

ENRICHING VOCABULARY BY USING AUTHENTIC MATERIALS.

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Annotation: *This article reviews that finding out whether or not using of authentic materials through communicative approach improves the vocabulary of the students and how to use the authentic material through communicative approach improves the students' vocabulary mastery.*

Key words: *vocabulary mastery, authentic material, teaching English vocabulary.*

Teaching English in our country has been developing extensively because it is functioned as an international language in the world. Therefore, Indonesia government has brought it into school curriculum since at the elementary school.

English in our education program has become compulsory subject. It is though from junior high school up to university. Even today, some elementary school included this subject as a local content. The study of English should be given priority, and in fact, English is the only foreign language taught as a compulsory subject in school for academic purpose and as a mean of communication. However, the result of teaching is still relatively low. In most of foreign language teaching situation, there are four perennial factors that influence in it process like teacher, materials, place, and time. EFL materials play a crucial role because they are the main teaching and learning aids. The role of materials is one of the important factors in teaching.

Vocabulary is the stock of lexical item in a language. For the purpose of learning and teaching activities, it can be classified into two kinds; receptive and productive vocabulary. Receptive vocabulary refers to words for lexical items which only can be recognized and comprehended in the context of reading and listening material. Productive vocabulary refers to words which can be recalled and used appropriately in writing and speech. Sometimes they are so difficult to be distinguished because sometimes a word that a student has in his receptive store may suddenly become productive if the situation or context provokes to be permanent state of affairs.

The main principles of learning and teaching vocabulary as follows:

1.Aims

The teacher should know the aims of the words taught.

2.Quantity

The number of new words which students should possess and learn, must be clear.

3.Need

It is necessary to select the words which teachers serve to students. Its selection process is based on the aims of the course and the objective of the individual lesson and student's background and language need.

4.Frequent exposure and repetition

There is need of a certain amount of repetition until there is evidence that students learn the target words.

5.Meaningful Presentation

In presenting the vocabulary lesson, students should have a clear and specific understanding of what the words refer to or denote. Its presentation should be perfect, meaningful and unambiguous.

6.Situation Presentation

The way in the presenting the words should be appropriate to student's situation.

7.Presenting in Context

Through reading material, new words or unfamiliar words can be presented as a medium in teaching vocabulary.

8.Learning vocabulary in the mother tongue and target language In teaching the target words, teacher may use words of the mother as a tool of compare similarities and differences of the words.

9.Guessing procedure in learning vocabulary

Guessing is a way in learning vocabulary. It leads students to think the meaning of the word taught.

Most people associates the term “language-learning materials” with course book, because that has been their main experience of using materials. However, authentic material here is used to refer to anything which is used by teachers or learners to facilitate the learning of a language. Ellis and Johnson, state that authentic material is any kind of material that taken from the real world not specifically created for the purposes of language teaching. The materials could be obviously be text, visuals or audio material; it can be media such as tickets, menus, maps and timetables, cassettes, videos, photocopy, CD-rooms, dictionaries, grammar book; or it can be object such as products, equipment, components or models. They could also be newspaper, food packages, photographs, live talks by invited native speakers, instructions given by teacher, tasks written, and cards or discussion between learners. Widdowson's

differentiation of the terms “authentic” and “genuine material”, authentic would be material designed for native speakers of English used in the classroom in a

way similar to the one it was designed for. For example, radio news report. Most of the time, though, this material is used in a genuine way, in other words, not in the way it was intended, but in a somewhat artificial way. The definition of authentic material is also taken from Peacock materials that have been produced to fulfill some social purpose in the language community.

The importance of using authentic material in the classroom is significant for Many reasons, amongst which are:

1.Student is exposed to real discourse, as in videos interviews with famous people where intermediate students listen for gist.

2.Authentic materials keep students informed about what happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities.

3.Textbooks often do not include incidental or improper English.

4.They can produce a sense of achievement, for example brochure and menu.

5.The same piece of material can be used differently if depending on the task.

6.Language change is reflected in the materials so that the student and teachers can keep abreast of such changes.

7.Reading texts are ideal to teach or practice some of micro-skills mentioned by Richards, for example basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words).

8.Books, articles, newspaper, and so contain a wide variety of text types, language styles not easily found in conventional teaching materials.

9.They can encourage reading for pleasure because they are likely to contain topics of terest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used.

Based on the findings and discussions, it can be concluded that the use of materials through communicative approach in the classroom can improve the student's achievement in English especially on their vocabulary. It can be seen from the t-test which shows that there is significant difference between the result of the students' pre-test and post-test after having treatment by using authentic materials through communicative approach. It is suggested that the English teacher should not only use the teaching media which are available in school but the teacher should try to use the other teaching media, for example recipe, tickets, and brochure. Moreover, the using of authentic materials through communicative approach should be given to the students as often as possible in every meeting.

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