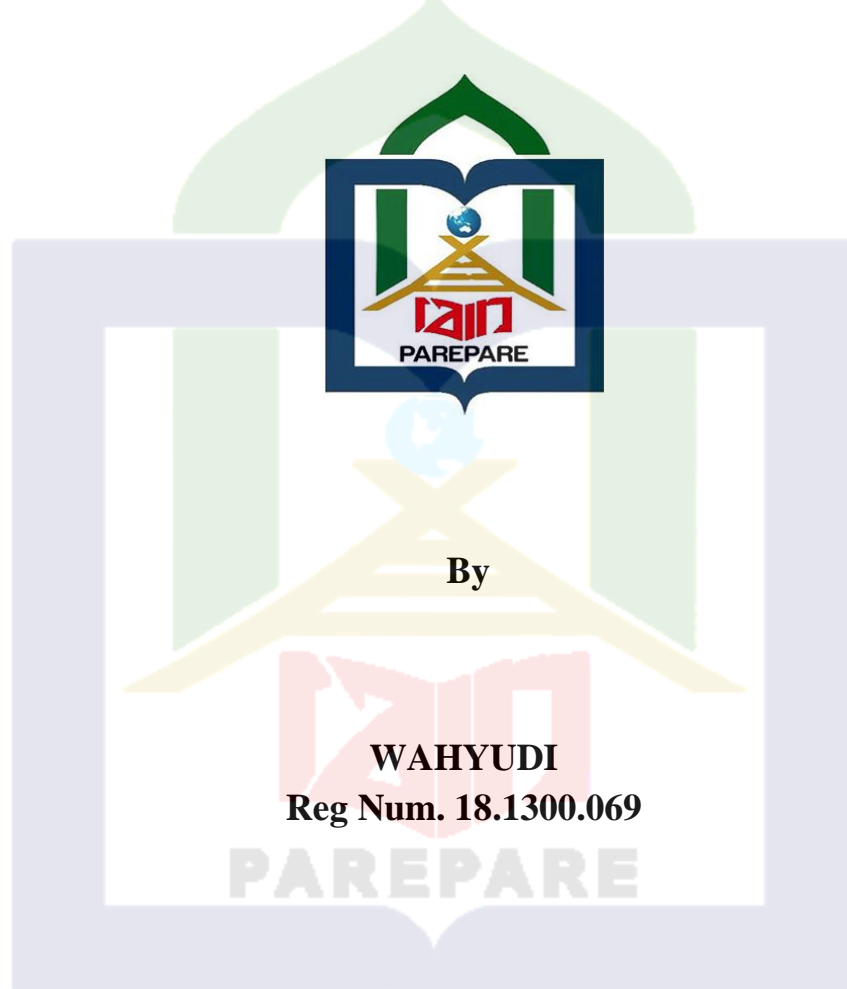


A THESIS
USING AUTHENTIC MATERIAL: “SNACK PACKAGING” TO
IMPROVE STUDENTS VOCABULARY MASTERY
AT SMA NEGERI 4 PINRANG
(ACTION RESEARCH)



By

WAHYUDI
Reg Num. 18.1300.069

ENGLISH EDUCATION PROGRAM
TARBIYAH OF FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PARE-PARE

2022 M / 1443 H

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Reg Num. 18.1300.069

Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial of Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Reg Num. 18.1300.069

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022 M / 1443 H

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to improve students vocabulary mastery at
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**USING AUTHENTIC MATERIAL: “SNACK PACKAGING” TO
IMPROVE STUDENTS VOCABULARY MASTERY
AT SMA NEGERI 4 PINRANG
(ACTION RESEARCH)**

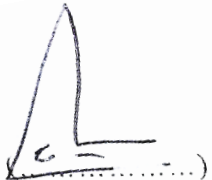
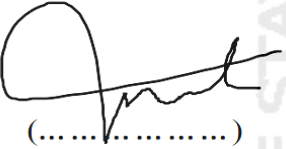
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بسم الله الرحمن الرحيم

“In the name of Allah, the Beneficent and the Merciful”

Alhamdulillah Rabbil ‘Alamiin. All praise is to Allah SWT. the lord of the world who gives the researcher strength and capability to finish the last assignment in his study. Peace be upon him, the Prophet Muhammad Shallallahu ‘Alaihi Wasallam, who has guided the human to know Islam and giving direction to the straight path.

First of all, the researcher wants to say his greatest gratitude to his parents, Abdul Kadir(Alm) and Wahida for endless love who always support him to finish his research and for everything that they had given to him. Wonderful thanks to my friends who have encouraged him to finish his study, giving motivation and advice, love and never being tired to take care of him and to be patient person to get all of his dreams.

Then the researcher would like to say thank you to his Consultants Dra. Hj. Nanning, M.Pd and Dr. Magdahalena Tjalla, M.Hum for their guidance, patience and time on helping him to complete his research. Also, the researcher would like to say thanks to :

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May Allah SWT, always bless them. The researcher realizes that his research is far from perfect and need to be complete for being perfect. Therefore, the suggestions will be accepted to make the research is better. He hopes that his research can be useful and helpful for development of education and become an inspiration for people who read it.

Parepare, 10th July 2022
The Researcher



Wahyudi
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DECLARATION OF THE RESEARCH AUTHENTICITY

The researcher who signed the declaration below:

Name : Wahyudi
Student Reg. Number : 18.1300.069
Study Program : English Education Program
Faculty : Tarbiyah Faculty
The research Title : Using Authentic Material “Snack Packaging” to improve
students’ vocabulary mastery at SMA Negeri 4 Pinrang
(Action Research)

State that, he conducted his research and his own writing and if can be proved that it was copied, duplicated or complied by any other people, this Skripsi and the degree that has been gotten would be postponed.

Parepare, 10th July 2022
The Researcher



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ABSTRACT

Wahyudi. *Using Authentic Material “Snack Packaging” to improve students vocabulary mastery at SMA Negeri 4 Pinrang (Action Research)* (Supervised by Hj. Nanning and Magdahalena Tjalla).

Authentic material is passages that were written by native speakers, but primarily for a non-native speaking audience. Authentic materials are increasingly viewed as uniformly far superior to any materials that have been written expressly for the learner. The purpose of this study was to find out the implementation of authentic materials to improve students' vocabulary mastery at SMA Negeri 4 Pinrang

This research used Classroom Action Research design and the sample was class XI IPS with 20 students. The data processing used two cycles in implementing the authentic materials using snack packaging. The step used were planning, observing, action and reflection. The data analysis used scoring and analysis test.

The result of this research was the using of authentic materials to improve students' vocabulary mastery at SMA Negeri 4 Pinrang. Based on the results of classroom action research that the action using the 2 cycles mentioned fulfill. The evaluation scores of students vocabulary mastery get improve of (+65%) while in the category developing as expected to experience increase. Based on the results of class action research using the 2 cycles mentioned above, it turns out that authentic materials has been formulated to is proven that, authentic materials by using snack packaging can improve students vocabulary mastery at SMA Negeri 1 Pinrang

Keyword; *Using Authentic Material, students vocabulary mastery, snack packaging*

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CHAPTER I

INTRODUCTION

A. Background

Mastering vocabulary is important and crucial in the world of language, since words play a fundamental role to help users of the language express messages, ideas, or desired meaning they want to tell. Without sufficient vocabulary, people cannot understand each other or manage to have a communication. In communicating, if language users do not use grammar, very little can be conveyed, but, if language users do not know any vocabularies, then nothing can be conveyed.¹ Moreover, metaphorically, if language structure is a skeleton of the language, then vocabulary is the vital organs and flesh of the language.² Therefore, it can be concluded that having adequate or rich knowledge of vocabulary is important to provide meaningful communication.

Mastering vocabulary does not only mean to memorize lots of words. Vocabulary mastery means knowing the meaning of the words and able to use the words appropriately.⁵ Knowing the meaning means that users of a language are expected to understand the connotative and denotative meanings of words, also the multiple meanings of individual words since words represent complex and, often, multiple meanings. ⁶ Once they know meaning of words, they can use those words appropriately and effectively to communicate. Therefore, in teaching vocabulary, teachers need to prepare good ways and suitable material to increase students' vocabulary mastery that can help students use the vocabularies in their

¹ Scott Thornbury, *How to Teach Vocabulary*, (Harlow: Pearson Education Limited, 2002)

² Jeremy Harmer, *The Practice of English Language Teaching*, (Essex: Longman, 1991), p. 153.

daily conversation.

There are several ways concerning the teaching of vocabulary such as using pictures, mime, word maps, vocabulary games, and dictionary. Beside those ways that have been mentioned, teacher can also use interesting materials for vocabulary mastery such as authentic materials, since authentic materials are interesting and motivating. According to Shrum and Glisan, authentic materials provide an effective means for presenting real language, integrating culture, and heightening comprehension.³ Shrum and Glisan also argued that authentic materials are beneficial. Firstly, by exposure to such materials, students will be provided with the opportunity to see language as is used in real world to serve a real purpose. Secondly, the materials can be considered as a rich source of cultural content.⁴

However, although mastery of the vocabulary is an important factor in the acquisition of a second language, there are several problems encountered by students, especially learners including Indonesian students in learning and mastering vocabulary. The researcher did pre-research at SMA Negeri 4 Pinrang, which showed students difficulty in learning vocabulary, specifically in learning a lesson and vocabulary of Procedure Text which become the materials based on the syllabus guided. Procedure is commonly used to describe how to make something which is close to our daily activity, for example how to make a cup of tea, how to make pencil box, how to make a good kite, etc. Procedure text has

³ Judith L. Shrum and Eileen W. Glisan, *Teacher's Handbook: Contextualized Language Instruction*, (Boston: Mass Heinle & Heinle, 2000), p. 200

⁴ Elfrieda Hibert, *Teaching and Learning Vocabulary*, (London: Mahwah, New Jersey, 2001), p. 9.454=[

language features such as using imperative verbs and temporal conjunctions. The action verbs used in procedure text such as; grind, slice, pour, cut, garnish, etc. The temporal conjunctions used such as; first, second, next, then, and finally.⁵

Several problems also seen for limited and uninteresting teaching materials provided by the teacher. According to the pre-observation, the researcher found out that students at SMA Negeri 4 Pinrang are only taught using Lembar Kerja Siswa (LKS). In almost every meeting, the teacher only taught using Lembar Kerja Siswa (LKS) and did not provide another source to support the topic that students would be learning about. Also, since the Lembar Kerja Siswa (LKS) used is not colorful and does not provide pictures that can capture students' interest. Therefore, the students do not have motivation and interest in learning English, especially in understanding and memorizing the words since the learning source and material are not interesting and motivating.

Based on the explanation and issue above, the researcher would like to focus on the teaching and learning vocabulary using certain materials in classroom action research approach. Since the goal of language learning is to be communicated using certain vocabulary, which means that students are able to use the target language effectively in appropriate context and society, therefore the selection of the materials is very important. Authentic materials seem best appropriate to be used in the classroom since they are original, interesting, motivating and also useful. Moreover, authentic materials can increase student's motivation since they provide vocabularies that are used in daily activities or in a

⁵ Nasim Ghanbari, *The Effect of Using Authentic Materials on Iranian EFL Learners' Vocabulary Learning, Theory and Practice in Language Studies*, Vol. 5, No. 12, December 2015, pp. 2459—2468.

real context.

Based on the explanation above, the researcher are interesting in conducting research with the title of “The Using of authentic materials to improve students’ vocabulary mastery at SMA Negeri 4 Pinrang”

B. Research Questions

Based on the background of the study above, it formulates research question as a follows:

1. How is the using of authentic materials to improve students’ vocabulary mastery at SMA Negeri 4 Pinrang?
2. Is the using of authentic materials able to improve students’ vocabulary mastery at SMA Negeri 4 Pinrang?

C. The Objective of the Research

The researcher formulates the objectives based on research question above:

1. To know the using of authentic materials to improve students’ vocabulary mastery at SMA Negeri 4 Pinrang.
2. To know the improvement of students’ vocabulary mastery using authentic materials at SMA Negeri 4 Pinrang.

D. Significance of Research

The significance of the research for:

1. Students

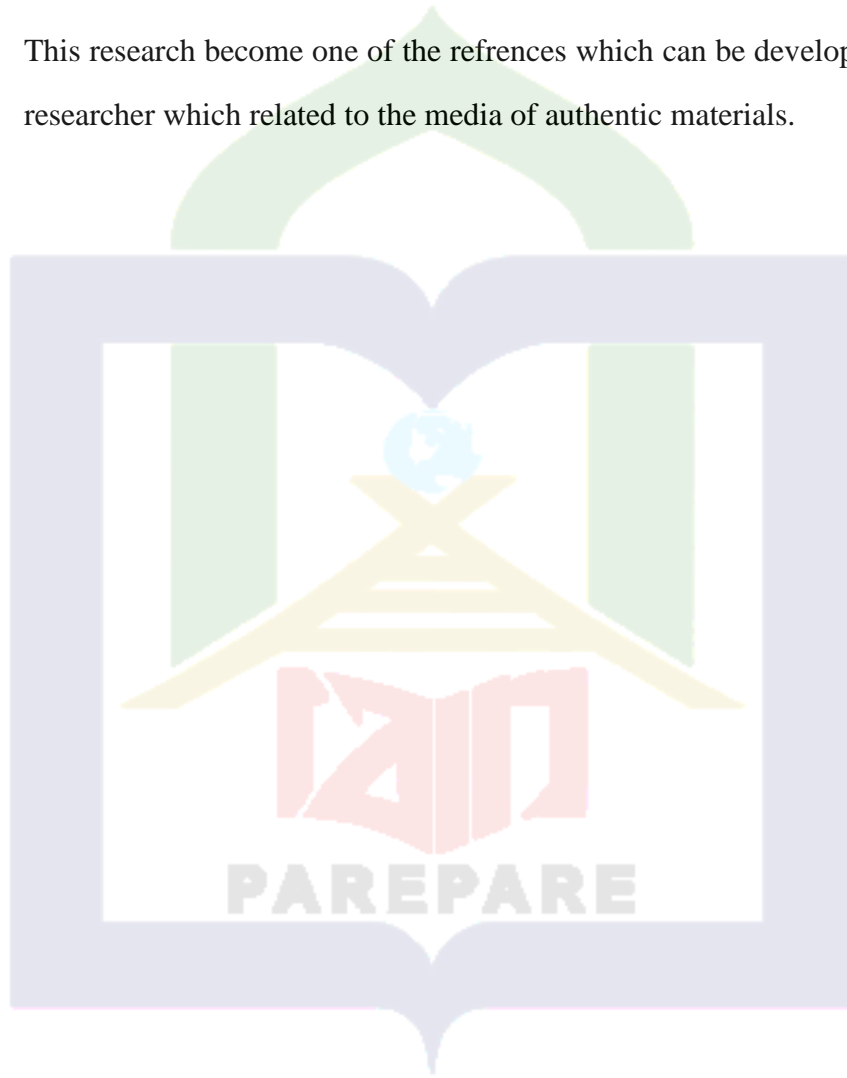
The result of this study is expected to give more information about the students’ vocabulary mastery which is really important to by the student.

2. Teachers

This result can be beneficial for the teacher because they can use this result become the media references in teaching vocabulary mastery.

3. Next Researcher

This research become one of the references which can be develop for the next researcher which related to the media of authentic materials.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher have conducted their research on. Their findings are consecutively presented below:

- 1) The first research entitled “The Use of Cooking Instruction on Food Packages as Media to Improve the Students’ Writing taught Procedure Text (A Quasi Experimental Study of the Tenth Grade Students of SMA PGRI 2 Kayen – Pati in the Academic Year of 2014/2015)” by Anisa Nur Azizah a student of Sultan Agung Islamic University Semarang. The background of the study is that the students get problem on their writing. The students are confused to apply the generic structure and language feature and some of them have limited vocabulary, the purpose of the study was to find out the difference in the post test mean score between the students who were taught procedure text by using cooking instruction on food packages.⁶
- 2) The second research which entitled “Vocabulary Mastery of The Fourth Grade Student of SDN 1 Jati Wetan Kudus in the Academic Year 2013/2014 Taught by Using Snack Package Media” by Aprilianingtyas a student of Muria Kudus University. The objective in this study is to find out if there is a significant difference of the vocabulary mastery of the fourth grade students of SDN 1 Jati

⁶Anisa Nur Azizah “The Use of Cooking Instruction on Food Packages as Media to Improve the Students’ Writing taught Procedure Text (A Quasi Experimental Study of the Tenth Grade Students of SMA PGRI 2 Kayen – Pati in the Academic Year of 2014/2015)

Wetan, Kudus in the academic year 2013/2014 before and after being taught by using snack package media.⁷

- 3) The third research is entitled “Cooking Instruction on Food Packages to Teach Writing of Procedure Text of the Seventh Grade Students of MTs Abadiyah Gabus Pati in 2015/2016 Academic Year” by Ana Faridatus Saidah a student of Muria Kudus University. The objective of this research is to test the significance of the difference of the writing ability of procedure text of the seventh grade students of MTs Abadiyah Gabus Pati in 2015/2016 academic year before and after being taught by using cooking instruction on food packages media. The result of the test was analyzed using t-test formula. The result of this research showed that the mean score of pre-test is 62 and the standard deviation is 8.3. Meanwhile the mean score of post-test is 85 and the standard deviation is 9.57, the t-observation (to) is 16.21 and the t-table (critical) is 2.052 in the level of significance () 0.05 from the degree of freedom (df) is 27. Therefore, the null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted, because t-observation (to) falls in critical region.⁸

B. Some Pertinent Ideas

1. Authentic Materials

a. The Definition Authentic Materials

Authentic materials had been used for language learning for several years ago due to the inception of CLT (Communicative Language Teaching) approach in the

⁷Aprilianingtyas a student of “Vocabulary Mastery of The Fourth Grade Student of SDN 1 Jati Wetan Kudus in the Academic Year 2013/2014 Taught by Using Snack Package Media, Muria Kudus University.

⁸ Ana Faridatus Saidah, “Cooking Instruction on Food Packages to Teach Writing of Procedure Text of the Seventh Grade Students of MTs Abadiyah Gabus Pati in 2015/2016 Academic Year” (Muria Kudus University)

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.⁹

Krashen in Mishan states that for the purpose of teaching and learning English, authentic materials are used not only for the purpose of communicating information, but also enhance language acquisition.¹⁰ Authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes. In brief, a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has certain message to pass on the reader.

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.¹¹ It means that in authentic materials, the language is not artificial but originally used in the real world contexts. Moreover, Harmer also states that authentic material is language where no concessions are made to foreign speakers. 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.¹²

⁹ Siao-Cing Guo, Using Authentic Materials for Extensive Reading to Promote English Proficiency, Canadian Center of Science and Education, Taiwan, September 2012, p.196

¹⁰ Freda Mishan, Designing Authenticity into Language Learning Materials, (Protland: Intellect Books, 2005), p. 1—12

¹¹ Siao-Cing Guo, Using Authentic Materials for Extensive Reading to Promote English Proficiency, Canadian Center of Science and Education, Taiwan, September 2012, p.196.

¹² Jeremy Harmer, How to Teach English, (Essex: Pearson Education Limited, 2007), p. 134—135.

Authentic materials can refer to passages that were written by native speakers, but primarily for a non-native speaking audience. Authentic materials are increasingly viewed as uniformly far superior to any materials that have been written expressly for the learner.¹³ Here, the definition points out the term authentic materials are designed to prepare learners for survival in the real world. One way to simulate the real world in the classroom has been to use authentic materials to expose students to the language.

Teachers bring the authentic materials in the classroom. They used it in genuine way in which those materials are designed to. For example, involve students going to a specific section of newspapers that interests them, whether it is sports or entertainment, and completing a similar assignment. As they progress, they can be asked to copy full sentences to translate.¹⁴ Guariento and Morley states that exposure will help them to acquire an effective competence and to bridge the gap between the classroom knowledge and their participation in the real world.

From explanations above, it can be said that authentic materials can be used as a bridge to connect the classroom with the real world situation. Dealing with the real life texts which contain real life information could also motivate students since those texts provide a new experience dealing with the language inside the classroom. In contrast with the non-authentic materials in the classroom, they are not varied and contain artificial language, language which is designed for learning purposes and concentrating in some materials that have to be taught.

Moreover, learners will somehow leaving in the real life and deal with the

¹³ John Morley, William Guariento, Text and Task Authenticity in the EFL Classroom, *ELT journal* Vo.55/4, pp. 347.

¹⁴ Gail. K Oura, Authentic task-based materials: Bringing the real world into the classroom, *Sophia Junior College Faculty Bulletin*, 21, 2001, pp. 67—68.

real language and encounter varied situation in which different reading purposes are required. By implementing authentic materials in teaching and learning,

Students can be introduced to what they will need and want to be able to read when travelling, studying abroad, or using the language as it is used outside the classroom.

In summary, authentic materials are text which is not used for teaching purposes. They contain a real language as the native speakers used in real life communication. When they come to the language teaching and learning, they are used in a similar way to their purpose when they are designed for. In the teaching and learning process, they could bridge the gap between the classroom and the real-world application.¹⁵

2. Vocabulary Mastery

a. Definition of vocabulary

Learning English cannot be separated from vocabulary. Vocabulary is generally the basic that must be learned first by learners. Vocabulary can be defined as knowledge of words, the meaning of words, and the use of words to express their opinion through oral or written communication. In learning language, we will get a lot of new vocabulary. This vocabulary is combined into a meaning whole. Vocabulary is used as a first step to get to know the language more deeply. Learning vocabulary will help the learner in learning English language well.

Vocabulary has a fairly broad meaning. We can get it from dictionaries and also from language expert. Visnja Pavicic cited from Carter who stated that a word

¹⁵ Sacha Anthony Berardo, The Use of Authentic Materials in the Teaching of Reading, The Reading Matrix: Vol.6, No.2, September 2006, p. 62

can be defined as the smallest meaningful unit of language.¹⁶ He also said that no one can define of a word clearly with satisfactory definition. For example, word “park” in sentence “my neighbors usually play at the park” and in sentence “I will park my car in front of the house”. The word “park” in first sentence means taman and the second one is parkir. Therefore to define vocabulary itself, many experts did it with different definition due to different background knowledge and different context.

John J. Pikulski in his journal defined Vocabulary as written in the American Heritage Dictionary as the sum of words used by, understood by, or at the command of a particular person or group.¹⁷ It means that every word we use in communicating in all situations, both formal and non-formal is part of the vocabulary. From this definition it can be interpreted that the vocabulary is an important unit in the communication process if someone wants to convey or receive the meaning, intent or purpose of one person to another.

Penny Ur defined that vocabulary is one of the important aspects in teaching a language, besides grammar and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the word we teach in foreign language.¹⁸ From the definition, we can conclude that vocabulary is one of the important aspects that we must to know if we want to communicate with other person.

¹⁶ Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (Clevedon: Multilingual Matters, Ltd., 2008), p. 5

¹⁷ John J. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to longterm Reading Success, Current Research in Reading/Language Art*, (Boston: Houghton MifflinReading, 2004), p. 1

¹⁸ Penny Ur, *A Course in Language Teaching; Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 60.

b. Kinds of vocabulary

Dealing with the characteristic of the word, vocabulary divided into two kinds.

They are active and passive vocabulary.¹⁹

1) Active vocabulary

Active vocabulary consists of those words over which one can use in his speech and writing. He knows the meaning of those words accurately. Active vocabulary refers to the productive side of language. It consists of the words one uses confidently because he understands their meanings and usage.

2) Passive vocabulary

The Passive Vocabulary consists of those words meaning of which can be understood when they appear in speech or writing of others but which we cannot use in our own speech and writing because we are not fully conversant with them. In passive vocabulary, people do not know the precise meaning of a particular word and he does not make use of those words in communication. Sometimes people can understand the meaning of that word only to a certain extent depending on the context. Passive vocabulary refers to the receptive side of language.

According to Nation, vocabulary is divided to four kinds based on frequency and range vocabulary often found in the language; those are high frequency words, academic words, technical words, and low frequency words.

1. High frequency words

High frequency words are words that contained approximately 3000 word families that most frequently occurred in conversational language. The 3000 word

¹⁹ Ruth Gains and Stuart Redman, *Working With Words A Guide To Teaching And Learning Vocabulary* (Cambridge: Cambridge University Press, 1986),P.65

families are a more pedagogical criterion and based on Schmitt's research, it coverage 87% of words in formal text and 95% in informal spoken text. Schmitt said that more vocabulary than 3000 words can make learners able to communicate in more situations than usual.

2. Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, education background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.

3. Academic word

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

4. Technical words

Low frequency word families which are used in particular discipline, profession, sport, culture or other special field. They are normally known only by people with an interest or expertise in relevant area.²⁰

There are so many statements about kinds of vocabulary. Based on statement above, the researcher can conclude that vocabulary can be categorized based on frequency and characteristic, vocabulary is categorized based on characteristic because it is seen from how the choice of vocabulary which prioritizes the meaning of words when people speak. Vocabulary based on frequency because can be seen how often people use the word to communicate with the other.

²⁰ I.S.P. Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2001), p. 11.

Furthermore, vocabulary has been classified as the following:

1. Reading vocabulary

Reading vocabulary A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

2. Listening vocabulary

Listening vocabulary a person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Writing vocabulary

Writing vocabulary a person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4. Speaking vocabulary

Speaking vocabulary a person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

5. Vocabulary growth

Vocabulary growth initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are

attained – through questions and education – the anomalies and irregularities of language can be discovered.²¹

c. How to teach vocabulary

The problem in teaching vocabulary lies in the fact that whilst there is a consensus about what grammatical structures should be taught and at what levels, the vocabulary teaching is not explicitly specified in the curriculum. Vocabulary teaching is as important the teaching of structure. According to Harmer there are some activities which are designed to teach and practice words and their various uses. Such as:

1) Presentation

Not all vocabulary can be learnt through interaction and discovery techniques. There are many occasions when some form of presentation or explanation is the best way to bring new words into class. For example, *Realia* (the teacher holds up the object of points to it, says the word and then gets the students to repeat it); *pictures* (it can be used to explain the meaning of vocabulary items); *mime, action and gesture, contrast, enumeration, explanation, and translation.*

2) Discovery

A number of discovery techniques can be found from simple matching task to more complex understandings of connotation and context.

3) Practice

The activities in the section are designed to encourage students to use words in an involving way, such as actions and gesture; bring, take, and

²¹ <https://balancedreading.com/vocabulary/> . Saturday 19 september 2020

get.²² Here is a brief summary some of the researcher findings that are relevant to the subject of word learning:

1. Repetition

The time-honored way of memorizing new material is though repeated rehearsal of the material while it is still in working memory – i.e. letting the articulators loop just run and run. However, simply repeating an item seems to have little long term effect unless some attempt is made to organize the material at the same time.

2. Retrieval

Another kind of repetition is crucial is what is called the retrieval practice effect, this means, simply, that the act of retrieving a word from memory makes it more likely require retrieval, such us using the new word in written sentences.

3. Motivation

Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory.

4. Imaging

Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Other test has shown that easily visualized words are more memorable than words that don't immediately evoke a picture.

²² Harmer, J. *The Practice Of English Language Teaching*, (London: Longman, 1991), p.161-

5. Attention/arousal

Contrary to popular belief, you can't improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required.²³

d. Vocabulary mastery

Vocabulary is important part in language learning and teaching because without having knowledge of vocabulary, we cannot express our ideas and use the appropriate words in listening, reading, speaking, and writing. Vocabulary mastery is easier than mastery of other component.

Teaching vocabulary is clearly more than just presenting new words. There are some issues about vocabulary teaching, for example, student see a lot of words in the course. Some of them are used straight away, whereas the others are not. We have to remember that the students' ability to use or understand words need a long time and long time and process. However, we can learn a few lexical items that are most useful in particular situations and we try to master them first.

There are two kinds of vocabulary mastery. They are passive and active. Passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce. Whereas, the active vocabulary refers to vocabulary that students have been thought or learnt and which they are expected to be able to use.

Mastery in vocabulary is very important for students. This is more than grammar for communication purposes, especially in the early stages when students are motivated to learn the basics words. Without having a proportional English vocabulary, students will get some difficulty in using English. Vocabulary mastery

²³ Scott thornbury, *How To Teach Vocabulary*, (New York, Longman Pearson, 1976),p.24

can be measured by generalization requirements (able to define the words) and applications (select the appropriate use). It can be said that complete skill to understand the words and meanings of a particular language.

e. Vocabulary Classes

According to Thorburry, in learning vocabulary there are classification of word. They are noun, verb, adjective, adverb, conjunction, determiner, pronoun and preposition. These will explain clearly as follows:

1) Nouns

Noun is one important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.²⁴

Noun can be divided into some classes :

- a. Proper nouns, usually capitalized in English, are names for a particular person or things. Examples : Robin, Alice, London, and Civil War.
- b. Countable noun is a noun that indicates something you could actually count. For example, you could count pigs : one pig, two pigs, three pigs.
- c. Uncountable noun is a noun that indicates something you cannot count. For examples: furniture, advise, information, and news.
- d. Concrete nouns are a word for a physical object that can be perceived by the senses, we can see, touch, smell, the object. For examples: flower, coffee and children.
- e. Abstrack noun is a word for a concept, it is an idea that exists in our minds only. Examples: ability, success, beauty, mankind, and justice.

From the statements before, it can be concluded that noun is one of the most

²⁴ Marcella Frank, *Modern English : a practical reference guide*, (New Jersey : Prentice Hall, Inc, 1972), p. 6.

important parts of speech that can use to name people, place, plant, object, animal, quality, and abstract concepts.

2) Verbs

Verbs usually denote processes, actions or states.²⁵ In activities (run, walk, look, for), accomplishment (build, kill), achievement (recognize, find), and states (know, love, have).

For example in sentence:

We walked to the store yesterday The kinds of verbs are:

1. Intransitive Verbs

Intransitive verbs are verbs that do not take an object or subject attribute in the sentence. Example in sentence: he is reading.

2. Transitive Verbs

Transitive verbs are verbs that take a direct object in the sentence.

3. Ditransitive Verbs

Ditransitive verbs are verbs that take two objects in the sentence: a direct object telling “what” or “whom” and indirect object telling “to” or “for whom” the direct object is sent, give, buy and so on.

Example:

He gave me a book He gave a book to me

From the statements above, the researcher concludes that verbs is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

²⁵ Marjolijn Verspoor and Kim Sauter, English Sentence Analysis : An Introductory Course (Amsterdam : John Benjamins Publishing Company, 2000), p.91

3) Adjective

Adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun.²⁶

The types of adjectives are:

a. Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third), and adjectives of indefinite quantity (some, few, all).

b. Descriptive adjectives

They usually indicate an inherent quality (old, young, new) or a physical state (blue, red, and yellow), size or age.

From the definitions above, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

c. Adverbs

Adverb typically modifies a verb, adjective or another adverb, indicating how, when or why something happened or the degree to which a property characterizes an individual or event.

Examples: Ken snores *loudly*

The baby cried continually

There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.²⁷

²⁶ Andrew Radford, et.al, *Linguistics :An introduction (2nd Ed)*, (New York : Cambridge University Press, 2009),p. 130

²⁷ Mark Lester, *English Grammar Drills*, (New York : The Mc-Graw Hill Companies, 2009), pp.206-207

c. Adverb of Manner

Adverb of manner is explained how the action of the verb is done. The manner adverb has the most characteristic adverbial form (an- *ly* ending added to a descriptive adjective). Example: *Anggi drives slowly*

The music played *loudly*

d. Adverb of Time

These adverb have a fixed boundary in time; yesterday, tomorrow, next, soon, late and early. For example: He arrived *last night*

She went to Malang *yesterday*

e. Adverb of Place

Adverb of place usually answers the question *where* about the action of the verb, and come after the verb. Common of place are *here, there, far, near, over there, away, and far away*.

From the definitions above, the researcher concludes that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen.

4) Conjunction

Conjunctions are the word “joins”. A conjunctions join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunctions: they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal.

Example: And, but, or, nor, for, yet, so

Subordinating conjunctions are used to join subordinate. Example: Although,

because, since, unless.

5) Preposition

Preposition belongs to small group or class of word which express relations of place, direction, time or possession. Words belonging to this include: *in, on, of, at, to, from, till, with, for, beside, against, by, towards*, and so on.

6) Determiners

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

- a. Definite and indefinite articles: a, an, the.
- b. Demonstratives : this, that, those, these
- c. Quantifiers: a few, a little, much, many, a lot of, most, some, any and enough.
- d. Possessive: my, your, his, her, its, our, their.
- e. Numbers: cardinal, ordinal number.

7) Pronouns

A pronoun is a word that takes the place of a noun.

a. Subjective Pronoun

A subjective pronoun acts as the subjects of a sentence. The subjective pronouns are she, he, it, I, you.

b. Objective pronouns

An objective pronoun acts as the object of the sentence. It receives the action of the verb. The objective pronouns are her, him, it, me, them, us, and you.

c. Reflexive pronouns

A reflexive pronouns refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, ourself, themselves, and yourself.

d. Possessives pronouns

A possessive pronoun tells you who own something. The possessive are hers, his, its, mine, ours theirs, and yours.

e. Demonstrative pronouns

A demonstrative pronoun point out a noun. The demonstrative pronoun are that, these, this, those.

f. Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in “ever”, such as whatever, whichever, whoever, whomever.

g. Indefinite pronouns

Indefinite pronoun refers to an indefinite, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, none, nothing, several, some, and somebody.

Based on the long explanation above, the researcher concludes that vocabulary mastery is people’s ability to use or to understand basic form of words of language that they have learned in certain situation. In the form of noun, verb, adjective, adverb, conjunction, preposition, determiner and pronoun.

3. Food Packages

Snack instruction on food packages is a media that researcher uses for doing research. Snack instruction indirection is used for giving information is how to make food, drink, or something with steps until ready to serve or to use. Some people can get food instruction from recipe books, magazines, and food packages such as instant noodles, jelly, coffee, etc. food packaging consist of materials and steps. All the measures should be put to make the thing they become delicious and ready to serve.

Danger states that packaging is a container or wrapping to prepare goods to be ready to be transported, sold, and used. With a container or wrapper can help protect the product in it. According to Titik Wijayanti, packaging is an effort made by a company to provide information to each of its consumers about the products in it.²⁸

Food packages are the part of visual aid. The word food refers to something that can be eaten by people. The package refers to the number of thing wrapped. according to Harris food package is a wrap, pouch, bag, box, cup, tray, can, tube, bottle and jar are some of the many forms of packaging that contain food products. It must contain a food product as well as protect and preserve it for a specific length of time.²⁹

By using Food Packages, children will feel easier to memorize new vocabulary. The learner can't always successfully learn English just by listening the explanation from the teacher.

Food Packages can give a great help to the teacher in the class. In vocabulary class, the learners are encouraged to give their opinion which are presented by the teacher, so they can more active and not only passive for the teaching and learning process.

From this understanding, it can be interpreted that packaging is a wrapping object made of paper, plastic, leaves, and so on which functions to wrap or cover an item with the aim of protecting the item from being damaged. Packaging also functions as a container or place for an item.

²⁸ Danger. *Kewirausahaan*. (Pustaka ilmu. Jakarta.1992.

²⁹ Harris, Mary. 1999. Food Packaging:A Learning Cycle of Activities.
<http://www.polymerambassadors.org/foods06.pdf> accessed on 11 february 2022

There are some advantages of using snack packaging on food packages media:

- 1) To motivate and entertain the students because the learning process is more interesting. They will find something new and different from what they usually get in their class.
- 2) To increase the vocabulary mastery by using simple media and easy to find such as food packaging on food packages, the students can identify vocabulary. It will be a reference for vocabulary mastery.
- 3) To make students more creative with exciting media that can stimulate thoughts, feelings, attention, or skills.
- 4) To make students more active, using snack packaging on food packages can improve their enthusiasm, and it expects students to produce the word by themselves.³⁰

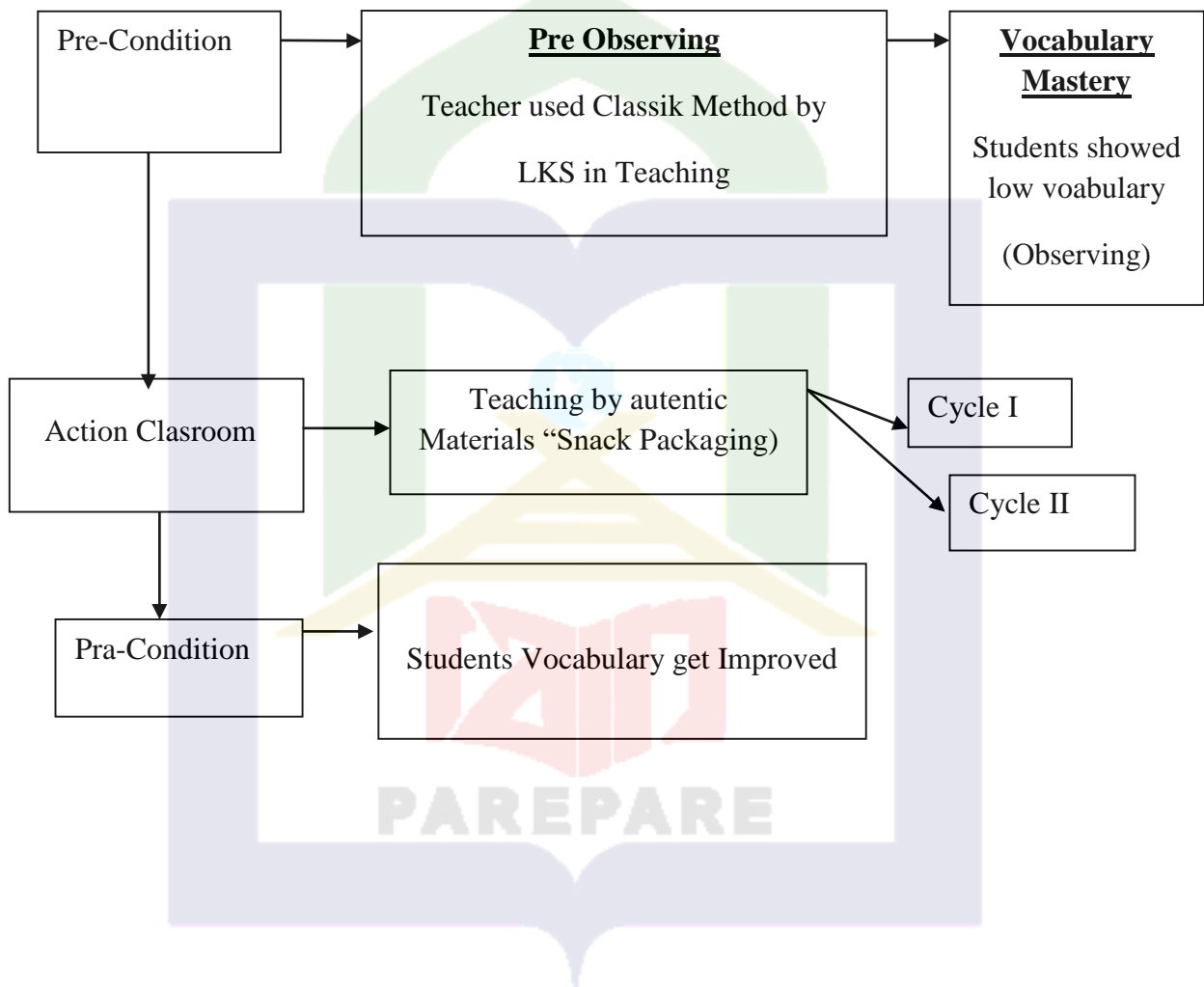
There are some disadvantages of using snack packaging on food packages media:

- 1) The teacher must have a will to spend her spare time at home to buy and prepare suitable materials. For example, the teachers should cut the Food Package in interesting forms.
- 2) It needs more energy to teach vocabulary because the teacher not only pronounce the words but the teacher should demonstrate the Food Package to the students.

³⁰ Gail. K Oura, Authentic task-based materials: Bringing the real world into the classroom, Sophia Junior College Faculty Bulletin, 21, 2001, pp. 67—68.

C. Conceptual Framework

The main focus of this research is the using of authentic materials to improve students' vocabulary mastery at SMA Negeri 4 Pinrang. The researchers design the conceptual framework as follow below:



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The researcher chosen a *Classroom Action Research*. It was called CAR because the study focused on a particular problem and a particular group of students in a certain classroom. An action research was any systematic inquiry conducted by teacher researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn. The researcher teaches snack packaging on as media in teaching vocabulary mastery.³¹

B. Location and Duration of the Research

The location of this research SMA Negeri 4 Pinrang and the researcher spend use 45 days for collecting data.

C. Focus of Research

This reseach focused on the several things, it can be explained that:

1. Vocabulary Mastery

This research focused on vocabulary can be defined as knowledge of words, the meaning of words, and the use of words to express their opinion through oral or written communication. In learning language, we will get a lot of new vocabulary which for speaking vocabulary.

2. Authentic Materials

Authentic materials are text which is not used for teaching purposes. They contain a real language as the native speakers used in real life

³¹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (USA: Pearson Education) p. 242

communication. When they come to the language teaching and learning, they are used in a similar way to their purpose when they are designed for.

D. Subject Research

This research took the subject was second grade of SMA Negeri 4 Pinrang. The population can be seen below:

Table 3.1 Research Subject

No.	Class	Male	Female
1.	IPS	11	9
2.	IPA	10	7
Total		37 Students	

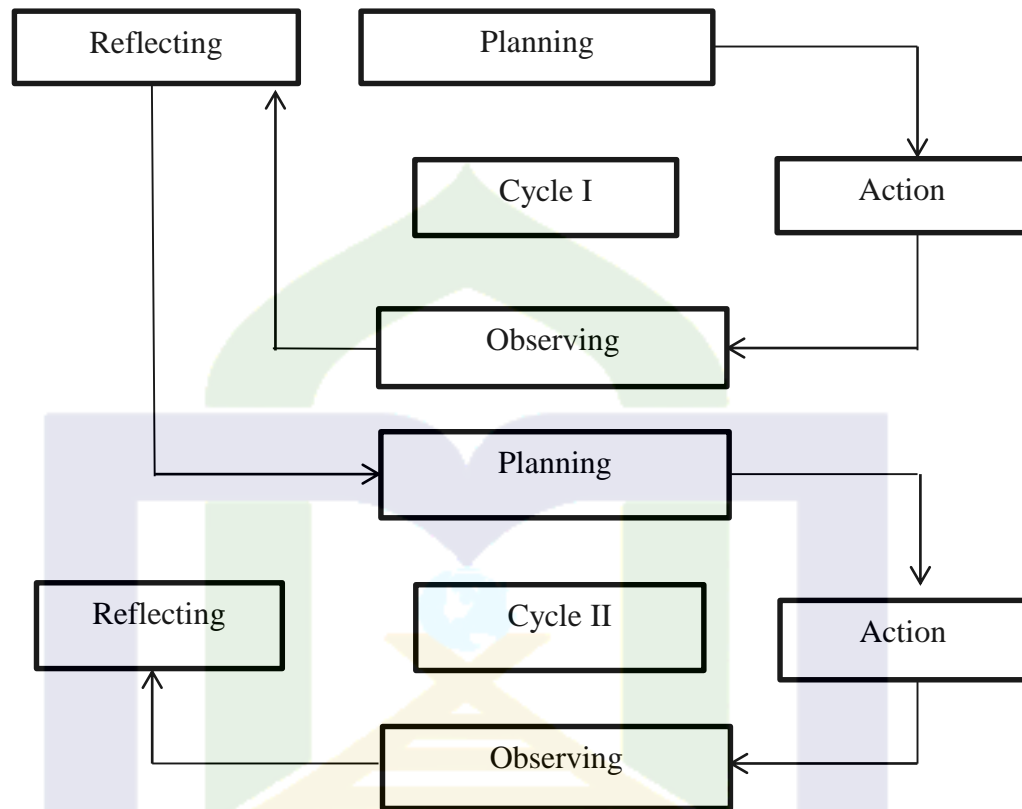
The researcher used simple random sampling. The writer chooses class XI IPS with 20 students as the subject of this research because it was the class which be observed.

E. Research Procedure

The procedure of data collection for this study was conducted by conducting five meetings and two cycles. Each cycle consists of two meetings and every meeting included into four steps. In the classroom action research, there are 4 steps suggested by Kemis' model namely Planning, Action, Observation and Reflection.³²

³² Kemmis, S & McTaggart, R. *The Action Research Planner, 3rd Edition*, (Deakin University, Geelong, 1998)

The steps are explained below:



The activity done in each cycle is as follows:

1. The First Cycle

In this cycle, students' vocabulary mastery in procedural text measured in the cycle. The steps in concluding the research were:

a. Planning

Planning is the first step in the *Classroom Action Research* (CAR). It is the most important part in the development of the strategy. The researcher as the teacher and the teacher of the English subject worked together to plan everything needed in order to solve the students' problem in learning procedural text with vocabulary mastery.

In this step, there were some activities be done by the writer, they were:

- 1) Prepared lesson plan that apply in teaching procedural text at action step. Prepare the material and media that were needed when doing scenario of teaching processed.
- 2) Prepare the instruments of collecting data, such as RPP and observation sheet, test form.
- 3) Prepare the test in this cycle.
- 4) Made the pre test as the instrument to know the students' basic vocabulary mastery refers to the procedural text.

b. Acting

In this step, the scenario of teaching procedural text by using snack packaging. In this step, there were some activities will be done by the writer, they were:

Pre activity:

- 1) Researcher great the students in classroom.
- 2) Researcher called the students' name in attendance
- 3) Researcher gave the material about Procedural text
- 4) Researcher informed the instructional objectives.

Main activity:

- 1) Gave information about the steps of using autentic materials
- 2) Assigned the students to teams. Teams were heterogeneous that consisted of four or five members. They were divided in some groups.
- 3) Researcher distributed the material in each group whcih asked about procedural text

- 4) Students received same materials and same task for seeing snack packaging.
- 5) Researcher gave task to each groups and each member do the task individually, after that the student who find snack packaging in around the school. it should be also researcher to provide the snack packaging.
- 6) The researcher give evaluation

Post Activity:

- 1) Researcher asked the students to review the materials
- 2) Asked the students to conclude the material
- 3) Evaluation term

c. Observing

The writer observes what students do during teaching and learning process.

d. Reflecting

- 1) The researcher asks the students weather they have some difficulties when they are studying.
- 2) The researcher writes the question to find the solution of students' problem in learning.
- 3) The writer checks the result of their work weather there is any improvement in mastering procedural text.

2. The Second Cycle

In the second cycle, there were some aspects found that should be improved after the reflection in the first cycle. Based on the analysis, there should be some students who didn't get improvement of the score. So, the

researcher attempted to make a better way to make the technique more effective in the learning process. In the second cycle, the researcher revised the previous RPP which did in the first cycle, some of the stage change to be clear. The researcher followed the step of the activity as explained below:

Pre activity:

- 1) Researcher greet the students in classroom.
- 2) Researcher called the students' name in attendance
- 3) Researcher gave the material about Procedural text
- 4) Researcher informed the instructional objectives.

Main activity:

- 7) Gave information about the steps of Authentic Materials
- 8) Assigned the students to teams. Teams were heterogeneous that consisted of four or five members. They were divided in some groups.
- 9) Researcher distributed the material in each group which asked about procedural text
- 10) Students received same materials and same task for seeing snack packaging.
- 11) Researcher gave task to each groups and each member do the task individually, after that the student who find snack packaging in around the school. it should be also researcher to provide the snack packaging.

- 12) The researcher give evaluation

Post Activity:

- 1) Researcher asked the students to review the materials
- 4) Asked the students to conclude the material

5) Researcher give Post Test as evaluation.

e. Observing

The writer observes what students do during teaching and learning process.

f. Reflecting

The researcher checked the score of the students in the post test, it would be found that the students' score in posttest II shown the differences of score in pretest and posttest. If the students' score in posttest II are higher than their score in posttest I and pretest. It means the students' vocabulary mastery may sums as great.

F. Technique of Data Collection

In collecting the data, the researcher applies the measurement technique to measure the effectiveness of snack packaging. The procedure of collecting data can be explained as followed below:

1. The researcher design the RPP before action
2. The researcher did the cycle stage from planning to the reflection
3. The researcher conduct the evaluation for each cycle to identify the students vocabulary mastery before and after finished the action stage.
4. The researcher scoring and analyzing the improvement of the students vocabulary mastery.

G. Instrument of Research

The instrument used in this research were:

1. Observation sheet is used to observe all of the aspects that can influence and support the students' motivation in learning such as the facilities in that school. Observation sheet also used to observe the condition that happened

during teaching learning process that was filled by the English teacher as the observer to give any solution of classroom action research and become researcher evaluation of activity during teaching vocabulary mastery process.

2. Test is given to the students focus on learning authentic materials using snack packaging for procedural text. The aim of this test is to measure the students' vocabulary mastery. The test is used in this study is pre-test and post-test. Pre-test is done before the action implementing snack packaging. Post-test is done after implementing authentic materials using snack packaging for procedural text. In order to know the improvement of student's vocabulary.

H. Technique of Data Analysis

Data analysis was an effort done by the researcher to embrace the data accurately. This study used qualitative and quantitative data. The data used to describe the situation during teaching learning process. The qualitative data taken by observation, interview and questionnaire. The quantitative data taken by the writing test. It analyzed by computing the score of writing procedural Text.

1. Analysis of Qualitative

Analysis of Qualitative which explain of the descriptive result, the analysis of qualitative referred to the sharpens, classifies, directs, discarding unnecessary, and organizing data in such a way such that final conclusions can be drawn and verified. With data reduction, researchers do not need to interpret it as quantification. Qualitative data can be simplified and transformed in various various ways, namely: through a strict selection, through a summary or description brief, classifying them in a broader pattern, and so on. Sometimes it is also possible to convert data into numbers or rankings, but this is not always wise.

2. Analisis of Quantitative

The data collect from of the both of test, pre-test and post-test are classify based on the following classifications.

Table 3.2 Speaking Score

Speaking score classification		
MEAN SCORE	SCORE IN LETTER	CLASS PERFORMANCE
80-100	A	Good to Excellent
60-79	B	Average to Good
50-59	C	Poor to Average
0-49	D	Poor ³³

The steps of data analysis:

1. After the writer assessed the result of the students' vocabulary mastery in pre-test, she found the mean of it.
2. After that, the writer assessed the result of students' vocabulary mastery of each cycle, and found the mean of it.
3. The last step was the writer compared the improvement of students' score on pre-test and each cycle.

In knowing the mean of the students' score, the writer used the following formula :

$$\text{Score}(x) = \frac{\sum xi}{N}$$

³³ Sunardi, Zainal Arifin and Eni Rosnija, "Teaching vocabulary mastery in PBS, FKIP Tanjungpura University, Pontianak," Vol. 2 no. 1 (2013), p.5.

Where:

\bar{X} : Mean

$\sum xi$: Total Score

N : Total Number of Sample



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Researchers describe several research results related to the using of authentic materials to improve students' vocabulary mastery at SMA Negeri 4 Pinrang. The research began with observations of the object of research. This is intended to determine the of students' vocabulary mastery at SMA Negeri 4 Pinrang which is used as the basis for implementing actions in the Classroom action research used in this research.

The study was conducted in SMA Negeri 4 Pinrang. The goal is to find out the using of authentic materials to improve students' vocabulary mastery either effective or not to be used as media. The data collection in this study used an observation sheet that has been compiled by the researcher based on the theoretical basis and validated.

Some of the actions carried out by researchers in the class, namely;

1. Planning,
2. Action,
3. Observing,
4. Reflection.

The four stages have been carried out by researchers at SMA Negeri 4 Pinrang for Class IPS 1 which total students of 20 students, the first step in data collection was to make preliminary observations, namely the *pre-cycle* is carried out to find out the ability of students before being given *action treatment*. After preliminary observations, then give treatment to the students

The research actions have been taken to students for 2 cycles by collaborating with teachers, the following below an explanation of each steps of the stages which called as cycle in the using of Authentic Materials in improving language skills in children at SMA Negeri 4 Pinrang.

1. Implementation of Authentic Materials at SMA Negeri 4 Pinrang

The use of Authentic Materials is the first discussion in this section, the researcher describes the use of Authentic Materials with a descriptive approach to activities / activities as a result of research conducted at the research location, namely SMA Negeri 4 Pinrang, these action activities can be seen in the table below;

Table 4.1 Action Schedule Time

No	Day / July, 2022	Meeting	Material
1.	Monday, 3 rd	First	Authentic Materials (Drink)
2.	Wednesday, 5 th	Second	Authentic Materials (Food)
3	Monday, 10 th	Third	Authentic Materials (Drink)
4	Wednesday, 12 th	Four	Authentic Materials (Food)

Source : *Primer Data*

The schedule above was the real condition which did by the researcher. It use has been carried out in accordance with the planning prepared in the previous research proposal, the action activities carried out cannot necessarily be carried out, researchers are required to prepare the media in advance, so that some actions need to be taken. The actions given in theory are in accordance with the procedures for

teaching illustrated media that have been presented in the explanation of the theoretical framework in the previous section.

a) Cycle I

1) Planning

The first stage in cycle I is planning which an important activities and also be a part of classroom action research, planning as a basis for observations on students vocabulary mastery using conventional media or media for teacher teaching methods before the contribution of researchers to the institution.

The planning that has been carried out was clearly known as the learning process and results in the class of students Class XI IPS SMA Negeri 1 Pinrang. Observations were made during classroom learning and outside the classroom. Researchers used observation sheets to look at indicators of students' vocabulary mastery.

The results of planning stage carried out in stages in collaboration with the teacher as a supporting object in action planning which explained the following below:

- (a) Researcher consults the RPPH to Teachers.
- (b) The researcher explains the stages of the action to be carried out in the classroom
- (c) The researcher explains some of the indicators that are the reference material for the action.
- (d) The researcher shows the types of authentic media and how they are implemented in children.
- (e) Researchers showed indicators of assessing students vocabulary mastery to teachers.

(f) Researchers and Teachers agree on all aspects of the planning stage to be used as a reference in carrying out actions which determine authentic materials in teaching procedural text for knowing the vocabulary mastery.

Based on the results of the plan, teachers and researchers discussed and collaborated the ideas which result that, the media used for developing students vocabulary mastery was authentic materials used snack packaging.

The media was more interactive media was needed. This has become the planning used in this research proposal and then becomes part of the solution to develop students vocabulary mastery.

Based on the results of preliminary observations made by researchers. During the learning process, students seem less enthusiastic in following instructions by the teacher. The students feels less interested in following the directions given by the teacher, it not look procedural direction or a persuading direction. In addition, students also find it difficult to understand some words spoken by the teacher.

Learning to improve student's vocabulary mastery is carried out by providing media and illustrated media that are considered to be able to provoke students to be more interactive. This is obtained from the results of observations and is part of the solutions provided by teachers and researchers directly before the implementation of actions. students still experience boredom in following the teacher's way of stimulating students vocabulary mastery in classroom activities.

Based on the explanation above, the researcher agreed to use Authentic Materials media to improve children's language skills. The media is

assumed to be able to improve children's visuals to participate in the Authentic Materials activity properly.

2) Action

After planning well, and collaborating with teachers to create different learning model by including teaching media, the researcher then took action on the students class XI IPS of SMA Negeri 1 Pinrang.

The implementation of this first cycle of action, the researcher acts as the leader of the class in teaching and learning activities. The researcher performs actions with the stages of the RPP showed. The actions of the first and second in cycle I of the meeting one is describe below:

- (a) The researcher come in to the classroom and conducts opening activities
- (b) The researcher introduces the students in simple language which easy to be understood.
- (c) The researcher explains some rules and directions for the students.
- (d) The researcher describes the objectives of the learning.
- (e) Researchers stimulate students english perform by conducting brief interactions.
- (f) The researcher introduces the way of using media in learning.
- (g) The students gett close attention to the media introduced by the researcher.
- (h) The researcher asked the students to find out the authentic materials around their school.
- (i) The researcher asked the students to collect the snack packaging based on the type of drinking and food.
- (j) The researcher teach the students to understtand the procedural guided inform by the snack packaging.

(k) The students explained the procedure of the snack packaging they took from the school environment. More specific of the students action explained below:

- (1) Students read the procedure of the Text mention behind the packaging of the food and drink.
- (2) Students translate into Indonesian the procedure of making food and drink on packaging.
- (3) Students try to memorize about the procedural mention on the packaging.
- (4) Researcher asked the students to mention several vocabulary.
- (l) The researcher evaluate the student based on the snack packaging they chosen.
- (m) The researcher observe the students activities during the classroom interaction
- (n) The researcher sums the evaluation answered by the students
- (o) The researcher closed the classroom activities.

The action of cycle I at the first and second meetings is carried out on differently using the same material of snack packaging chosen by the students.

3) Observation

The researcher observes some of the actions that have been carried out in the action and through the observations made by the teacher to the researcher during the action. The use of the authentic media in developing students vocabulary mastery. In the implementation of the first cycle of action, the first meeting and the second meeting of the researchers taught the

procedural text which students took from their area either drinking or food.

Observations are not only on student activities but also on researchers' activities in teaching. What is observed is the use of authentic materials media. In addition, action activities are also inseparable from teacher supervision.

Based on these activities, an overview of the class of learning is obtained explained below: Researchers have carried out teaching activities by emphasizing aspects of procedural text properly, namely in a conceptual way. That is, the researcher teaches with a clear and planned direction and purpose. Researchers have also tried to create learning effectively and communicatively and tried to invite students to be active in following the learning process. The evaluation carried out is also in accordance with the objectives to be achieved, but the results of observations by teachers and researchers some students still look difficult in understand the procedur of the snack packaging they choosed.

4) Reflections

Based on the results of the observation of a quantitative approach to students vocabulary mastery with using media as a test. teacher and researcher discussing and reflecting is the need for a more intense repetition of instructions for the students by pointing directly to the child to write and memorize the procedural appear on the snack packaging.

Based on the result on cycle I the researcher conclude to do the cycle II by considering the result of the reflection, the reflection showed that students need more intense repetition of instructions.

b) Cycle 2

1) Planning

The second stage in cycle II was planning which an important activities and also be a part of classroom action research, planning as a basis for observations on students vocabulary mastery using conventional media or media for teacher teaching methods before the contribution of researchers to the institution.

The planning that has been carried out was clearly know as the learning process and results in the class of students Class XI IPS SMA Negeri 1 Pinrang. Observations were made during classroom learning. Researchers used observation sheets to look at indicators of students' vocabulary mastery

The results of the planning carried out in stages in collaboration with teachers in cycle II are as follows:

- (a) Researchers consult on reflection solutions in cycle II.
- (b) The researcher describes some of the questions that are structured to stimulate children to be more active in language.
- (c) The researcher explains some of the indicators that are the reference material for action II adjusted to the evaluation in cycle I.

Based on the explanation above, the researcher agreed to use Authentic Materials media by following the instructions in the first cycle reflection, namely by giving questions briefly and clearly to children to stimulate the vocabulary mastery in using authentic materials.

2) Action

Evaluating the observing stage of actions II, this researcher acts as the leader of the class in teaching and learning activities. The researcher performs actions with urutan the implementation of the actions of cycle II the first and second meeting is as follows:

The researcher come in to the classroom and conducts opening activities

(b) The researcher introduces the students in simple language which easy to be understood.

(c) The researcher explains some rules and directions for the students.

(d) The researcher describes the objectives of the learning and related the previous materials.

(e) Researchers stimulate students vocabulary mastery by conducting brief interactions which related to the procedural text.

(f) The researcher introduces the way of using authentic materials using snack packaging media in learning.

(g) The students get close attention to the media introduced by the researcher.

(h) The researcher asked the students to find out the authentic materials around their school.

(i) The researcher asked the students to collect the snack packaging based on the type of drinking adn food.

(j) The researcher teach the students to understtand the procedural guided inform by the snack packaging.

(k) The students understand the procedur of the snack packaging they took from the school enviorenment. The stage which students did after teaching by the snack packaging can read below:

- (1) Students read the procedure of the Text mention behind the packaging of the food and drink.
 - (2) Students translate into Indonesian the procedure of making food and drink on packaging.
 - (3) Students try to memorize about the procedural mention on the packaging.
 - (4) Researcher asked the students to mention several vocabulary.
- (l) The researcher evaluate the student based on the snack packaging they chosen.
 - (m) The researcher observe the students activities during the classroom interaction
 - (n) The researcher sums the evaluation answered by the students.
 - (o) The researcher closed the classroom activities.

The action of cycle II at the first and second meetings is carried out on differently using the same material of snack packaging chosen by the students.

3) Observation

The researcher observes some of the actions that have been carried out in the action and through the observations made by the teacher to the researcher during the action. The use of the authentic media in developing students vocabulary mastery. In the implementation of the first cycle of action, the first meeting and the second meeting of the researchers taught the procedural text which students took from their area either drinking or food.

Observations are not only on student activities but also on researchers' activities in teaching. What is observed is the use of authentic materials

media. In addition, action activities are also inseparable from teacher supervision.

4) Reflections

Based on the results of the observation of a quantitative approach to students vocabulary mastery with using media as a test. the total of the students which get komulative more than half of it. Based on these activities, an overview of the class of learning is obtained explained below: Researchers have carried out teaching activities by emphasizing aspects of procedural text properly, namely in a conceptual way. That is, the researcher teaches with a clear and planned direction and purpose. Researchers have also tried to create learning effectively and communicatively and tried to invite students to be active in following the learning process. The evaluation carried out is also in accordance with the objectives to be achieved, but the results of observations by teachers and researchers it found that, mostly students already fulfill to write and understand the vocabulary of procedural text which snack packaging they choosed.

b. Students Vocabulary improvement using authentic materials

a) Result data of Cycle I

In the results of the formulation of the second problem, the researcher described the results of the observation of the quantitative approach. In this quantitative approach. Data analysis was an effort which is done by the researcher to embrace the data accurately. The quantitative data taken by the vocabulary used. It will be analyzed by computing the score of procedural text data:

Table 4.2 Result Data of Cycle I

No	Performance Result	Result	
		Frekuensi	Persen
1	Good to Excellent	0	0%
2	Average to Good	3	15%
3	Poor to Average	14	70%
4	Poor	3	15%
Total		20	100

Based on the results of the assessment related to students vocabulary mastery at SMA Negeri 4 Pinrang using authentic materials, it was determined that the results showed that there were 0 students' who were declared in the Good to excellent category, while there were 3 students who in average to good, while 14 students in poor to average than 3 students in poor category. Based on the explanation, the category in dominant for the cycle I was Poor to average.

b) Result of Cycle II

After conducting action refers to the cycle II, the researcher still evaluate the students vocabulary mastery, in the similar test, the researcher showed the data after did the action research.

Meanwhile, in the evaluation activity the researcher explained the data as follows:

Table 4.3 Result Data of Cycle II

No	Performance Result	Result	
		Frekuensi	Persen
1	Good to Excellent	7	35%
2	Average to Good	9	45%
3	Poor to Average	4	20%
4	Poor	0	0%
Total		20	100

Based on the results of the assessment cycle II related to students vocabulary mastery at SMA Negeri 4 Pinrang using authentic materials, it was determined that the results showed that there were 7 students' who were declared in the Good to excellent category, while there were 9 students who in average to good, while 4 students in poor to average than 0 students in poor category.

Based on the results of the second cycle related to students' vocabulary mastery at SMA Negeri 4 Pinrang The researcher accumulate the result based on the Minimum Cumulative score of Curriculum. Based on the researchers' evaluation.

The achievement of the results of these observations became the basis for the researcher.

Based on the results of observations on the evaluation of children's language skills in cycle I and cycle II, the difference in ability improvement can be seen in the following table:

Table 4.4 Result Evaluation

No	Performance Result	Result Evaluation		Improvement
		Cycle I	Cycle II	
1	Good to Excellent	0%	35%	+35%
2	Average to Good	15%	45%	+30%
3	Poor to Average	70%	20%	-
4	Poor	15%	0%	-
Performma %				65%

Based on the table above, the researcher concluded that there was a fairly high increase between the results of students' vocabulary mastery in cycle I and the results of students' vocabulary mastery in cycle II. The number of percentage increased by 65% increase in students' vocabulary mastery during actions carried out during 2 cycles. So it can be explained that using authentic materials of snack packaging can improve students vocabulary mastery at SMA Negeri 1 Pinrang.

B. Discussion

The discussion in this research explained about the result data which identified above, this researcher explained referred to the using authentic materials of snack packaging can improve students vocabulary mastery at SMA Negeri 1 Pinrang. After doing the cycle one and two in this research, the improvement of the students vocabulary mastery. The using of authentic materials which choosen by the students itself can impact to the students comprehending of their vocabulary mastery.

The result data of the first cycle was 70% for poor to average and the lowest score of poor which get 15% from the total students. The first cycle

may caused of the low score because of the limited time for expalining the packaging in the class. Another expalantion about the second cycle which identified that, students for average to good in 45%, and studentd for good to excellent in 35%. It sums that, students get muct iimprovement after teaching by the authentic materials of snack packaging.

Some of the aspect which identified impact to the students improvment because of the authentic materials itself, the materials which related to theirlife easily to be understood than other sources materials.

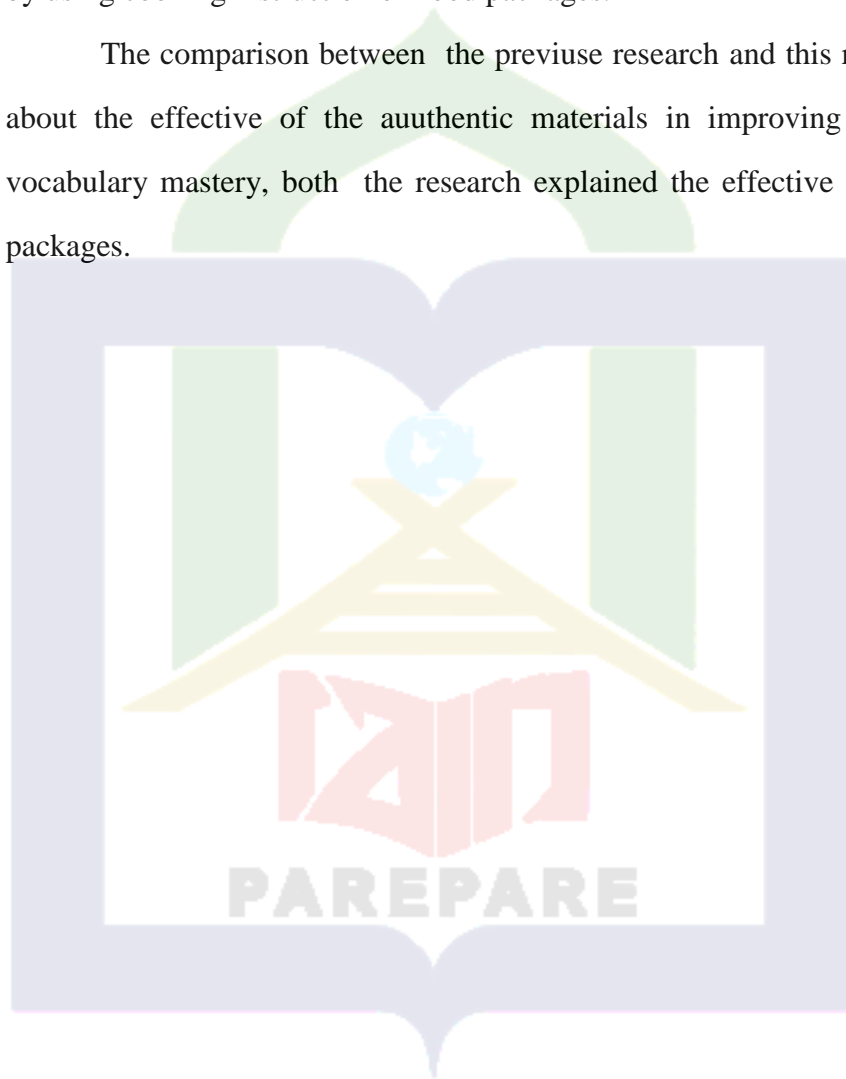
Another explanation that using authentic materials in the classroom. Teacher and researcher try to use it in genuine way in which those materials are designed to. Based on the theory that exposure content will help the sttudens to acquire an effective competence and to bridge the gap between the classroom knowledge and their participation in the real life of the students.

From explanations above, it can be said that authentic materials can be used as a bridge to connect the classroom with the real life situation form the perspective of the student. Moreover, learners will somehow leaving in the real life and deal with the real language and encounter varied situation in which different reading purposes are required. By implementing authentic materials in teaching and learning.

Comparing to the previous research conducting in the second chapter that first research entitled The Use of Cooking Instruction on Food Packages as Media to Improve the Students' Writing taught Procedure Text (A Quasi Experimental Study of the Tenth Grade Students of SMA PGRI 2 Kayen – Pati in the Academic Year of 2014/2015)". The students are confused to

apply the generic structure and language feature and some of them have limited vocabulary, the purpose of the study was to find out the difference in the post test mean score between the students who were taught procedure text by using cooking instruction on food packages.³⁴

The comparison between the previous research and this research was about the effective of the authentic materials in improving the student vocabulary mastery, both the research explained the effective of the food packages.



³⁴Anisa Nur Azizah "The Use of Cooking Instruction on Food Packages as Media to Improve the Students' Writing taught Procedure Text (A Quasi Experimental Study of the Tenth Grade Students of SMA PGRI 2 Kayen – Pati in the Academic Year of 2014/2015)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of classroom action research that has been carried out in two cycles with the title The Using of authentic materials to improve students' vocabulary mastery at SMA Negeri 4 Pinrang. Based on the results of classroom action research that the action using the 2 cycles mentioned fulfill. The evaluation scores of students vocabulary mastery get improve of (+65%) while in the category developing as expected to experience increase. Based on the results of class action research using the 2 cycles mentioned above, it turns out that authentic materials has been formulated to is proven that, authentic materials by using snack packaging can improve students vocabulary mastery at SMA Negeri 1 Pinrang.

B. Suggestion

Based on the conclusion above, the researcher offer suggestion to:

1. The teacher

The teacher may use authentic materials for teaching students for interesting media, by inovated and creating more authentic material can improve the students vocabulary mastery.

2. Next Researcher

Next researcher should identify another aspect of authentic materials as learning sources at class.

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APPENDICES



Appendix 01 : Description of Research Location

The description of the location research was edited by the researcher which conducted from previous research, the researcher put several profile to explain detailed about the SMA Negeri 4 Pinrang. The research location was conducted at SMA Negeri 1 Suppa, which was established in 1991 and inaugurated on August 10, 1991 by Prof. Dr. Hasan Walonono, Director General of Primary and Secondary Education:

No	Name	Periode
1	Drs. H. Sappe Beddu	05 Desember 1991 s.d 17 November 1998
2	Drs. H. Syarifuddin Caco	18 November 1998 s.d 16 Maret 2005
3	Drs. H. Mahmud Bandu, M.Pd.	17 Maret 2005 s.d 20 Agustus 2009
4	Drs. Bahri Bohari, M.Pd.	21 Agustus 2009 s.d 22 April 2014
5	Drs. Muhammad Aris, S.Pd. M.Pd.	23 April 2014 sampai sekarang

This school was fulfill from the Decree of the Regent of Pinrang No. 410/71/2014 dated January 10, 2014 concerning changes in the declaration of state high schools (SMAN) in Pinrang Regency. So it was renamed to SMA Negeri 4 Pinrang.

Vision, Mission of SMA Negeri 4 Pinrang

SMA Negeri 4 Pinrang has a Vision and Mission in building a school, namely as follows:

a) Vision of SMA Negeri 4 Pinrang

"Religious, accomplished, professional and scientific that rests on the culture of the Indonesian nation"

b) Mission of SMA Negeri 4 Pinrang

- a. Increase faith and devotion to God Almighty .
- b. Fostering noble morals and ethics .
- c. Improve a conducive learning and teaching atmosphere .
- d. Develop a professional attitude .
- e. Improving student achievement in order to foster a competitive attitude.
- f. Fostering scientific attitudes that rely on the culture of the Indonesian nation

3. Education Condition

The learning process is at the core of the educational process in high school as a whole. Educators as one of the educational components that play an important role, because they are a determining factor for the success of an education for students. Currently, all fields of study at SMA Negeri 4 Pinrang are taught by educators who have high competence and dedication, they are scholars from various universities, both public and private. And some educators have also studied S1 and S2. The number of educators at SMA Negeri 4 Pinrang is 37 people with different educational backgrounds.

4. Condition of facilities and infrastructure

UPT SMA Negeri 4 Pinrang showed the condition of the facilitation:

Tabel 1 Prasarana UPT SMA Negeri 4 Pinrang

No	Nama Prasarana	Keterangan	Panjang	Lebar	Status Kepemilikan
1	LAB-BIOLOGI	Baik	18	10	Milik
2	LAB-FISIKA	Baik	15	10	Milik
3	LAB-KIMIA	Baik	18	10	Milik
4	MUSHOLLAH	Baik	15	20	Milik
5	R-BK	Baik	6	4	Milik
6	R-KEP	Rusak Berat	6	4	Milik
7	R-Komputer	Baik	15	10	Milik
8	R-KOPRERASI	Baik	6	4	Milik
9	R-PERPUS	Rusak Berat	15	10	Milik
10	R-TU	Rusak Berat	6	4	Milik
11	R-UKS	Baik	2	2	Milik
12	RG	Rusak Sedang	15	10	Milik
13	RUANG OSIS	Baik	8	6	Milik
14	WC-GL	Rusak Berat	1,8	1,3	Milik
15	WC-GP	Rusak Berat	1,8	1,3	Milik
16	WC-SL	Baik	1,8	1,3	Milik
17	WC-SP	Baik	1,8	1,3	Milik

No	Nama Prasarana	Keterangan	Panjang	Lebar	Status Kepemilikan
18	X IPA1	Baik	15	10	Milik
19	X IPA2	Baik	15	10	Milik
20	X IPA3	Baik	15	10	Milik
21	X IPS 1	Baik	15	10	Milik
22	X IPS2	Baik	15	10	Milik
23	XI IPA1	Rusak Sedang	15	10	Milik
24	XI IPA2	Baik	15	10	Milik
25	XI IPA3	Baik	15	10	Milik
26	XI IPS1	Baik	15	10	Milik
27	XI IPS2	Baik	15	10	Milik
28	XII IPA1	Rusak Sedang	15	10	Milik
29	XII IPA2	Rusak Sedang	15	10	Milik
30	XII IPA3	Rusak Sedang	15	10	Milik
31	XII IPS1	Baik	15	10	Milik
32	XII IPS2	Baik	15	10	Milik
33	XII IPS3	Baik	15	10	Milik

Adapun jumlah peserta didik pada tahun ajaran 2021/2022 adalah sebagai berikut:

Tabel 2 Jumlah Peserta Didik Berdasarkan Jenis Kelamin

L	P	Total
147	285	432

Tabel 3 Jumlah Peserta Didik Berdasarkan Agama

Agama	L	P	Total
Islam	145	282	427
Kristen	0	0	0
Katholik	0	0	0
Hindu	2	3	5
Budha	0	0	0
Konghucu	0	0	0
Lainnya	0	0	0
Total	147	285	432

Sumber : Data PPL 2022, Laporan PPL Mahasiswa

Appendix 2 : RPP

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Negeri 4 Pinrang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPS
Materi Pokok : Teks Prosedur terkait Resep Makanan/Minuman
Alokasi waktu : 2 Jam Pelajaran

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman.	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks resep makanan minuman. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks resep makanan minuman dan
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep.	Menyusun teks prosedur yang benar

C. Tujuan Pembelajaran

Peserta didik (*audience*) mampu mengidentifikasi dan membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dan selanjutnya menyusun teks prosedur tulis, sangat pendek dan sederhana, dalam bentuk resep (*behavior*) melalui scientific approach (*condition*) secara tepat dan benar (*degree*).

D. Materi Pembelajaran

Teks lisan dan tulis teks prosedur berbentuk (a) resep dan (b) manual pendek dan sederhana.

1. Fungsi sosial

Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.

2. Struktur text

Ungkapan baku yang digunakan dalam (a) resep dan (b) manual, dari sumber-sumber otentik.

- a. Menyebutkan tujuan
- b. Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional)
- c. Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan

3. Unsur kebahasaan

- (1) Tata bahasa: kalimat imperatif, negatif dan positif
- (2) Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) manual
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata
- (5) Ejaan dan tanda baca
- (6) Tulisan tangan

4. *Topik*

Makanan, minuman, barang, yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

E. Metode Pembelajaran

1. Flipped Classroom
2. Diskusi
3. Unjuk kerja

F. Media/alat, Bahan, dan Sumber Belajar

Platform : Autentik Materi (Snack Packaging)



G. Kegiatan Pembelajaran

Kegiatan	Deskripsi
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam dan sapaan Peneliti 2. Peneliti mengecek kesiapan peserta didik dan ruangan dalam melakukan pembelajaran. 3. Peserta didik berdoa'a 4. Peneliti memberikan apersepsi: <ul style="list-style-type: none"> - Menanyakan tugas yang telah diberikan pada hari sebelumnya sebagai bahan belajar peserta didik hari ini (flipped classroom) - memberikan gambar dan melakukan tanya jawab hal-hal yang berkaitan dengan topik yang akan dipelajari. 5. Peneliti menyampaikan tujuan, dan penilaian pembelajaran beserta manfaat dari materi yang akan dipelajari.
Inti	<p>Penggunaan autentik materi</p> <ul style="list-style-type: none"> - Peneliti menyuruh peserta didik untuk mencari snack packaging - Peserta didik mendapatkan <i>Snack Packaging</i> - Peserta didik ditunjukkan contoh gambar "how to make noodles" dan "how to make coffee". - Peserta didik mengamati bahan tayangan atau gambar serupa yang sesuai dengan snack packaging mereka. - Peneliti meminta peserta didik untuk menirukan melafalkan beberapa kata penting dalam teks. - Peserta didik menyampaikan hal-hal yang ingin diketahui berkenaan dengan snack yang mereka dapatkan - Peneliti menjelaskan atau memberi jawaban atas pertanyaan-pertanyaan dari peserta didik atau meminta peserta didik lain untuk menjawab. - Peneliti mengaitkan materi dengan kegiatan peserta didik yang didapatkan di lingkungannya. - Peneliti menanyakan pentingnya prosedur dan memastikan adanya minat peserta didik untuk membuat sebuah prosedur/manual - Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur dengan mengerjakan soal-soal yang diberikan.

	<ul style="list-style-type: none"> - Peneliti membagi peserta didik menjadi 2 kelompok (maksimal 5 peserta didik) - Peneliti menayangkan kembali how to membuat sesuai dengan snack packaging mereka. - Peneliti meminta kelompok untuk menganalisis salah satu prosedur dari kelompok lainnya - Kelompok menempelkan hasil diskusi kelompok didepan kelas. <p>Mencipta</p> <ul style="list-style-type: none"> - Peneliti menyampaikan tugas dirumah agar peserta didik mendokumentasikan salah satu kegiatan memasak dirumah dan merangkainya menjadi sebuah prosedur. - Peneliti meminta peserta didik untuk menuliskan prosedur tersebut dengan baik.
Penutup	<ol style="list-style-type: none"> 1. Peneliti menanyakan kesulitan yang dialami peserta didik ketika belajar. 2. Peneliti mengajak peserta didik untuk bersama-sama menyimpulkan materi pembelajaran. 3. Peneliti mengajak peserta didik untuk bersama-sama merefleksi kegiatan pembelajaran yang telah dilakukan. 4. Peneliti menyampaikan kegiatan pembelajaran pada pertemuan yang akan datang

H. Program Remedial dan Pengayaan

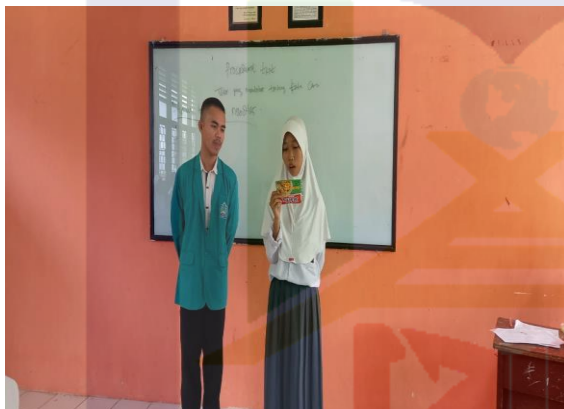
1. Pelaksanaan kegiatan:

- Remedial diberikan pada peserta didik yang belum memenuhi Kriteria Belajar Minimum (75)
- Pengayaan diberikan pada peserta didik yang telah memenuhi Kriteria Belajar Minimum (KBM)

2. Materi Pembelajaran

Teks lisan dan tulis teks prosedur berbentuk (a) resep dan (b) manual pendek dan sederhana

Appendix 3 : Documentation Form



Appendix 4 : Administration Form


KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3282 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBİYAH

Menimbang	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
Meringkat	b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diamanahi tugas sebagai pembimbing skripsi mahasiswa.
Memperhatikan	1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 364 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Peraturan Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Menetapkan	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
Kesatu	MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021; Menunjuk saudara : 1. Dra. Hj. Nanning, M.Pd. 2. Dr. Magdhalena Tjalla, M.Hum Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Wahyu NIM : 18.1300.003 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Using Authentic Material "Snack Packaging" To Improve Student Vocabulary Mastery At MTs Al-Taqwa Jempur Pivang
Kedua	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi.
Ketiga	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
 Pada Tanggal : 27 Agustus 2021


 Resduding



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PINRANG**

Jalan Andi Waweng No.7 ☎ (0421) 3313782 Suppa Kab.Pinrang 91272
Email : sman4pinrang@gmail.com

SURAT KETERANGAN

No. 070/205-UPT SMA.04/PRG/DISDIK

Yang bertanda tangan dibawah ini Kepala UPT SMA Negeri 4 Pinrang Kec. Suppa Kabupaten Pinrang menerangkan bahwa :

N a m a	: WAHYUDI
NIM	: 18.1300.069
Program Study	: Pend. Bahasa Inggris
Pekerjaan / Lembaga	: Mahasiswa (S1) IAIN Parepare
Alamat	: Jl. Amal Bakti No. 8 Bukit Harapan Kec. Sorong Parepare

Benar telah melakukan Penelitian di UPT SMA Negeri 4 Pinrang dengan judul **"USING AUTHENTIC MATERIAL ; " SNACK PACKAGING " TO IMPROVE STUDENTS VOCABULARY MASTERY AT SMA NEGERI 4 PINRANG "**, tanggal 11 Juli s.d 11 Agustus 2022

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor : **5149/S.01/PTSP/2022** Kepada Yth.
 Lampiran : - Kepala Dinas Pendidikan Prov. Sulsel
 Perihal : **Izin penelitian**

di-

Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : b.2346/in.39.5.1/pp.00.9/07/2022 tanggal 05 Juli 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **WAHYUDI**
 Nomor Pokok : **18.1300.069**
 Program Studi : **Pendidikan Bahasa Inggris**
 Pekerjaan/Lembaga : **Mahasiswa (S1)**
 Alamat : **Jl. Amal Bakti No. 8 Soreang, Kota Parepare**

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" USING AUTHENTIC MATERIAL: "SNACK PACKAGING" TO IMPROVE STUDENTS VOCABULARY MASTERY AT SMA NEGERI 4 PINRANG "

Yang akan dilaksanakan dari : Tgl. **11 Juli s/d 11 Agustus 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada Tanggal 11 Juli 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
 Pangkat : **PEMBINA UTAMA MADYA**
 Nip : **19630424 198903 1 010**

Tembusan Yth

1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Aroej Rahadi No. 08 Semping Parepare 91132 telp (0411) 21307 Fax 21404
PO Box 908 Parepare 91100, website: iaiparepare.ac.id, email: iaiparepare.ac.id

Nomor : B.2346/In.39.5.1/PP.00.9/07/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Wahyudi
Tempat/Tgl. Lahir : Kessie, 14 Februari 2000
NIM : 18.1300.069
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Kessie, Kel. Lanrisang, Kec. Lanrisang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "Using Authentic Material: "Snack Packaging" To Improve Students Vocabulary Mastery At SMA Negeri 4 Pinrang". Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 05 Juli 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

CURRICULUM VITAE



Wahyudi, the writer was born on Kessie, 14 February 2000 in Pinrang City South Sulawesi. He is the first Child from three children in his family, his father's name is Alm. ABD. Kadir and his mother's name is Wahida Madong. He is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. His education background, He began his study on 2007 at SDN 178 Lanrisang, and graduated on 2012 and then continued his study in MTs At-Taqwa Jampue 2013-2015 and MA At-Taqwa Jampue graduated on 2018. Then continued his study at Tarbiyah Faculty of IAIN Parepare and completed his study with the title "Using Authentic Material "Snack Packaging" to Improve Students Vocabulary Mastery at SMA NEGERI 4 Pinrang"