

AN AUTHENTIC MATERIAL COMIC TO IMPROVE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The goal of this study was to see if there was a substantial improvement in students' vocabulary proficiency after they were taught vocabulary using actual material. In this study, the pre-experimental design was used with a one-group pretest-posttest design. The first semester of English instruction at IAI As'adiyah Sengkang in the academic year 2020/2021 served as the study's sample. Simple random sampling was utilized in this study. A total of 15 students were used as samples. Written tests were employed as part of the study instrument. The utilization of real resources significantly improved students' vocabulary mastery, according to the findings of this study. The t-test result of -20,911 with a significance of $0.00 < 0.05$ and a degree of freedom (n-1) of 28 showed this. As a result, the null hypothesis (H0) has been rejected, whereas the alternative hypothesis (H1) has been accepted.

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1. INTRODUCTION

Vocabulary is an essential language factor in English learning since it allows students to convey their own thoughts (Nagy & Townsend, 2012; Richards & Schmidt, 2013; Almusharraf, 2018; Cetinkaya & Sütçü, 2018). In order to convey their own views, students must first understand the meaning of the terms. We can't ignore the importance of vocabulary development because comprehension is the goal of language abilities. The more words we know, the better we'll be able to understand what we hear and read, and the better we'll be able to express ourselves verbally or in writing. Learning vocabulary is like building a house. The stronger the house is, the better the building is. As a result, if we have a strong command of English vocabulary, we will be able to communicate fluently in English.

One of the most crucial language components that students must master in order to communicate effectively is vocabulary knowledge (Schmitt, 2014; Hao et al., 2019). Lack of language knowledge is thought to be a factor in communication failure. Unfortunately, it appears that kids are still having difficulty learning vocabulary (Sari & Aminatun, 2021; Chen, Hung, & Yeh., 2021), as evidenced by the fact that many students' have difficulty learning vocabulary. Students do not have the opportunity to learn from real materials. It has been discovered that when it comes to teaching vocabulary, teachers solely use text books and workbooks (Dickinson et al., 2019; Chen et al., 2021; Simpuruh, 2021; Brooks et al., 2021).

In order to avoid difficulty in their learning work, students should listen to and study actual facts as much as feasible. Authentic materials can give inspiration, cultural

understanding, real exposure, and creative instruction in addition to bringing reality into classrooms. Authentic materials assist and motivate students by bringing subjects to life for them and allowing them to make connections between the classroom and the outside world (Gilmore, 2007; Hartatik & Umam, 2016; Rao, 2019; Jaelani et al., 2021; Namaziandost et al., 2022).

Learners may benefit from the findings because real material is thought to promote autonomy in learning. Authentic vocabulary tools can give teachers, students, and schools an added capacity to encounter language learning more effectively (Jaelani et al., 2021; Namaziandost et al., 2022). According to the explanation, this research might be carried out during the first semester at IAI As'adiyah Sengkang under the heading "an authentic material to improve students vocabulary mastering."

Literature Review

Grammar is less important than vocabulary. Pronunciation is also given extra attention in reading and writing exercises based on what students practice orally first (Chen & Goh, 2011; Kaharuddin, 2018). vocabulary is a collection of words used by people, a group of people, a profession, or a collection or list of words that have been defined.

Vocabulary is a collection of words and phrases organized alphabetically and defined or translated by a lexicon or glossary (Bintz, 2011; Wu, 2014; Zhao et al., 2017). The sum of words used by, understood by, or at the command of a specific person, social group, profession, trade, or the like, is referred to as language. While vocabulary learning is at the heart of language learning and use, it is what gives language its essence (Kaivanpanah et al., 2020; Vu & Peters, 2021). Speakers cannot convey meaning or communicate with one another in a language without vocabulary. As pointed out by Pan & Xu (2011); Khan et al. (2018), vocabulary is one of the most important aspects of language teaching; children must constantly learn the term as they learn the structure and practice the sound system. It can be tough to figure out which words kids associate with vocabulary like meaning, spoken/written form, collocations, connotation, grammar, and behavior (Linse & Nunan, 2005; Patel & Jain, 2008).

Authentic would-be material intended for native English speakers presented in the classroom in a manner comparable to the one it was designed for. Newspapers, magazines, and Web sites, as well as driver's manuals, utility bills, medicine bottles, and garment labels, all fall into this category. Authentic materials are any materials that were not created particularly for the goal of language education (Guo, 2012; Namaziandost et al., 2022). Moreover, Authentic materials are texts written by native speakers for non-pedagogical objectives (Ciornei & Dina, 2015; Zhanat & Kassymova, 2020).

Based on the definitions, authentic resources are materials that have been generated for the aim of achieving some social, economic, or educational goal in the language community. One of the most important aspects of an imaginative and compelling higher-level subject is the use of authentic resources, although this is rarely the case at lower levels. There are various reasons for this, the most important of which is a fear that students' may panic when confronted with language that is largely new to them, and a belief that the language should be adjusted to their level to avoid this (Andrews & McNeill, 2005; Sasmita & Setyowati, 2021). This is an unfounded worry because using actual resources can be both enjoyable and interesting for both the teacher and the students.

Comics are stories that stress movement and action and are told through a sequence of specially created images and text (Augereau et al., 2018; Issa, 2018; Oittinen & Pitkäsalo, 2018; Calafato & Gudim, 2021; Johnson, 2021). While according to McCloud (2002), a comic is a collection of images used to transmit information or to appreciate its beauty. In comic books, all plot materials are properly organized and interconnected between visuals

(visual characters) and words (verbal characters). In comics, drawings are described as static pictures that are piled in a series and related to other images to make a story.

2. METHOD

The study used a pre-experimental design with a single group pre-test and post-test (Moleong, 2014; Creswell & Creswell, 2017). The null hypothesis was tested using the t-test in this study. To boost students' vocabulary mastery, the Research Instrument used a magazine. The researcher employed a vocabulary exam as an instrument to collect data (word meaning, word use, and word formation). The vocabulary exam was used to determine how well students understood the material presented in the program. There were a total of 30 exam items. There were ten items in total: ten word meaning tests, ten word use tests, and ten word form tests. The test has two parts: a pre-test and a post-test. Treatments were preceded with a pre-test. The pre-test was used to assess prior students' abilities, whereas the post-test was administered following the therapies. The goal of the post-test was to see if magazines could help students enhance their vocabulary.

The findings from the test were analyzed using the Statistical Package for Social Science (SPSS) version 24.0 to determine the score rate frequency and percentage, mean score, standard deviation, and significant difference between students' pre-test and post-test scores.

3. RESULTS AND DISCUSSION

The authentic materials were proven to be very successful in boosting students' vocabulary in the first semester of English instruction at IAI As'adiyah Sengkang because they could make them relate the language with real-life situations. It was demonstrated by (1) the research design, (2) the frequency and percentage of students' pretest and posttest scores, (3) the mean and standard deviation of students' pretest and posttest scores, and (4) substantial differences between the students' pretest and posttest scores.

The findings on the mean score and standard deviation of pretest and posttest, the rate percentage of pretest and posttest score, and hypothesis testing show that using Authentic Material improved students' vocabulary mastery, as indicated by the findings on the mean score and standard deviation of pretest and posttest, the rate percentage of pretest and posttest score, and hypothesis testing, which are described as follows:

a. Mean Score and Standard Deviation of Pretest and Posttest

The researcher shows the outcomes of the students' mean score and standard deviation of pretest and posttest in the following table 1 after providing the pretest, treatment, and posttest.

Table 1. Paired Sample Pretest and Posttest

		Paired Sample Statistics			
		Mean	N	Std Deviation	Std. Error Mean
Pair 1	Pre-test	43, 678	28	9, 687	1,830
	Post-test	77, 821	28	7, 935	1,499

The mean pretest score was 43.678, while the mean post-test score was 77.821, as shown in table 1. The pretest had a standard deviation of 9.687 while the posttest had a standard deviation of 7.935. The standard deviation of the posttest was higher than the

standard deviation of the pretest, and the mean of the posttest was higher than the mean of the pretest.

b. The Rate Percentage and Frequency of Pretest and Posttest Score

The classification of the students' scores before and after they were given treatment are presented in the following table 2.

Table 2. Percentage Results Pretest and Posttest

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	100-86	Very Good	4	14.03	5	17.09
2	85-71	Good	6	21.04	9	32.01.00
3	70-56	Fair	3	10.07	6	21.04
4	< 55	Low	15	53.06.00	8	28.06.00
TOTAL			28	100	28	100

Table 2 for the pretest shows that 15 students (53.6%) are classed as poor, 3 students (10.7%) are classified as fair, 6 students (21.4%) are rated as good, and 4 students (14.3%) are classified as very good. The result of the students' vocabulary in the posttest is likewise shown in table 2. When all factors are considered, 8 students (28.6%) are rated as poor, 6 students (21.4%) as fair, 9 students (32.1%) as good, and 5 students (17.9%) are classed as very good.

c. Hypothesis Testing

The researcher conducted a t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = $N-1$ to determine the level of significance of the pretest and posttest (28 students). For an independent sample, the t-test statistical analysis is used. The results of the t-test computation are shown in Table 3:

Table 3. T-test Results (Paired Samples Test)

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	-34,142	8,6397	1,632	-37,493	-30,792	-20,911	27	,000

Therefore, these findings can be utilized as a starting point or as a supplement to other research on writing skills utilizing the four-square method, particularly in the field of education.

The researcher conducted a t-test with SPSS analysis to see if there was a significant difference between the pre-test and post-test scores. In the pre-test and post-test, there was a substantial difference in students' vocabulary. The result of hypothesis testing was ($0.000 < 0.05$), which was less than 0.05. The researcher used a t-test to see if there was a significant

change in the students' vocabulary mastery before and after the treatment (test of significance). For the degree of freedom (df) = 28 and the threshold of significance (α) = 0.05.

The t-test value was -23,104, and the significance was 0.000, according to the table 3. It meant that the tests had a significance of 0.000 0.05. The null hypothesis (H0) is thus rejected, whilst the alternative hypothesis (H1) is accepted. To put it another way, the results of the pre-test and post-test in vocabulary education utilizing actual material could help students enhance their vocabulary.

After learning that the students' pre-test score was still low, the researcher treated them by utilizing authentic content to help them enhance their vocabulary. The findings of this study revealed that using authentic material can help students' enhance their vocabulary. There were several plausible causes for the findings of this study.

During the treatment, the researcher gave the students three worksheets and asked them to select terms in the comic that they thought were difficult to understand. This activity was completed in a group setting. The researcher instructed each group to write down the words they discovered on the whiteboard and to organize the words they had memorized by pronunciation, meaning, and sentence usage. Every student was required to learn at least five words before leaving class. During the treatment, the children expressed a desire to study English in order to expand their vocabulary. It was clear from the students' eagerness to figure out what the words meant. Despite the fact that they occasionally got it wrong, the researcher assisted them in accurately understanding the meaning of the words.

The pre-test and post-test results demonstrated that the students' vocabulary had improved, as evidenced by a mean score of pre-tests (43,678) and post-tests (43,678). (77,821). It may be determined that authentic content was extremely beneficial to the students' vocabulary development. The researcher treated them after administering the pretest. The researcher attempted to teach the students how to use Authentic Materials to aid them in expanding their vocabulary in this example. The treatment was divided into three sessions in order to assess the students' progress following the adoption of Authentic Materials. The researcher did not fail to explain to the students the overall concept of authentic materials. The researcher also showed how the meaning of some words in phrases changed depending on the context in which they were employed.

Throughout the treatment, the students expressed a desire to study English in order to enhance their vocabulary and grammar skills. The kids' eagerness to guess the meaning of the words demonstrates this. Despite the fact that they occasionally got it wrong, the researcher assisted them in accurately understanding the meaning of the words. The researcher discussed why they felt it was vital to highlight certain aspects of learning with Authentic Materials. The researcher then demonstrated how the Authentic Materials chart would handle them in order to capture the most significant aspects of the words. The researcher discovered that using Authentic Materials, students' were able to discern the meaning of the terms with relative ease. The researcher did not forget to test the students' comprehension by giving them another exercise.

The researcher concluded that authentic materials boost students' vocabulary based on the findings of the study and conversation. These findings are pertinent and support prior research by [Ranker, 2007](#); [Apriani et al., 2014](#); [Rokhayani & Utari, 2014](#); [Cimermanová, 2015](#); [Issa, 2018](#); [Nurkholida, 2018](#); [Fatimah et al., 2019](#); [Ahsanah & Utomo, 2020](#); [Robbani & Khoirotunnisa, 2021](#). As a consequence, the findings of this study can be used as a resource for authentic information to help students enhance their vocabulary mastery. According to the findings of earlier studies, more research with a broader scope is still required.

4. CONCLUSION

The students' total mean score on the pre-test is 43.678, while the students' total mean score on the post-test is 77.821. Based on the outcomes of the study, the researcher came to the conclusion that acquiring vocabulary through authentic materials is an excellent way to improve students' vocabulary.

The researcher found that employing authentic material might considerably improve students' vocabulary in the first semester at IAI As'adiyah Sengkang based on the findings and discussion. The researcher came to the following conclusions about the significance of three factors.

There is a difference in the mean score between pre-test and post-test in terms of word form, meaning, and use. The post-test has a higher mean score than the pre-test. The use of real material increased students' vocabulary mastery in terms of word form, according to the findings.

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