

Enhancing Students' Grammar Mastery Using Authentic Materials of the Tenth Grader of SMAN 1 Tiris

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Abstract

The aim of this study is to improve students' grammar achievement using authentic material of tenth grade students of SMAN 1 Tiris in academic year 2018/2019. Grammar is an important English component to be mastered by senior high school students because it helps them in mastering other English skills. Therefore, it is revealed that the students is hard to learn it, especially the tenth grade students in SMAN 1 Tiris of academic year 2018/2019. It can be seen from their low average score that is 53. This score is below the minimum standard that is 70. Classroom Action Research (CAR) is applied in this present study. The subjects of the research were 20 students of X MIPA 1. The subjects were given a treatment using authentic materials for about three meetings. After treatment, they were given a test that consisting of 30 multiple choice questions to measure students' grammar mastery. The result of the test showed significant different before and after taught by using Authentic Material. Students' average score before treatment was 53, and after treatment was 86. Finally, there are a lot of advantages that students' can take by adopt this media in teaching and learning process.

Keywords: teaching and learning, authentic materials, grammar

INTRODUCTION

Research on teaching and learning grammar grows rapidly; accordingly, it addressed to the development of miscellaneous learning media. As some research study carried out by Al-Mekhlafi and Nagaratman (2011), Chowdhury (2014) and Saaristo (2015). Al-Mekhlafi and Nagaratman discussed the role of grammar instruction in an ESL/EFL context that has been a major issue for both students and teachers for decades.

Chowdhury (2014) also argued that teaching English Grammar in foreign countries is a hard task since lots of factors causing less motivation and absorption of students in gaining the grammar-based input when learning English language in the classroom. The further research by Saaristo (2015) conferred that a majority of the students think of grammar as a valuable asset in language learning, but also have a somewhat different understanding of grammar. Thus, research studies about grammar have several issues to be discussed in the present study in order to excavate more about teaching and learning grammar. Those studies proved that many previous studies concerned the same issue as this present study.

As Mart (2013) wrote in his research, grammar plays an important place in foreign language learning. It should be kept in mind that grammar will contribute a lot to language skills. Learning grammar shows how the language works. Grammar has a formula to deliver meaning correctly, it will be impossible to learn language without considering grammar because of its advantages assist English learner to know the grammatical errors, forms, and etc.

Students have to master grammar because it can help them to communicate in both oral and written. Students need to use appropriate grammar when they speak or write in order to deliver what they are trying to convey. Therefore, grammar helps students to master other languages unconsciously including English; every language has its own grammar. Mastering grammar can make them confident to speak because they already know how to use the appropriate time and condition. They can also write easily without worries of error as they have already known the theory of tenses. Another advantage of mastering tenses is that students can read or skim quickly; as they are afraid to make mistakes.

Despite of the importance of grammar, some students still think that grammar is difficult part of English component. Kurniasih & Umamah (2017) stated that some students still think grammar is the most complex and complicated English component. They already tried some pattern to solve the problems. Dimiyati and Mudjiono (2009) mentioned that problems in learning English are caused by two factors that are internal and external. Internal factors consist of

students' attitude towards learning, students' spirit, students' focus, students' confident, and students' learning habit. The external factors consist of teacher, facilities, environment, and curriculum. Kurniasih & Umamah (2017) found that the problems are getting worse since the teacher couldn't find interesting and challenging teaching method. Those factors are becoming the main reason why students still failed in gaining grammar achievement.

To overcome those problems, the researcher proposes teaching grammar using Authentic materials. Gilmore (2007) believed that authentic materials is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort. Authentic materials are more enjoyable for students as it can motivate them to learn new culture of the target language. It also facilitates students to have the real interaction and communication in real life. . That's why authentic material must be taught in teaching and learning process in order to make it success for both teacher and students. It will be a bridge that will lead them in acquiring knowledge easily, especially in gaining tenses understanding.

Its advantages help students to stimulate their brain. As conventional teaching does not give significant impact, using this media will draw students concerned because of its appearance and simple way in illustrating a tenses form. Other benefits come from contextual profit; students will easily indicate a tense and relate to other tenses that have similar type. To achieve those discussions, applying authentic material in teaching and learning process will improve students' understanding as it is so attractive and fun. The researcher believes that this media will guide students to have better achievement than before.

Movie is being a culture in today's people activities. As the development of technology, movies become very accessible for everyone. They can go to theatre or access using their smartphones. Barham and Monahan (2010) argued that movie is a set of films in a screen with specific speed of moving. In an ESL classroom, a lot of advantages that students receive such as their improvement in pronouncing a word, in increasing their ability in understanding spoken language, and in acquiring new vocabulary.

According to Eslahcar (2012), a flashcard is a paperboard that consist of a word, sentences, or just a simple picture. Both of visual and contextual benefit of flashcards can be a good tool in assist teaching and learning process (Sholihat, 2014). “Movie Segment to Assess Grammar” is a web that contain some movies and some questions related to the movie clip. Movie is a big part of human life. The researcher combines Authentic material namely “Movie Segment to Assess Grammar” and flashcards.

The research in the area of language learning beliefs and EFL contexts are developed recently. A lot of studies with these topics are carried out by many experts, two of them are used as previous study in the present research. The orevious study conducted by Hartanta (2011) and Jusoh (2016).

Hartanta (2011) conducted a study by applying Classroom Action Research. The subject of the research were 54 students of X-1 and X-4; X-4 was chosen as the experimental group and X-1 was chosen as control group. X-4 was taught by using authentic material and X-1 was not taught by using authentic material. In the preliminary research, both of classes were given a pre-test to measure students’ mastery in grammar especially in simple present and simple past tenses; the test consisted of 20 questions. After the treatment, both groups were given a post-test, the same question with the pre-test.. The result of the hypothesis testing is that t-observed (5.430) is higher than t-table (1.68). The significant value of 0.000 is less than 0.05.

Another study was done by Jusoh (2016). He used authentic materials to improve students’ grammar mastery especially in past tense. The objective of this research was to examine whether authentic materials could help them improve their grammar skills. The subject consisted of 30 diploma college students of Kolej Profesional MARA Bandar Penawar Malaysia. The result shows how important to use authentic materials as a tool to improve the grammar mastery of students. T-test was used to compare the pre-test and post-test scores. The significant level of this study was 0.05. The mean score for pre-test was 55.47 and the post-test was 61.53 which shows 6.06 improvement.

The previous studies presented above become the reference for the researcher to conduct the present study. Even though the previous and the present study have the similar objectives, the present study has a novelty that differ it from the previous study.

The aim of this study intended to enhance students' grammar achievement using authentic material. The second is to know the result of the test after applying authentic material in the classroom. The average score after treatment is used to indicate the success of the research wheter it is success or not.

RESEARCH METHOD

In this study, the research design was Classroom Action Research (CAR) which is adopted from Kemmis & McTaggart (1988, as cited in Burns, 2010) that involved four phases in a cycle of research, such as planning, action, observation, and reflection. The present study applied combination of authentic material namely movie and flashcard. The subjects of the research were X grade of SMAN 1 Tiris Probolinggo in academic year 2018/2019. The setting of the research is located in Jl. Raya Tiris Probolinggo. The researcher chosen X grade students according to the basic competency that consist tenses notably.

There are 2 sciences class, and the researcher planned to use X MIPA 1 because of their low achievement. Total members of XMIPA 1 were 20 students. The subjects are chosen according to the data that the teacher take at KD 3. Regarding to the test, the students have low achievement in in acquiring grammar as their average score was 53.

There are five steps in this research design: (1) preliminary study, (2) planning (3) implementing (4) observation and (5) reflection and analysis. To find the valid data, the researcher needs the instrument and technique of collecting data in order to support the study. For the present study, the researcher used test that has been checked its validity and reliability.

The aim of giving the test was to make the researcher easy to indicate the successful media applied. The test took from English learning platform in the internet with multiple choice questions.

FINDINGS AND DISCUSSION

After treatment, the researcher found the significant different from the students' average score. Before the researcher applied authentic material in the classroom, the students' score was below the minimum standard. Their average score before treatment was 53. After being taught by using authentic material, students' main score enhance from 53 to 86. It means that the application of authentic material in teaching and learning process has big impact to improve students' grammar mastery.

According to the test result of KD 3 in which the material is about future tense, the average score of the students was 53, below the minimum standard. After being taught using authentic material, students' mean score was 86. There only two students have low score or below the minimum mastery level criterion and there were 18 students who reached the minimum mastery level criterion. Meanwhile, the two of them were below the criterion. It could be seen that their grammar mastery enhanced. Considering the data presented and the research findings, the study had met the criteria of success. It was assumed that the students at tenth grade of SMAN 1 TIRIS had improved their grammar mastery.

Hartanta (2014) argued that the use of authentic content can be an alternative to resolving the problems that students have with learning English. Authentic material also believes can attracts students interest. Sari (2016) pointed out that authentic materials make students more interesting because they can inspire students to learn a new culture as a target language. This method also facilitated students to interact and communicate in real life.

Furthermore, the result of the study was successful; proven from the progress on the students' improvement in their grammar mastery. The result indicated that more than 90% of students had reached the target score and

minimum standard. So, it could be stated that authentic material had improved students' grammar mastery because the study had met the criteria of success.

According to the data collected during research period, it was found that authentic material is a good tool in enhancing students' grammar mastery. Hartanta (2014) argued that the use of authentic content can be an alternative to resolving the problems that students have with learning English. It strengthen by the result of his research shows that t_{observed} (5.430) was higher than t_{table} (1.68). It means that authentic material can enhance their mastery of grammar, particularly in simple present and past tense. Another finding introduced by Jusoh (2016), while teaching using authentic content, students are motivated for a better understanding. It can be seen from the mean of the pre- test that was 55.47 and post-test, 61.53 which shows 6.06 improvement. So, it could be stated that authentic material had improved students' grammar mastery because the study had met the criteria of success.

It meant that implementing authentic material to the teaching and learning process had given gratify result on the improvement of students' grammar mastery. Therefore, the researcher did not need to do the second cycle because the criterion of success was reached.

CONCLUSIONS AND SUGGESTIONS

The researcher drags the conclusion based on the research that had been done and presented in the previous chapter. Based on the result of data analysis in the reflection, it was concluded that the use of authentic material in teaching grammar had improved the students' grammar mastery. Therefore, the steps of the teaching procedure were: (1) the teacher provided a movie on the screen; (2) The students were required to answer some question; (3) The teacher started giving some flashcard to students; (4) The students patched the flashcard on the whiteboard; (5) The teacher led the discussion with the students after all flashcards have been patched; and (6) the students discussed what they have learned in the end of the teaching and learning process.

The researcher suggests to English teacher to consider this technique as one of the media that can be applied in the classroom especially in teaching grammar. The present researcher proposes some suggestions for the future researcher who will conduct the similar study with the different type of grammatical topic and as well as to know students' perception toward this teaching and learning process. Moreover, the researcher hopes that the finding of this study can be used as valuable source to conduct further researches regarding to the use of authentic material.

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