Implementation of Authentic Materials in English Language Learning for Grade 1 Elementary School

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Abstract: The purpose of this study was to examine the effect of using authentic materials in improving English language skills of grade 1 students of SD Muhammadiyah 1 Bandar Lampung. Pre-experimental design with quantitative approach was used in this study. The research sample was 28 students taken using cluster sampling technique. Through pre-test and post-test, data was collected and then analyzed using Wilcoxon test to determine the effect of using Authentic Materials in English learning, with significance results between pre-test and post-test ($p < 0.05$), with an average pre-test score of 12.9 and post-test score of 70.0. The results of this study indicate that the use of authentic materials can be an effective teaching medium in improving the English language skills of grade 1 students.

Abstrak: Tujuan dari penelitian ini adalah untuk menguji pengaruh penggunaan materi otentik dalam meningkatkan kemampuan bahasa Inggris siswa kelas 1 SD Muhammadiyah 1 Bandar Lampung. Desain pra-eksperimental dengan pendekatan kuantitatif digunakan dalam penelitian ini. Sampel penelitian berjumlah 28 siswa yang diambil dengan menggunakan teknik cluster sampling. Melalui pre-test dan post-test, data dikumpulkan dan kemudian dianalisis menggunakan uji Wilcoxon untuk mengetahui pengaruh penggunaan Authentic Materials dalam pembelajaran bahasa Inggris, dengan hasil signifikansi antara pre-test dan post-test ($p < 0,05$), dengan skor rata-rata pre-test 12,9 dan skor post-test 70,0. Hasil penelitian ini menunjukkan bahwa penggunaan Authentic Materials dapat menjadi media pembelajaran yang efektif dalam meningkatkan kemampuan bahasa Inggris siswa kelas 1 SD.

INTRODUCTION

In primary education, learning English is essential for developing basic language skills that pave the way for future academic and social success. In language learning, it is important to create a learning environment that is relevant to everyday life to make learning more meaningful, and learners need opportunities to practice language directly (Krasen, 2019; Larsen-Freeman, 2015; Long, 2015; Swain, 2015; Wright, 2017). One promising method to achieve this goal is through the integration of Authentic Materials into English language teaching.

Authentic materials have been shown to be effective in improving writing skills at the secondary school level (Setyowati & Sukmawan, 2019). In addition, the use of authentic materials can also strengthen meaningful communication and cultural competence (Alisherovna, 2023), as well as motivate students to learn English (Adolph, 2016). English teachers in senior high schools

generally support the use of authentic materials, although the preparation process often takes longer because it must be adjusted to the learning needs (Hikmah Lusiana & Dewi, 2021). This study aims to find out whether authentic materials also have a positive impact on English learning in grade 1.

In the independent curriculum, English is a compulsory subject in primary schools, madrasah ibtidaiyah, and equivalent schools. This is in line with the development of globalization and efforts to improve human resources in Indonesia, where English is recognized as an international communication tool (Jubhari, 2022; Sujarwo, 2023; Sukmawati, 2023). Based on the 2022 English Proficiency Index report from EF Education First, Indonesia ranks 81st out of 111 countries studied. One of the causes is the lack of interest of Indonesian people in learning English (Febriati, 2019; Sarmilia, 2023).

In some elementary schools, there is still a phenomenon of English teachers who are stuck in monotonous and less varied learning methods (Zulfa et al., 2024). This is often due to teachers' limited knowledge and experience in developing interesting and effective learning methods, as well as difficulties in finding learning media and techniques that suit students' abilities and interests. Monotonous methods such as lectures and repetitive practice questions can cause students to be bored and inactive in learning (Adawiyah, 2021). As a result, student learning outcomes cannot reach their maximum potential. In addition, the scarcity of learning media and technology hinders the creation of a dynamic and interactive educational environment. The absence of interesting and varied learning media can make it challenging for students to really grasp the material.

The determination and selection of teaching materials or learning media is very important to support learning styles and deep understanding (Heinich, 2019; Jonassen, 2018). Various learning media, such as educational videos, images, animations and simulations, are able to present information in a more interesting and understandable way (Sartika et al., 2021). This is in line with different individual learning styles, where some students understand concepts more easily through visuals, while others prefer audio or kinesthetics.

Authentic Materials refer to materials used in real-life contexts, which are not specifically designed for language learning purposes, but rather drawn from authentic sources such as nursery rhymes, storybooks, animated videos and traditional games (Hariri & Lina, 2023). By incorporating these materials into the curriculum, educators aim to create an immersive language learning environment that resonates with learners' everyday experiences and interests. This method also contributes to students' confidence and independence in learning, as they engage with relevant and accessible materials. Authentic materials make learning English more fun and engaging, so students do not feel overwhelmed by material that feels abstract. Their intrinsic motivation to learn increases (Krasen, 2019; Larsen-Freeman, 2015; Liu, 2016).

The findings of this study aim to contribute valuable insights and practical recommendations to work on the quality of English language teaching at the primary school level. Through this exploration, educators and curriculum developers can gain valuable insights into effective strategies to enhance the English learning experience for young learners, thereby building a strong foundation for their future language proficiency and academic success.

The use of authentic materials in English language teaching has drawn in much consideration lately because of their true capacity to improve language proficiency and student engagement. These materials are designed to reflect the language used in real-world contexts, making them easier to understand and more engaging for students (Mitrulescu & Negoescu, 2024). This approach is particularly beneficial for young students, such as those in grade 1, who are just beginning their English learning journey.

In this study, we aim to investigate the application of authentic materials in English learning for grade 1 students. Specifically, we will explore the effectiveness of using authentic materials in improving students' language skills, especially in reading comprehension and vocabulary acquisition. Through this practical approach, we hope to provide insights into best practices in using authentic materials in English language learning for young learners.

METHOD

In this study, a quantitative approach was used Quantitative research is a structured method that focuses on the collection and interpretation of numerical data to answer research questions (Creswell, 2014). Specifically using a one group pre-test and post-test research design. The purpose of this experimental research design is to investigate whether research interventions have a discernible impact on specific outcomes. Experimental research is characterized as a quantitative method designed to assess the effect of independent variables (treatments) on dependent variables under controlled conditions. This approach allows for the systematic exploration of causal relationships between variables, contributing valuable insight into the effects of the intervention being studied.

The quantitative approach was applied in this study to measure the impact of using authentic teaching materials on the ability of grade 1 students of SD Muhammadiyah 1 Bandar Lampung. This quantitative approach involves collecting data in the form of numbers and statistics to provide a clear and measurable picture of changes in students' abilities after the application of certain learning methods.

This study focused on students of Muhammadiyah 1 Elementary School in Bandar Lampung, with a population of 122 students divided into 4 classes. To determine the research sample, researchers used cluster sampling technique. This technique was chosen because of its effective and efficient ability to handle populations that are divided into class groups. In its application, one class with 28 students was selected as a representation of the entire population. By using this technique, researchers can obtain relevant and representative data from the selected group, so that the research results can be expected to reflect the condition of the population as a whole. The success of this technique depends on how random and representative the class selection is to ensure that the aftereffects of the review are supposed to sum up well to the entire student population.

Multiple choice questions were used to measure student learning outcomes using authentic materials. Statistical analysis was then used to compare and evaluate the differences in results between the two groups. This quantitative approach provides a systematic and objective framework for measuring the impact of a learning intervention, allowing for robust and measurable conclusions regarding the effect of using authentic teaching materials in improving students' vocabulary skills.

$$\boxed{\textbf{Y1 X Y2}}$$

Y1 = Pre-test score
Y2 = Post-test Score
X = Treatment using Authentic Material

One-group pretest-posttest design is used in this study to measure the effectiveness of authentic material learning, in this case by using YouTube cartoon videos. To check the initial ability of students before being given treatment, a pretest is used as a benchmark. Thus, researchers can find out the extent of understanding improvement that occurs after students take part in learning by using cartoon video media. The final test (posttest), which is given after the learning process is complete, is used to measure the level of student understanding after being given treatment. The comparison between the pretest and posttest results will show the extent to which YouTube cartoon videos contribute to improving student understanding.

After getting the comes about from the pretest and posttest, another step is to conduct a factual investigation to decide the noteworthiness of the contrast between the two tests. In this ponder, a non-parametric test, to be specific the Wilcoxon test, was utilized to degree whether the contrast between the pretest and posttest scores was measurably noteworthy. In the event that the outcomes appeared a critical increment, this would have given a strong sign that YouTube cartoon recordings as authentic materials were viable in advancing student understanding.

RESULTS AND DISCUSSION

      This consider included 28 students as samples to test the theory that the utilize of authentic materials can make strides vocabulary understanding of time and greeting. By analyzing the information gotten from the test, this consider is anticipated to supply observational prove with respect to the viability of using true materials within the setting of English dialect learning. The free variable in this think about is the utilize of authentic materials, whereas the subordinate variable is the increment in scores on the vocabulary test on time and greetings after the treatment. The results of a study of 28 Grade 1 students using pre-test and post-test methods showed a significant effect of using authentic materials in English language learning, this indicates that authentic materials are not only suitable for learning English at the high school level as previous research has shown. This indicates that authentic materials are not only suitable for English language learning at the high school level as concluded in the previous study (Sabir & Ahmad Hammad, 2023; Zaitun Qamariah, 2023), Data analysis revealed a considerable improvement in post-test scores compared to pre-test, especially in vocabulary and oral comprehension aspects. As stated by (Sadam, 2022) his indicates that authentic materials can be an effective learning medium to enrich students' learning experience and improve their language competence, and authentic materials can provide an experience in learning English because it is relevant to everyday life and the use of natural language.

      This study used a pre-test and post-test design with the same sample group. Pretest-posttest design with the same sample group is an experimental research design in which a pretest is conducted before an intervention or treatment is given, and a pretest is conducted after the intervention (Creswell, 2014; Stratton, 2019). These two measurements involve the same group of subjects to assess the effect of the given intervention (Hastjarjo, 2019). The data obtained were analyzed using Non-Parametric test, non-parametric tests are used when the data that has been collected does not meet the requirements of parametric tests, one example is data that does not pass the normality test, this test is more flexible and is usually used when small sample sizes do not allow normal distribution assumptions (Glen, 2018; McCrum-Gardner, 2015; Pallant, 2016). In this study using the Wilxocon test which is one type of non-parametric test to decide if there was a tremendous contrast between the pre-test and post-test results. The following are the results of the normality and hypothesis tests ;

Normality Test

      The normality test has a crucial According to (Ghozali, 2016), In parametric tests, the data collected must pass a normality test, for example in the t test, ANOVA, and linear regression. if the data does not assume normal, the research results will be incorrect or even misleading, therefore the normality test is carried out at the beginning.

      To see if the data is normally distributed or not, a normality test is needed, which is a benchmark for whether or not the data can be processed using parametric tests (Field, 2018; Hair, 2020). In this context, the normality test is analyzed through the "Tests of Normality" table after the data has been processed using SPSS version 26.0 software. This normality test uses Shapiro-Wilk, both of which are used to test the suitability of data distribution. Data is considered to have a normal distribution if the resulting significance value is greater than 0.05 (sig. > 0.05), as explained by (Field, 2018). The results of the tests conducted should be visible in the accompanying table.

Table 1 Normality Test Result

Treatment	Shapiro-Wilk	Sig.	Result
PRE-TEST	0.768	0.000	Abnormal
POST-TEST	0.860	0.002	Abnormal

Source : Research data processed using SPSS 26.0 software in 2024
Description : Normally distributed Sig. > 0,05.

From the calculation of the Shapiro-Wilk test, each group of data subjected to treatment shows a significance smaller than 0.05, which means that distribution of all research data does not follow a normal distribution.

Because the data is not normal, the data results are analyzed using non-parametric tests which are flexible and not based on the normality assumption test (Conover, 2019; Fagerland, M. W., & Sandvik, 2020; Field, 2018; Laerd Statistics, 2018). Non-parametric tests can also be used if there are other problems such as ordinal scales or outliers. Therefore, the Wilcoxon Sign Rank Test was chosen as a more suitable approach to test hypothesis of this study, replacing the parametric techniques that are usually used when the data distribution is normal. The use of the Wilcoxon test allows for more accurate testing of data that does not meet the assumption of normality, so the results of the analysis remain valid and reliable.

Hypothesis Test

To find out the difference in results from before and after treatment, namely using pre-test and post-test. The treatment given in this study is learning by using authentic teaching materials. The criteria for testing the results in this study are as follows: if sig. is greater than 0.05, then there is no significant difference between the average value before the use of authnetic materials and after use. (H0 is accepted and Ha is rejected). If the sig. is smaller than 0.05, it indicates that there is an influence before and after the use of authentic materials (H0 is rejected and Ha is accepted). This analysis is important to determine the effectiveness of the learning methods used in the study, as well as to find out whether the intervention was able to significantly improve students' abilities (Creswell, 2018; Pallant, 2020).

H0: The use of authentic materials in English language learning in grade 1 has no significant effect on students' learning outcomes, which means that authentic materials do not cause significant changes in students' English language skills in grade 1.

Ha: The application of authentic materials in English language learning in grade 1 has significant effect on students' learning outcomes. In other words, this method is effective in improving students' English proficiency in grade 1, by showing a clear difference in language proficiency after the application of authentic materials.

Result of Research

The 28 students who participated in this study took the pre-test and post-test, and the results are outlined in the attached table. This table includes the scores obtained by each student before and after the treatment, giving an idea of the changes that occurred in their abilities. By analyzing this data, we can see how each student responded to the learning provided and whether there was a significant improvement in their ability after attending the learning session using authentic materials. This data also helps to identify general trends in score improvement or decline, as well as support conclusions regarding the effectiveness of the learning methods applied in this study. The Wilxocon Signed-Rank test is a non-parametric test that aims to test the mean (median) difference between paired data, and is useful for testing efficient hypotheses when data collected is not normally distributed, this non-parametric test is the most commonly used for paired data (Coolican, 2017; Corder, G. W., & Foreman, 2019; Mishra, P., Singh, U., Pandey, C. M., Mishra, P., & Pandey, 2019; Wegman, 2020). Thus, the results of this test will provide empirical evidence of the impact of using authentic materials in the learning process. If a significant difference is finally indicated, then this will support the hypothesis that authentic materials are effective in improving the English language skills of grade 1 students. Conversely, if there is no significant difference, then further evaluation of the methods used or consideration of alternative learning strategies is necessary. This analysis is important to determine whether the applied approach can continue to be used or needs to be adjusted to better suit the needs and characteristics of the students.

This type of test is used to test the hypothesis that two groups of data have similar characteristics. This test requires the basic assumption that the data comes from the same

population. The test criterion is that there is a significant difference between the two variables if Sig. <0.05 (Field, 2018).

Table 2. Wilxocon Test Result

Data Group	Mean	Std. Deviation	Z	P Value	Drescription
PRE-TEST	12.9	13.6	-4.562b	0.000	Significant
POST-TEST	70.0	27.5			

Source: Research data processed using SPSS 26.0 software Year 2024
Description: Significantly Different If Sig <0.05

In view of the results of the Wilcoxon test calculation, the differences and changes in Pre and Post values obtained the following information: Variable Pre-Test and Post Test data groups have a significance value of 0.000 <0.05. based on these results, it can be seen that in data group there is a significant difference in value. Then Ha is accepted and H0 is rejected.
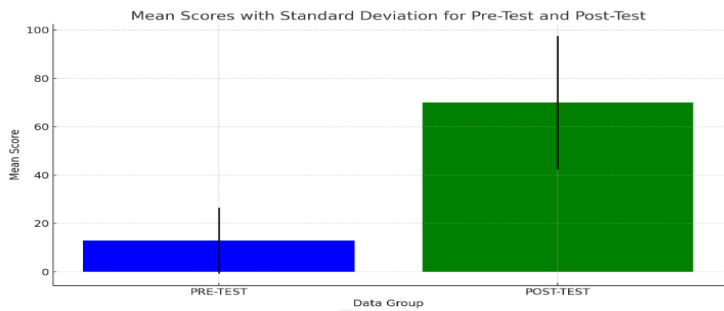

Figure 1. Bar Chart Significant Impact

The bar chart illustrates the significant impact of learning with authentic materials on student improvement. Pre-Test: Before students received learning with authentic materials, their average score was 12.9 with standard deviation of 13.6. This indicates that at initial stage, students' scores tended to be low and not very spread out. Post-Test: After the implementation of learning using authentic materials, the average student score increased drastically to 70.0, with a standard deviation of 27.5. This shows that not only did the students' scores increase, but the variation between scores also became greater after the learning process.

The increase in mean score from 12.9 to 70.0 confirms that learning with authentic materials had a significant positive impact on students' improvement. However, the increase in standard deviation in the post-test results (27.5) compared to the pre-test (13.6) indicates that although many students experienced a significant increase in scores, there are some who may need more support or time to achieve results on par with their peers.

In view of the results of the Wilcoxon test previously described, it tends to be inferred that there is a significant effect of using authentic materials in English language learning in grade 1. The Wilcoxon test was used because the pre-test and post-test data collected from 28 students were not normally distributed, thus requiring non-parametric analysis to test the proposed hypothesis. In this study, the students' pre-test scores, which measured their initial ability before the treatment, showed a relatively low average. After students received learning using authentic materials, their post-test scores increased significantly. The Wilcoxon test results showed that this difference between the pre-test and post-test scores did not just happen by chance, but was the result of an effective learning intervention. Authentic materials, such as original reading texts, videos, or songs in English, offer real contexts that can increase student engagement and make language learning more relevant and interesting (Fitri et al., 2020; Mandarsari, 2023). Through the use of these materials, students are more motivated to learn, as they can see how English is used in real-life situations. This not only helps them understand the language better but also apply it more effectively.

The results obtained from this study are very important for English language teaching, especially at the primary school level, where the establishment of basic language skills is crucial (Lorena & Sadiku, 2015). In line with the research results (Tursunboevna, 2023; Ungboeva & Djumabaeva, 2023) With the empirical evidence from the Wilcoxon test, teachers and educators can consider integrating more authentic materials in their curriculum to help students achieve better learning outcomes. However, while these results indicate the success of the method, the larger variation in post-test results (indicated by the higher standard deviation) also suggests that not all students responded to this treatment in the same way. This indicates there may be other factors affecting the effectiveness of the learning, such as students' backgrounds, learning styles, or their initial language proficiency levels (Kurniati et al., 2019; Latifah, 2023; Wibowo, 2016). Therefore, in the future, adjustments or differentiation in use of authentic materials may be necessary to ensure that all students can benefit equally from this method.

Overall, the results of this Wilcoxon test provide important insights into how the use of authentic materials can be an effective strategy in improving English language skills in grade 1 elementary school. It emphasizes the importance of teaching methods that focus not only on theory but also on practical applications that are relevant and engaging for students.

CONCLUSION

In light of the results of the research conducted on 28 grade 1 elementary school students, it can be concluded that the use of authentic materials proved to be an effective solution in overcoming the challenges faced by teachers in teaching English at the elementary school level. The Wilcoxon test results show a very significant improvement in students' English language skills after the application of authentic materials, with the average pretest score of 12.9 increasing to 70.0 in the posttest. This indicates that authentic materials are able to overcome one of the main obstacles in learning English at the elementary school level.

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