good.
3. The result proved that t_{count} was higher than t_{table} , t_{count} was 5.723 and t_{table} was 2.778 ($5.723 > 2.778$), which means that H_a is accepted and H_o is rejected and it is implied that there is a significant effect of using Authentic Material to Vocabulary mastery at the Eighth grade students of SMPN 5 Padangsidempuan.

B. Implication

Based on the research conducted on "The Effect of Using Authentic Materials to Vocabulary Mastery at the Eight Students Grade of SMPN 5 Padangsidempuan". There are several implications obtained from the results of the study they are:

1. The result of this study, authentic materials can be a good material use to improve students vocabulary mastery.

2. The result of this study, authentic materials can make students more enthusiastic to learn English.

In summary, the use of Authentic Materials during the research can affect to the students vocabulary mastery. Therefore, the authentic material needs to be applied continuously in teaching vocabulary. It is because the use of authentic material can be affective material to help the students vocabulary and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

C. Suggestion

After finishing the research, the researcher got many information in English teaching and learning. Therefore, from that experience, the researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. English teacher could select the appropriate technique in teaching vocabulary for students. English teacher needs to create good atmosphere in the class so that teaching learning process becomes interesting, easy and enjoyable. The using of realia can be combined with some learning activities for example group work, game, guessing and matching activity. Realia helps the teacher enter the concept of vocabulary because it connects the vocabulary and the object directly.
2. The students must be active in learning English. The students should not depend on other people in learning English. They should also learn English intensively and continuously. The students can use the things

around them by labeling the things with the words dealing with the thing for example the name of the thing.

3. Next researcher, this research studies the implementation of realia in teaching vocabulary to Junior High School students. This study gives drawing about the implementation of realia in teaching as one effort to improve students' motivation and achievement in learning English. It is hoped that the result of the study could be useful as the additional reference to develop more rigid and explorative/experimental research on the potency of realia in teaching English on other topics and levels.

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APPENDIX

CURICULUM VITAE



A. Identity

Name : Ragil Sukma Dewi R Br, Sinaga
NIM : 2020300024
Place and Birthday : Kisaran, 01 Agustus 2002
Gender : Female
Religion : Islam
Address : Bandar Pulau Pekan, Bandar Pulau, Asahan

B. Parents

Father : M. Syukur Sinaga
Mother : Suryani

C. Educational Background

Elementary School : SDN 010131 Bandar Pulau
Junior High School : SMP N 1 Bandar Pulau
Senior High School : SMAN 1 Kisaran
Collage : UIN Syahada Padangsidimpuan

LEMBAR SOAL

PRE TEST

Nama :

Kelas :

Mapel :

Waktu : 30 menit

Choose the correct answer by crossing *a, b, c or d!*

1. This animal has a four legs, we often drink their milk. This animal is...
a. crocodile b. donkey c. zebra d. cow
2. Which of the following animals is reptile...
a. snak b. deer c. frog d. tiger
3. What kind of animal live in the jungle and swings from trees?
a. giraffe b. horse c. monkey d. cat
4. This animal usually crows in the morning, this is one of humans' pets. What animals is that...
a. cat b. chicken c. dog d. horse
5. These animals are considered amphibians because they are live on land and in water. They like to eat insects. This animal is
a. frog b. crocodile c. monkey d. tiger



6. a. b.
- The following animals live in water...
- a. cat b. polar bear c. crocodile d. monkey



7. What the characterictic of the animal...
- a. has wide ears c. has long legs
b. has black and white stripe in its body d. has a trunk
8. Which animal says "meow" and likes to cuddle...
a. dog b. rabbit c. cow d. cat
9. The animals below that like to eat carrots and other vegetables are...
a. chicken b. rabbit c. monkey d. cow

10. Which animal has wings and can fly...
a. mouse b. butterfly c. rabbit d. fish



11. Which part of the fish's body is useful for swimming? _____
a. fins and mouth b. scales and tail c. fins and tail d. fins and scales

12. This animal live in the sea and has tentacles. What animal is it...
a. tiger b. cow c. lion d. octopus

13. Which animal has black and white fur, eats bamboo, and can be found in china...
a. zebra b. giraffe c. panda d. rabbit

14. What animal lives in water and swims...
a. fish b. tiger c. turtle d. monkey

15. What kind of animal barks and wags its tail?
a. cat b. dog c. horse d. wolf



16. _____ The characteristics of these animals are...
a. has fins and can swim c. has soft fur
b. has tentacles and emits black ink d. has legs

17. What kind of animal has a long neck and can reach high leaves?
a. zebra b. horse c. elephant d. giraffe



18. _____ These characteristics of these animals are...
a. has feathers and a big body c. has a long tail and can climb trees
b. has a shell and can swim in the water d. has spots and can run very fast



19. _____ it is ... (kepiting). What is the meaning “kepiting” in bahasa?
a. cow b. owl c. cat d. crab

20. Lion and tiger love to eat meat. The underlined word means...
 a. harimau dan beruang b. singa dan hiu c. singa dan harimau d. hiu dan harimau
21. The part of rabbit's body used for hearing is its ear. The underlined word means...
 a. kucing b. kuda c. kelinci d. kecoa
22. **Mosquito** in Indonesia is...
 a. ular b. nyamuk c. tikus d. cicak
23. **Srigala** in English is...
 a. owl b. goat c. wolf d. shark
24. **Kerbau** in English is...
 a. sheep b. buffalo c. goat d. tiger



25. What animal is it?
 a. bear b. penguin c. shark d. panda



26. What animal is it?
 a. bee b. snake c. rabbit d. butterfly

27. **Ant** in Indonesia is...
 a. burung hantu b. hiu c. elang d. semut

28. **Camels** in Indonesia is...
 a. gajah b. kuda c. unta d. kancil

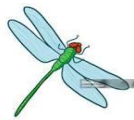


29. Omar: What animals are there?
 Isma: There are... (burung beo dan ayam)
 a. bee and cow c. deer and chicken
 b. parrot and chicken d. shark and dolphin

30. A bat is an animal that wakes up at night and sleeps during the day. The underlined word means...
 a. burung hantu b. kelelawar c. kupu-kupu d. harimau
31. Owl are animals that usually wake up at night. The underlined word means...
 a. penguin b. beruang c. kelinci d. burung hantu
32. The... (badak) has two horns. What the meaning "badak" in bahasa?
 a. goat b. sheep c. buffalo d. rhinoceros



33. What animal is it?
 a. cat b. cow c. rabbit d. sheep



34. What animal is it?
 a. butterfly b. dragonfly c. bird d. bee



35. What animal is it?
 a. bee b. bat c. snake d. dragon

36. Giraffe are the animals that have brown and orange spots and it is very tall. The underlined word means...
 a. zebra b. gajah c. jerapah d. kuda



37. A...(merak) has a beautiful tail. What the meaning "merak" in bahasa?
 a. peacock b. butterfly c. parrot d. dragonfly

38. **Shark** in English is...
 a. hiu b. ular c. paus d. ikan

39. **Kancil** in English is...
a. bear b. deer c. bee d. pig



40. What animal is it?
a. bee b. deer c. bear d. sheep
41. Y-L-F-T-T-E-R-B-U, The correct arrangement is...
a. betturfly b. betturfyl c. butterfly d. butterfly
42. E-N-K-C-H-I-C, The correct arrangement is...
a. checkin b. chicken c. chekcin d. chenkie
43. H-A-R-K-S-, The correct arrangement is...
a. shark b. srakh c. shrak d. srahk
44. G-F-R-O, The correct arrangement is...
a. fogr b. forg c. fgor d. frog
45. K-C-U-D, The correct arrangement is...
a. duck b. cudk c. kucd d. dukc
46. O-R-D-C-O-E-L-I-C, The correct arrangement is...
a. clocodire b. cocodiler c. crocodile d. cocrodile
47. G-A-O-T, There correct arrangement is...
a. goat b. gota c. gaot d. gato
48. B-E-R-Z-A, There correct arrangement is...
a. rezba b. zebra c. zabre d. razbe
49. A-C-T, There correct arrangement is...
a. cat b. tac c. tca d. tac
50. G-E-A-E-L, The correct arrangement is...
a. elage b. egela c. eagle d. ealge

LEMBAR SOAL

POST TEST

Nama :

Kelas :





Mapel :

Waktu : 30 menit

Choose the correct answer by crossing *a, b, c or d!*

1. This animal usually lives in the savanna or meadow and has a black and white pattern on its body. This animal is...
a. giraffe b. zebra c. deer d. tiger
2. Which of the following animals is reptile...
a. snake b. deer c. frog d. tiger
3. What kind of animal lives in the jungle and swings from trees?
a. giraffe b. horse c. monkey d. cat
4. This animal breathes with its skin and lungs, it also lives in water and on land. What animal is that?
a. chicken b. duck c. frog d. fish
5. These animals are considered amphibians because they live on land and in water. They like to eat insects. This animal is
a. frog b. crocodile c. monkey d. tiger



6. a.  b.  c.  d. 
The following animals live in poles...
a. cat b. polar bear c. rabbit d. monkey



7. What the characteristic of the animal...
a. has wide ears c. has long legs
b. has black and white stripe in its body d. has a trunk
8. Which animal says "meow" and likes to cuddle...
a. dog b. rabbit c. cow d. cat
9. The animals below that like to eat carrots and other vegetables are...

- a. chicken b. rabbit c. monkey d. cow
10. Which animal has wings and can fly...
a. mouse b. butterfly c. rabbit d. fish



11. Which part of the fish's body is useful for swimming? _____
a. fins and mouth b. scales and tail c. fins and tail d. fins and scales
12. This animal live in the sea and has tentacles. What animal is it...
a. tiger b. cow c. lion d. octopus
13. Which animal has black and white fur, eats bamboo, and can be found in china...
a. zebra b. giraffe c. panda d. rabbit
14. What animal lives in water and swims...
a. fish b. tiger c. turtle d. monkey
15. What kind of animal barks and wags its tail?
a. cat b. dog c. horse d. wolf



16. The characteristics of these animals are...
a. has fins and can swim c. has soft fur
b. has tentacles and emits black ink d. has legs
17. What kind of animal has a long neck and can reach high leaves?
a. zebra b. horse c. elephant d. giraffe



18. _____ These characteristics of these animals are...
a. has feathers and a big body c. has a long tail and can climb trees
b. has a shell and can swim in the water d. has spots and can run very fast



19. it is ... (tupai). What is the meaning "tupai" in bahasa?
a. cow b. owl c. cat d. squirrel

20. Lion and tiger love to eat meat. The underlined word means...
a. harimau dan beruang b. singa dan hiu c. singa dan harimau d. hiu dan harimau

21. The part of rabbit's body used for hearing is its ear. The underlined word means...
a. kucing b. kuda c. kelinci d. kecoa

22. **Worm** in Indonesia is...
a. ular b. cacing c. tikus d. kelinci

23. **Srigala** in English is...
a. owl b. goat c. wolf d. shark

24. **Kerbau** in English is...
a. sheep b. buffalo c. goat d. tiger



25. What animal is it?
a. bear b. bird c. shark d. turtle



26. What animal is it?
a. cow b. snake c. rabbit d. bee

27. **Eagle** in Indonesia is...
a. burung hantu b. hiu c. elang d. kupu-kupu

28. **Camels** in Indonesia is...
a. gajah b. kuda c. unta d. kancil



29. Omar: What animals are there?
Isma: There are... (burung beo dan penguin)
a. bee and cow c. deer and penguin
b. parrot and penguin d. shark and dolphin

30. A bat is an animal that wakes up at night and sleeps during the day. The underlined word means...

a. burung hantu b. kelelawar c. kupu-kupu d. harimau

31. Owl are animals that usually wake up at night. The uunderlined word means...

a. penguin b. beruang c. kelinci. d. burung hantu

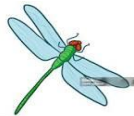
32. The... (badak) has two horned. What the meaning “badak” in bahasa?

a. goat b. sheep c. bufallo d. rhinoceros



33. What animal is it?

a. fish b. cow c. tiger d. bird



34. What animal is it?

a. butterfly b. dragonfly c. bird d. bee



35. What animal is it?

a. bee b. bat c. bird d. dragon

36. Giraffe are the animals has brown and orange spots and it is very tall. The underlined word means...

a. zebra b. gajah c. jerapah d. kuda



37. A...(merak) has a beautiful teather. What the meaning “merak in bahasa?

a. peacock b. butterfly c. parrot d. dragonfly

38. **Shark** in English is...

a. hiu b. ular c. paus d. ikan

39. **Kancil** in English is...

a. bear b. deer c. bee d. pig



40. What animal is it?
a. bee b. deer c. bear d. bird
41. A-T-B, The correct arrangement is...
a. bat b. abt c. tab d. tab
42. E-N-K-C-H-I-C, The correct arrangement is...
a. checkin b. chicken c. chekcin d. chenkie
43. H-A-R-K-S-, The correct arrangement is...
a. shark b. srakh c. shrak d. srahk
44. Y-L-F-T-T-E-R-B-U, The correct arrangement is...
a. betturfly b. betturfyl c. butterflyl d. butterfly
45. K-C-U-D, The correct arrangement is...
a. duck b. cudk c. kucd d. dukc
46. R-B-A-E, The correct arrangement is...
a. bare b. baer c. bera d. bear
47. G-A-O-T, The correct arrangement is...
a. goat b. gota c. gaot d. gato
48. B-E-R-Z-A, The correct arrangement is...
a. rezba b. zebra c. zabre d. razbe
49. A-C-T, The correct arrangement is...
a. cat b. tac c. tca d. tac
50. G-E-A-E-L, The correct arrangement is...
a. elage b. egela c. eagle d. ealge

Appendix 1

Control Class

RANCANGAN PERENCANAAN PEMBELAJARAN

Sekolah	: SMPN 5 Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi	: My Uncle is a Zookeeper
Alokasi Waktu	: 2x45 menit

A. Kompetensi Inti (KI)

K1 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, Teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, Kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K2 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD)

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan deskripsi binatang dan benda, sangat pendek dan sederhana dengan konteks penggunaannya.

C. Tujuan Pembelajaran

Siswa mampu memahami setiap makna kata berdasarkan materi dan mengembangkan kosa kata mereka dalam materi yang terkait.

D. Media Pembelajaran

- a. Papan Tulis
- b. Spidol
- c. Toys Animal

E. Sumber Belajar


- a. Buku penunjang belajar “When English Rings a Bell Kurikulum 2013”
- b. Kamus Bahasa Inggris

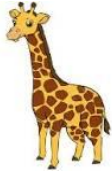

F. Materi Pembelajaran

The name of animal

English	Indonesia
Monkey	Monyet
Turtle	Kura-Kura
Giraffe	Jerapah
Zebra	Zebra
Elephant	Gajah
Lion	Singa
Tiger	Harimau

Characteristics of animals

Animals	Characteristic
 Elephant	<ul style="list-style-type: none">1. Has a trunk2. Have a big body3. Have big ears

 <p>Giraffe</p>	<ol style="list-style-type: none"> 1. Has a long neck 2. Have spotted fur
 <p>Fish</p>	<ol style="list-style-type: none"> 1. Breathe with gills 2. Swim using fins

G. Langkah langkah pembelajaran

Aktivitas Guru	Aktivitas Siswa
Pendahuluan	
<ol style="list-style-type: none"> 1. Guru memberisalam pembuka kepada siswa 2. Guru memeriksa kehadiran siswa 	<ol style="list-style-type: none"> 1. Siswa menjawab salam dari guru 2. Siswa mendengarkan absen dari guru
Kegiatan Inti	
<ol style="list-style-type: none"> 1. Guru membagi siswa menjadi beberapa kelompok 2. Guru menjelaskan materi yang akan dipelajari yaitu tentang “ My Uncle is a Zookeeper” 3. Guru memberikan text (pilihan ganda) dan meminta siswa untuk membacanya 4. Guru meminta siswa untuk menemukan makna dari soal tersebut dan mendeskripsikan materi tentang “My Uncle is a Zookeeper” 5. Guru memberikan tugas mereka dan memberikan 	<ol style="list-style-type: none"> 1. Siswa mengikuti instruksi dari guru 2. Siswa menjelaskan penjelasan dari guru 3. Siswa membaca text yang diberikan guru 4. Siswa mendengarkan dan memahami penjelasan dari guru 5. Siswa mengerjakan tugas yang sudah diberikan guru 6. Siswa mengumpulkan tugas dari guru dan menuliskan kosa kata baru yang di instruksikan guru.

<p>motivasi pada siswa</p> <p>6. Guru meminta siswa untuk mengumpulkan hasil tugas dan meminta siswa menuliskan kosa kata baru di atas papan tulis</p>	
<p>Penutup</p>	
<p>1. Guru menyimpulkan poin poin penting selama pembelajaran</p> <p>2. Guru menutup pembelajaran dan mengucapkan salam</p>	<p>1. Siswa mendengarkan penjelasan guru</p> <p>2. Siswa menjawab salam dari guru</p>

H. Penilaian Hasil Pembelajaran

- Keaktifan :
1. Berkontribusi dalam kegiatan pembelajaran
 2. Mampu merespon pertanyaan secara lisan.

Padangsidempuan, 2024
Researcher

Ragil Sukma Dewi R Br. Sinaga

Appendix 2

Experimental Class

RANCANGAN PERENCANAAN PEMBELAJARAN

Sekolah : SMPN 5 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Materi : My Uncle is Zookeeper

Alokasi Waktu : 2x45 menit

I. Kompetensi Inti (KI)

K1 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, Teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, Kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K2 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

J. Kompetensi Dasar (KD)

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan deskripsi binatang dan benda, sangat pendek dan sederhana dengan konteks penggunaannya.

K. Tujuan Pembelajaran

Siswa mampu memahami setiap makna kata berdasarkan materi dan mengembangkan kosa kata mereka dalam materi yang terkait.

L. Media Pembelajaran

- a. Papan Tulis
- b. Spidol
- c. Toys Animals

E. Sumber Belajar


- c. Buku penunjang belajar “When English Rings a Bell Kurikulum 2013”
- d. Kamus Bahasa Inggris

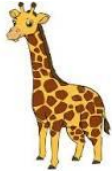
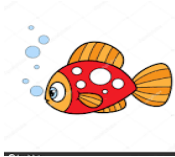
F. Materi Pembelajaran

The name of animals

English	Indonesia
Monkey	Monyet
Turtle	Kura-Kura
Giraffe	Jerapah
Zebra	Zebra
Elephant	Gajah
Lion	Singa
Tiger	Harimau

Characteristics of animals

Animals	Characteristic
 Elephant	<ul style="list-style-type: none">4. Has a trunk5. Have a big body6. Have big ears

 <p>Giraffe</p>	<ol style="list-style-type: none"> Has a long neck Have spotted fur
 <p>Fish</p>	<ol style="list-style-type: none"> Breathe with gills Swim using fins

G. Langkah langkah pembelajaran

Aktivitas Guru		Aktivitas Siswa	
Pendahuluan			
3. Guru memberisalam pembuka kepada siswa		3. Siswa menjawab salam dari guru	
4. Guru memeriksa kehadiran siswa		4. Siswa mendengarkan absen dari guru	
Kegiatan Inti			
7. Guru membagi siswa menjadi beberapa kelompok	Collecting Realia	1. Siswa mengikuti instruksi dari guru	
8. Guru menjelaskan materi yang akan dipelajari yaitu tentang “ My Uncle is Zookeeper”		2. Siswa mendengarkan penjelasan dari guru	
9. Guru menunjukan miniatur animals kepada siswa.	Prior Knowledge	3. Siswa melihat dan mendengarkan penjelasan guru	
10. Guru menjelaskan nama dan mengientifikasi kareakteristik miniatur animals tersebut dan meminta siswa		4. Siswa memahami dan mencermati miniatur animals yang diberikan oleh guru dan mengikutinya.	

untuk mengulanginya.		
11. Guru memberikan tugas kepada setiap kelompok siswa untuk menyebutkan nama dan karakteristik setiap miniatur animals tersebut.	Using Realia	5. Siswa mengerjakan tugas yang sudah diberikan guru.
12. Guru meminta siswa untuk mengumpulkan hasil tugas dan meminta siswa menuliskan kosa kata baru di atas papan tulis	Assesing Progress	6. Siswa mengumpulkan tugas dari guru dan menuliskan kosa kata baru yang di instruksikan guru.
Penutup		
3. Guru menyimpulkan poin poin penting selama pembelajaran 4. Guru menutup pembelajaran dan mengucapkan salam	3. Siswa mendengarkan penjelasan guru 4. Siswa menjawab salam dari guru	

H. Penilaian Hasil Pembelajaran

Keaktifan : 1. Berkontribusi dalam kegiatan pembelajaran

2. Mampu merespon pertanyaan secara lisan.

Padangsidempuan, 2024
Researcher

Ragil Sukma Dewi R Br. Sinaga

Appendix 3

Key Answer of Pre-Test and Post-Test in Experimental and Control Class

Key Answer of Pre-Test

- | | |
|-------|-------|
| 1. D | 26. D |
| 2. A | 27. D |
| 3. C | 28. C |
| 4. B | 29. B |
| 5. A | 30. B |
| 6. C | 31. D |
| 7. B | 32. D |
| 8. D | 33. C |
| 9. B | 34. B |
| 10. B | 35. C |
| 11. C | 36. C |
| 12. D | 37. A |
| 13. C | 38. A |
| 14. A | 39. B |
| 15. B | 40. D |
| 16. B | 41. D |
| 17. D | 42. B |
| 18. B | 43. A |
| 19. D | 44. D |
| 20. C | 45. A |
| 21. C | 46. C |
| 22. B | 47. A |
| 23. C | 48. B |
| 24. B | 49. A |
| 25. D | 50. C |

Key Answer of Post-Test

- | | |
|-------|-------|
| 1. B | 26. D |
| 2. A | 27. C |
| 3. C | 28. C |
| 4. B | 29. B |
| 5. A | 30. B |
| 6. B | 31. D |
| 7. B | 32. D |
| 8. C | 33. B |
| 9. B | 34. B |
| 10. B | 35. D |
| 11. C | 36. C |
| 12. D | 37. A |
| 13. C | 38. A |

14. A
15. B
16. B
17. D
18. B
19. D
20. C
21. C
22. B
23. C
24. B
25. C

39. B
40. C
41. A
42. B
43. A
44. D
45. A
46. D
47. A
48. B
49. A
50. C

Appendix 4

VALIDATION INSTRUMENT TEST OF PRE-TEST

No	R _{Hitung}	R _{Tabel}	Keterangan
1	0,47246	0,3961	Valid
2	0,54318	0,3961	Valid
3	0,3772	0,3961	Invalid
4	-0,40332	0,3961	Invalid
5	0,54308	0,3961	Valid
6	0,70463	0,3961	Valid
7	-0,00621	0,3961	Invalid
8	0,458646	0,3961	Valid
9	0,632393	0,3961	Valid
10	-0,06178	0,3961	Invalid
11	0,220373	0,3961	Invalid
12	-0,115816	0,3961	Invalid
13	0,543182	0,3961	Valid
14	0,051081	0,3961	Invalid
15	-0,57677	0,3961	Valid
16	0,598304	0,3961	Valid
17	0,213644	0,3961	Invalid
18	-0,1498	0,3961	Invalid
19	0,430607	0,3961	Valid
20	0,188728	0,3961	Invalid
21	-0,02994	0,3961	Invalid
22	0,004131	0,3961	Invalid
23	0,214107	0,3961	Invalid
24	0,017731	0,3961	Invalid
25	0,412277	0,3961	Valid
26	0,403269	0,3961	Valid
27	0,008217	0,3961	Invalid
28	0,220628	0,3961	Invalid
29	0,017731	0,3961	Invalid
30	0,174541	0,3961	Invalid
31	0,195938	0,3961	Invalid
32	0,188728	0,3961	Invalid
33	-0,06204	0,3961	Invalid
34	0,417254	0,3961	Valid
35	0,26482	0,3961	Invalid
36	0,160973	0,3961	Invalid
37	0,655772	0,3961	Valid
38	-010633	0,3961	Invalid
39	0,487671	0,3961	Valid
40	0,114255	0,3961	Valid
41	-0,15949	0,3961	Invalid

No	R_{Hitung}	R_{Tabel}	Keterangan
42	0,487671	0,3961	Valid
43	0,53806	0,3961	Valid
44	0,543182	0,3961	Valid
45	0,477412	0,3961	Valid
46	0,186578	0,3961	Invalid
47	0,343482	0,3961	Invalid
48	0,543182	0,3961	Valid
49	0,296823	0,3961	Invalid
50	0,382184	0,3961	Invalid

Appendix 5

VALIDATION INSTRUMENT TEST OF POST-TEST

No	R _{Hitung}	R _{Tabel}	Keterangan
1	0,547942	0,3961	Valid
2	-0,23825	0,3961	Invalid
3	0,260849	0,3961	Invalid
4	-0,06045	0,3961	Invalid
5	0,067141	0,3961	Invalid
6	0,644169	0,3961	Valid
7	0,570887	0,3961	Valid
8	0,226751	0,3961	Invalid
9	0,314851	0,3961	Invalid
10	0,43039	0,3961	Valid
11	-0,00467	0,3961	Invalid
12	0,518079	0,3961	Valid
13	-0,07819	0,3961	Valid
14	-0,00583	0,3961	Invalid
15	0,42097	0,3961	Valid
16	0,715985	0,3961	Valid
17	0,110705	0,3961	Invalid
18	-0,02582	0,3961	Invalid
19	0,713963	0,3961	Valid
20	0,702548	0,3961	Valid
21	0,433109	0,3961	Valid
22	0,089433	0,3961	Invalid
23	0,320212	0,3961	Invalid
24	0,564076	0,3961	Valid
25	-0,09551	0,3961	Invalid
26	0,639867	0,3961	Valid
27	0,325376	0,3961	Invalid
28	0,129721	0,3961	Invalid
29	0,501903	0,3961	Valid
30	0,125271	0,3961	Invalid
31	0,676491	0,3961	Valid
32	-0,15149	0,3961	Invalid
33	0,622958	0,3961	Valid
34	0,310267	0,3961	Invalid
35	0,154404	0,3961	Invalid
36	0,732206	0,3961	Valid
37	0,492775	0,3961	Valid
38	0,627328	0,3961	Valid
39	0,238889	0,3961	Invalid
40	0,410192	0,3961	Valid

No	R_{Hitung}	R_{Tabel}	Information
41	0,278991	0,3961	Invalid
42	0,53666	0,3961	Valid
43	0,571874	0,3961	Valid
44	-0,09277	0,3961	Invalid
45	-0,25302	0,3961	Invalid
46	0,239671	0,3961	Invalid
47	0,191991	0,3961	Invalid
48	-0,05658	0,3961	Invalid
49	0,410586	0,3961	Valid
50	0,422432	0,3961	Valid

Appendix 6

LEMBAR SOAL PRE TEST

Nama :

Kelas :

Choose the correct answer by crossing *a, b, c or d!*

1. This animal usually lives in the savanna or meadow and has a black and white pattern on its body. This animal is...
a. giraffe b. zebra c. deer d. tiger
2. This animal has a four legs, we often drink their milk. This animal is...
a. crocodile b. donkey c. zebra d. cow
3. This animal usually crows in the morning, this is one of humans' pets. What animals is that...
a. cat b. chicken c. dog d. horse
4. The animals which have long necks are... a. crocodile b. elephant c. giraffe d. horse



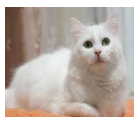
5. The characteristics of these animals are...
a. has a long trunk and large body c. can swim and jump
b. has a small body d. live in the sea
6. This animal is a vicious animal that lives in the forest and eats meat, what animal is that?
a. bear b. monkey c. tiger d. crocodile



7. What animal is this?
a. bear b. penguin c. shark d. polar bear



8. Which part of the fish's body is useful for swimming? _____
a. fins and mouth b. fins and tail c. scales and tail d. fins and scales



9. The characteristics of this animal are...
a. has sharp fangs b. has soft fur c. has fins and scale d. has a trunk
10. This animal breathes with its skin and lungs, it also lives in water and on land. What animal is that?
a. chicken b. duck c. frog d. fish
11. The part of a rabbit's body used for hearing is its ear. The underlined word means...
a. kelinci b. kucing c. kuda d. gajah
12. **Kancil** in English is...

- 
- A cartoon illustration of a brown and white cow on the left and a brown monkey holding a banana on the right.

15. Ali: What animals are there?
Pai: There are... (sapi dan monyet)
a. a cat and a monkey b. a cow and a monkey c. a frog and a cow d. a cow and a buffalo
16. I have orange fur with black stripes. I have big sharp teeth, I am tiger. What is the meaning "tiger" in bahasa?
a. singa b. harimau c. gajah d. jerapah
17. E-N-K-C-H-I-C, The correct arrangement is... a. checkin b. checkin c. chicken d. chenkie
18. Y-L-F-T-T-E-R-B-U, The correct arrangement is... a. betturfly b. butterflyl c. butterfly d. butterfly
19. G-E-A-E-L, The correct arrangement is... a. elage b. eagle c. egela d. ealge
20. O-R-D-C-O-E-L-I-C The correct arrangement is... a. clocodire b. cocodiler c. crocodile d. cocrodile
21. O-R-H-E-S, The correct arrangement is... a. herso b. hesro c. hosre d. horse
22. H-A-R-K-S-, The correct arrangement is... a. shark b. shrak c. srakh d. srahk
23. G-F-R-O, The correct arrangement is... a. fogr b. forg c. fgor d. frog
24. E-K-A-N-S, The correct arrangement is... a. snake b. sneak c. sneka d. skena
25. G-R-E-I-F-F-A, The correct arrangement is... a. gariffe b. giraffe c. geriffa d. gireffa

Appendix 7

LEMBAR SOAL POST TEST

Nama :

Kelas :

Choose the correct answer by crossing *a, b, c or d!*

1. This animal has fins, breathes with gills, live water. These characteristic indicate that animals is...
a. giraffe b. zebra c. fish d. frog
2. This animal has a four legs, we often drink their milk. This animal is...
a. crocodile b. donkey c. zebra d. cow
3. This animal usually crows in the morning, this is one of humans' pets. What animals is that...
a. cat b. chicken c. dog d. horse
4. Crocodile live in water and ... live on land
a. penguin b. fish c. dolphins d. snake



5. _____ The characteristics of these animals are...
a. has a long trunk and large body c. can swim and jump
b. has a small body d. live in the sea
6. Which animal says "meow" and likes to cuddle...
a. bear b. cat c. tiger d. crocodile



7. _____ What animal is this?
a. bear b. penguin c. butterfly d. bee



8. _____ What animal is this
a. fish b. frog c. bee d. turtle



9. _____ The characteristics of this animal are...
a. has sharp fangs b. has soft fur c. has fins and scale d. has a long neck
10. This animal breathes with its skin and lungs, it also lives in water and on land. What animal is that?
a. chicken b. duck c. frog d. fish
11. The part of a rabbit's body used for hearing is its ear. The underlined word means...
a. kelinci b. kucing c. kuda d. gajah

12. **Singa** in English is...
a. rabbit b. cat c. lion d. tiger
13. Crocodiles have a long snout, sharp teeth, and eats meat. The underlined word means...
a. penguin b. buaya c. kelinci d. burung hantu
14. Giraffe are the animals has brown and orange spots and it is very tall. The underlined word means...
a. jerapah b. zebra c. kuda d. gajah



15. Ali: What animals are there?
Pai: There are... (sapi dan monyet)
a. a cat and a monkey b. a cow and a monkey c. a frog and a cow d. a cow and a buffalo
16. Usually polar bears have a white colored fur. The underlined word means...
a. singa b. harimau c. gajah d. beruang kutub
17. U-R-E-L-T-T, The correct arrangement is... a. turtle b. tertul c. turtel d. turlet
18. B-A-R-C, The correct arrangement is... a. barc b. carb c. crab d. rabc
19. G-E-A-E-L, The correct arrangement is... a. elage b. eagle c. egela d. ealge
20. G-O-L-R-L-A-I The correct arrangement is... a. gorilla b. girolla c. garillo d. grollia
21. O-R-H-E-S, The correct arrangement is... a. herso b. hesro c. hosre d. horse
22. H-A-R-K-S-, The correct arrangement is... a. shark b. shrak c. srakh d. srahk
23. G-F-R-O, The correct arrangement is... a. fogr b. forg c. fgor d. frog
24. E-K-A-N-S, The correct arrangement is... a. snake b. sneak c. sneka d. skena
25. E-E-S-H-P, The correct arrangement is... a. shepe b. speeh c. spehe d. sheep

Appendix 8

Key Answer of Pre-Test and Post-Test

Key Answer of Pre-Test

1. B. Zebra
2. D. Cow
3. B. Chicken
4. C. Giraffe
5. A. Has a long trunk and large body
6. C. Tiger
7. D. Polar bear
8. B. Fins and tail
9. B. Has soft fur
10. C. Frog
11. A. Kelinci
12. C. Deer
13. D. Burung hantu
14. A. Jerapah
15. B. A cow and a monkey
16. B. Harimau
17. C. Chicken
18. D. Butterfly
19. B. Eagle
20. C. Crocodile
21. D. Horse
22. A. Shark
23. D. Frog
24. A. Snake
25. B. Giraffe

Key Answer of Post-Test

- | | |
|---------------------------------------|---------------------------|
| 1. C. Fish | 15. B. A cow and a monkey |
| 2. D. Cow | 16. D. Beruang kutub |
| 3. B. Chicken | 17. A. Turtle |
| 4. D. Snake | 18. C. Crab |
| 5. A. Has a long trunk and large body | 19. B. Eagle |
| 6. B. Cat | 20. A. Gorilla |
| 7. C. Butterfly | 21. D. Horse |
| 8. D. Turtle | 22. A. Shark |
| 9. D. Has a long neck | 23. D. Frog |
| 10. C. Frog | 24. A. Snake |
| 11. A. Kelinci | 25. D. Sheep |
| 12. C. Lion | |
| 13. B. Buaya | |
| 14. Jerapah | |

Appendix 9

Calculation of Statistical Result

A. Perhitungan Distribusi Data Nilai Pre-Test Kelas Kontrol

Langkah langkah menghitung distribusi frekuensi.

a. Menentukan banyak kelas (K)

$$\begin{aligned}K &= 1+3,3 \log n \\&= 1+3,3 \log 28 \\&= 1+3,3 \cdot 1,447 \\&= 1+ 4,7751 \\&= 5,7751 \\&= 6\end{aligned}$$

b. Rentang data

$$\begin{aligned}R &= \text{Data terbesar} - \text{data terkecil} \\&= 100 - 20 \\&= 80\end{aligned}$$

c. Menentukan interval

$$\begin{aligned}I &= R/K \\&= 80/6 \\&= 13,3 = 13\end{aligned}$$

Descriptive Statistic

Statistics Pre test Control

		HASIL	KELAS
N	Valid	28	28
	Missing	0	0
Mean		65,71	1,00
Std. Error of Mean		4,023	,000
Median		74,00	1,00
Mode		76	1
Std. Deviation		21,290	,000
Variance		453,249	,000
Range		80	0
Minimum		20	1
Maximum		100	1
Sum		1840	28

HASIL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3,6	3,6	3,6
	28	1	3,6	3,6	7,1
	32	1	3,6	3,6	10,7
	36	1	3,6	3,6	14,3
	44	2	7,1	7,1	21,4
	52	3	10,7	10,7	32,1
	56	1	3,6	3,6	35,7
	60	1	3,6	3,6	39,3
	64	2	7,1	7,1	46,4
	72	1	3,6	3,6	50,0
	76	5	17,9	17,9	67,9
	80	2	7,1	7,1	75,0
	84	3	10,7	10,7	85,7
	88	2	7,1	7,1	92,9
	96	1	3,6	3,6	96,4
	100	1	3,6	3,6	100,0
	Total	28	100,0	100,0	

B. Perhitungan Distribusi Data Nilai Post-Test Kelas Kontrol

Langkah langkah menghitung distribusi frekuensi

a. Menentukan banyak kelas (K)

$$\begin{aligned}K &= 1+3,3 \log n \\&= 1+3,3 \log 28 \\&= 1+3,3 \cdot 1,447 \\&= 1+ 4,7751 \\&= 5,7751 = 6\end{aligned}$$

b. Rentang data

$$\begin{aligned}R &= \text{data terbesar} - \text{data terkecil} \\&= 96 - 52 \\&= 44\end{aligned}$$

c. Menentukan interval

$$\begin{aligned}I &= R/K \\&= 44/6 \\&= 7,3 = 7\end{aligned}$$

Descriptive Statistics

Statistics Post test control

		HASIL	KELAS
N	Valid	28	28
	Missing	1	1
Mean		77,14	4,00
Std. Error of Mean		2,156	,000
Median		80,00	4,00
Mode		80	4
Std. Deviation		11,411	,000
Variance		130,201	,000
Range		44	0
Minimum		52	4
Maximum		96	4
Sum		2160	112

		HASIL			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	3,4	3,6	3,6
	56	1	3,4	3,6	7,1
	60	2	6,9	7,1	14,3
	64	1	3,4	3,6	17,9
	68	2	6,9	7,1	25,0
	72	2	6,9	7,1	32,1
	76	4	13,8	14,3	46,4
	80	5	17,2	17,9	64,3
	84	3	10,3	10,7	75,0
	88	4	13,8	14,3	89,3
	92	2	6,9	7,1	96,4
	96	1	3,4	3,6	100,0
	Total	28	96,6	100,0	
Missing	System	1	3,4		
Total		29	100,0		

C. Perhitungan Distribusi Data Nilai Pre-Test Kelas Experimental

Langkah-langkah menghitung distribusi frekuensi.

a. Menentukan banyak kelas (K)

$$\begin{aligned} K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 28 \\ &= 1 + 3,3 \cdot 1,447 \\ &= 1 + 4,7751 \\ &= 5,7751 = 6 \end{aligned}$$

b. Rentang data

$$\begin{aligned} R &= \text{data terbesar} - \text{data terkecil} \\ &= 84 - 20 \\ &= 64 \end{aligned}$$

c. Menentukan interval

$$\begin{aligned} I &= R/K \\ &= 64/6 \\ &= 10,67 = 11 \end{aligned}$$

Descriptive Statistics

Statistics Pre test Experimental

		HASIL	KELAS
N	Valid	28	28
	Missing	1	1
Mean		52,86	3,00
Std. Error of Mean		3,834	,000
Median		58,00	3,00
Mode		60	3
Std. Deviation		20,290	,000
Variance		411,683	,000
Range		64	0
Minimum		20	3
Maximum		84	3
Sum		1480	84

		HASIL			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3,4	3,6	3,6
	24	1	3,4	3,6	7,1
	28	3	10,3	10,7	17,9
	32	3	10,3	10,7	28,6
	40	2	6,9	7,1	35,7
	44	3	10,3	10,7	46,4
	56	1	3,4	3,6	50,0
	60	5	17,2	17,9	67,9
	68	1	3,4	3,6	71,4
	72	2	6,9	7,1	78,6
	76	2	6,9	7,1	85,7
	80	3	10,3	10,7	96,4
	84	1	3,4	3,6	100,0
	Total	28	96,6	100,0	
Missing	System	1	3,4		
Total		29	100,0		

D. Perhitungan distribusi data nilai Post-test kelas Experimental

Langkah langkah menghitung distribusi frekuensi

a. Menentukan banyak kelas (K)

$$\begin{aligned}K &= 1+3,3 \log n \\&= 1+3,3 \log 28 \\&= 1+3,3 .1, 447 \\&= 1+ 4,7751 \\&= 5, 7751 = 6\end{aligned}$$

b. Rentang data

$$\begin{aligned}R &= \text{data terbesar} - \text{data terkecil} \\&= 100 - 44 = 56\end{aligned}$$

c. Menentukan interval

$$\begin{aligned}I &= R/K \\&= 56/6 \\&= 9,3 = 9\end{aligned}$$

Descriptive Statistics

Statistics Post test Experimental

		HASIL	KELAS
N	Valid	28	28
	Missing	1	1
Mean		79,57	2,00
Std. Error of Mean		2,556	,000
Median		82,00	2,00
Mode		92	2
Std. Deviation		13,525	,000
Variance		182,921	,000
Range		56	0
Minimum		44	2
Maximum		100	2
Sum		2228	56

		HASIL			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3,4	3,6	3,6
	56	2	6,9	7,1	10,7
	64	1	3,4	3,6	14,3
	68	3	10,3	10,7	25,0
	72	1	3,4	3,6	28,6
	76	2	6,9	7,1	35,7
	80	4	13,8	14,3	50,0
	84	4	13,8	14,3	64,3
	88	2	6,9	7,1	71,4
	92	6	20,7	21,4	92,9
	96	1	3,4	3,6	96,4
	100	1	3,4	3,6	100,0
	Total	28	96,6	100,0	
Missing	System	1	3,4		
Total		29	100,0		

E. Normality Test

Tests of Normality							
	KELAS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
HASIL	1	,185	28	,015	,951	28	,209
	2	,155	28	,081	,932	28	,068
	3	,138	28	,187	,923	28	,042
	4	,139	28	,179	,957	28	,301

F. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
LagY	Based on Mean	1,492	17	91	,115
	Based on Median	1,075	17	91	,390
	Based on Median and with adjusted df	1,075	17	55,922	,400
	Based on trimmed mean	1,411	17	91	,150

G. Independent Sample Test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Side d p	Two-Side d p			Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	22,584	,000	5,723	110	<.000	<.000	19,071	3,332	25,676	12,467
	Equal variances not assumed			5,723	87,941	<.000	<.000	19,071	3,332	25,694	12,448

Appendix 10

Students' Score in Experimental Class

No.	VIII-1	Experimental Class	
	Name	Pre-Test	Post-Test
1	AN	32	56
2	ART	60	92
3	AZH	28	56
4	AAAP	76	92
5	AN	28	64
6	AAT	20	44
7	ARH	32	68
8	AV	72	92
9	BW	40	80
10	BR	40	92
11	CP	44	84
12	DAZ	80	92
13	DSK	44	88
14	DK	56	92
15	FH	60	80
16	FL	24	76
17	HRM	60	80
18	HTR	84	100
19	IS	60	84
20	KNAH	68	84
21	LAP	72	76
22	MAT	32	72
23	NPI	76	84
24	NK	28	68
25	PSP	80	88
26	RBL	44	68
27	RFS	80	96
28	RDF	60	80
Jumlah		1.480	2.228

Appendix 11

Students' Score in Control Class

No.	VIII-3	Control Class	
	Name	Pre-Test	Post-Test
1	AN	88	64
2	AA	88	60
3	ARB	84	68
4	AW	64	52
5	ASZ	84	68
6	AIM	80	60
7	CIS	64	56
8	DPS	52	92
9	EYS	44	84
10	FAA	76	92
11	HP	52	84
12	KCK	76	96
13	MT	36	84
14	MRP	28	72
15	MR	32	80
16	MZH	20	76
17	NW	76	80
18	NTH	60	88
19	NAS	72	88
20	NYT	56	76
21	NZ	96	76
22	NA	100	88
23	PH	84	80
24	RS	80	72
25	RS	76	88
26	RJM	52	76
27	RKH	44	80
28	RRZ	76	80
Jumlah		1.840	2.160

Appendix 12

Documentation

1. Pre-Test Experimental Class



2. Pre-Test Control Class



3. Treatment





4. Post-Test of Experimental Class



5. Post-Test of Control Class





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 8144/Un.28/E.1/TL.00.9/12/2024

Lampiran :-

Hal : Izin Riset
Penyelesaian Skripsi

Yth. Kepala SMPN 5 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ragil Sukma Dewi Rumintang Br. Sinaga

NIM : 2020300024

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Bandar Pulau Pekan, Bandar Pulau, Asahan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **The Effect of Using Authentic Material To Vocabulary Mastery at The Eight Students Grade Of SMPN 5 Padangsidimpuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 02 Desember 2024 s.d. 02 Januari 2025 tanggal dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Padangsidimpuan, 5 Desember 2024

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Wahanti Syafrida Siregar, S.Psi, M.A

NIP. 19801224 200604 2 00 1



PEMERINTAH KOTA PADANGSIDIMPUAN
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SURAT KETERANGAN

NOMOR : 422 / 106 / SMP.5 / 2025

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

Nama : RAGIL SUKMA DEWI RUMINTANG Br, SINAGA
NIM : 2020300024
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Bandar Pulau Pekan, Bandar Pulau, Asahan

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 16 Desember 2024 s/d selesai, guna untuk melengkapi penyelesaian skripsinya yang berjudul : "The Effect of Using Autenthic Material To Vocabulay Mastery at The Eight Students Grade Of SMPN 5 Padangsidempuan" sesuai dengan Wakil Dekan Bidang Akademik dan Kelembagaan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor : 8144/Un.28/E.1/TL.00.9/12/2024 tanggal 05 Desember 2024.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidempuan, 28 April 2025

Kepala SMP Negeri 5 Padangsidempuan
Wakil Bidang Kurikulum



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