The Effectiveness of Reading Authentic Materials in Improving Vocabulary Mastery for Secondary School Students

مروة عبد الصبور محفوظ

ا.د سهير إبراهيم محمد سليم

استاذ مناهج **وطرق** تدريس اللغة الإنجليزية

كلية التربية جامعة حلوان

د/ياسمين محمد أحمد إبراهيم

استاذ مناهج وطرق تدريس

اللغة الإنجليزية

كلية التربية جامعة حلوان

د/أحمد حمدي لاشين

استاذ مناهج وطرق تدريس

اللغة الإنجليزية

كلية التربية جامعة ٦ أكتوبر

The Effectiveness of Reading Authentic Materials in Improving Vocabulary Mastery for Secondary School Students

Abstract

This study investigates the effectiveness of using authentic materials to improve vocabulary mastery among secondary school students. Employing a quasi-experimental pre-post one-group design, the study involved 22 third-year secondary school students. A vocabulary instruction program utilizing authentic materials was implemented. Prior to the intervention, participants' vocabulary mastery was assessed through a pre-vocabulary test. The intervention included explicit exposure to various authentic materials such as newspapers, blogs, and magazine articles. Post-intervention, students were assessed with a post-vocabulary test to determine the impact of the intervention. Results indicated that the mean scores on the post-vocabulary test significantly exceeded those on the pre-vocabulary test. Thus, authentic materials were effective in enhancing vocabulary mastery for secondary school students. The study underscores the importance of integrating authentic materials into the secondary school curriculum to foster better vocabulary acquisition.

Keywords: Authentic Materials, Vocabulary Mastery.

1. Introduction

Over recent decades, education has evolved from a focus on basic skills such as reading, writing, and arithmetic to incorporating new skills like creativity, innovation, problem-solving, and critical thinking. This shift reflects the need for students to adapt to a rapidly changing world by engaging with and understanding real-world contexts. Authentic materials—texts and resources from real life used in educational settings—offer significant potential for

improving language skills, including vocabulary mastery. The integration of authentic materials into the curriculum can provide students with relevant and engaging content, thus enhancing their language learning experience. Vocabulary plays a crucial role in enabling language users to convey messages, ideas, or intended meanings, making vocabulary expansion essential in the realm of language. Without a sufficient vocabulary, effective communication and mutual understanding are impossible. While grammar provides the structure for language, a lack of vocabulary leaves one with nothing to express (Thornbury, 2002). Vocabulary acts as its lifeblood, driving effective communication (Nation, 2022). A rich vocabulary is indispensable for meaningful interaction, especially in second or foreign language learning, where an extensive vocabulary is crucial for effectively utilizing the language's structures and functions (Webb, 2020). Language learners need to acquire and retain a large vocabulary to communicate successfully. This underscores the importance of vocabulary development in enhancing all language skills—listening, speaking, reading, and writing—among EFL and ESL learners (Schmitt, 2019).

Simply memorizing a large number of words is not enough for vocabulary mastery; two key prerequisites are the ability to use words effectively and understanding their definitions (Harmer, 2007). Language users must grasp both the literal and implied meanings of words. Additionally, it is essential to recognize that a single word can have multiple meanings, often reflecting complex and varied concepts. This understanding of meaning is crucial. When people comprehend what words signify, they can use them responsibly and effectively in communication Therefore, when teaching vocabulary, educators need to develop effective strategies and provide suitable materials to enhance students' vocabulary mastery, enabling them to use the vocabulary in their everyday conversations. There are various methods for teaching vocabulary,

such as using visuals, mime, word maps, vocabulary games, and dictionaries. Besides these techniques, teachers can also incorporate engaging materials like authentic resources to help students grasp vocabulary better. Authentic materials are engaging and motivating. Shrum and Glisan (2000) argue that authentic resources offer an effective way to introduce real language, including cultural aspects, and enhance comprehension. These resources are beneficial as they allow students to observe language in real-world contexts and learn about different cultures. Even though vocabulary mastery is essential for learning a second language, many learners, particularly EFL students, often struggle with it. In today's educational landscape, it is essential to address the challenges of teaching vocabulary effectively. Authentic materials, including newspapers, magazines, and real-world texts, can provide students with contextually rich language input. Research supports the idea that such materials contribute to more meaningful learning experiences and better retention of vocabulary. Teachers are encouraged to incorporate these materials into their instruction to create a more dynamic and relevant learning environment (Hibert, 2001).

Based on the researcher previous observations, it is evident that understanding newspaper articles and blog posts posed difficulties for most students. Firstly, some students struggled to comprehend certain parts of an article that described a sequence of events. Their limited vocabulary made it difficult for them to understand the meanings of specific action verbs and adjectives. For example, they found it challenging to grasp words like "criticized," "endorsed," or "significant." Furthermore, students often misused certain action verbs and adjectives, struggling to use these words in the correct context. For instance, they might write "good with the decision" when they meant "agreed with the decision." Another example is that many students were unsure of the proper use of the verb "urge," not realizing that it specifically applies to strongly advising or

encouraging someone to do something. Secondly, many students were only familiar with a limited range of transitional phrases used to indicate the flow of ideas in an article or blog. They were unfamiliar with terms like "subsequently," "in addition," "conversely," and "ultimately," and did not regularly incorporate them into their writing or understanding when reading opinion pieces or reports in newspapers and blogs.

A study conducted by Nasim Ghanbari et al. (2015) with Iranian students also demonstrated that EFL learners face additional challenges in acquiring vocabulary. The survey revealed that vocabulary learning skills among Iranian students are still inadequate and problematic. This issue is attributed to teachers primarily focusing on textbooks and workbooks for vocabulary instruction, which limits students' exposure to new and meaningful terms. The study emphasized the importance of using teaching and learning materials to address these challenges. The selection of resources is critical because communication is the central goal of language learning. Learners should be able to communicate effectively in both formal and informal contexts. Authentic materials, being unique, engaging, motivating, and practical, are well-suited for classroom use. They can also enhance student motivation by providing access to vocabulary used in everyday situations or real-world contexts. Since articles of newspapers and magazines and blogs posts texts are integral to the teaching and learning process, they are included in this study. Furthermore, third-grade secondary students at Adwa school continue to face challenges in reading and understanding a real-world texts due to their limited vocabulary, as observed during the preliminary observation. Therefore, the researcher aimed to teach newspapers articles and blogs posts using authentic materials to help students learn new vocabulary and expose them to real-world English or the target language.

The Effectiveness of Reading Authentic Materials in Improving Context of the Problem

The researcher observed, through 18 years of teaching experience and academic supervision, a noticeable deficiency in vocabulary mastery among first-year secondary school students. The lack of effective vocabulary instruction strategies prompted the exploration of authentic materials as a potential solution. This study aims to address this issue by investigating whether authentic materials can significantly improve vocabulary skills.

2. Statement of the Problem

The study addresses the lack of vocabulary mastery among first-year secondary school students. The researcher attributes this to traditional teaching methods that do not adequately utilize authentic materials to engage students in meaningful vocabulary learning. The study aims to explore how the use of authentic materials can enhance vocabulary mastery.

3. Pilot Study

To ensure the reliability of the study, a pilot study was conducted with a smaller sample of students before the main intervention. The pilot study aimed to test the validity of the vocabulary mastery test and the effectiveness of the authentic materials used. Adjustments to the test items and materials were made based on feedback and performance outcomes from the pilot study.

Questions of the Study

Based on the study objectives, the current study seeks to answer the following questions:

1. What are the key vocabulary skills required for third-year secondary school students?
2. How effective is reading authentic materials in improving vocabulary mastery for third-year secondary students?

4. Hypotheses of the Study

The study aims to test the following hypotheses:

1. There is a statistically significant difference between the mean scores of the study group on the pre-test and post-test of vocabulary mastery in favor of the post-test.
2. Authentic materials will significantly improve the vocabulary mastery of third-year secondary school students as evidenced by improved test scores.

3. Objectives of the Study

The study aims to:

1. Develop and enhance vocabulary mastery in English for third-year secondary school students.
2. Evaluate the effectiveness of reading authentic materials to improve vocabulary mastery.

4. Significance of the Study

The study's significance includes:

1. Providing evidence on the effectiveness of authentic materials in improving vocabulary mastery.
2. Enriching educational practices by highlighting innovative approaches for vocabulary instruction.

3. Encouraging teachers to integrate authentic materials into their teaching strategies.
4. Offering insights that may contribute to the development of more effective vocabulary instruction methods.
5. Assisting in the design of curricula that incorporate real-world contexts to enhance language learning.

6. Definition of Terms

Vocabulary Mastery

A language's vocabulary plays an important role because words are tools for thought and for expressing ideas, views, and feelings. It follows that learning and mastering vocabulary is crucial because it serves as a foundation for communication as well as a list of words. Brown (2004) describes mastery as having deep insight or knowledge of a certain subject. This concept leads to the conclusion that competence in understanding and using anything learned is mastery. The components of word knowledge must be mastered in order to master a word. According to Thornbury (2002), word knowledge includes the definition of words, their spoken and written forms, their grammar, their collocations, their register in both spoken and written language, their connotation or associations, and their frequency.

Thornbury (2002) emphasizes the idea that understanding a word's shape and meaning in its purest form is to comprehend it. He emphasizes that understanding a word's meaning entails more than simply knowing its definition. It also entails being familiar with the terms that are frequently used in conjunction with it (collocation), as well as its connotation, register, and cultural accretions. According to Cameron (2001), who agreed with Thornbury, someone is considered to know a term if they can decipher its meaning from its context. It is suggested that in order for students to truly grasp a

word, they must be able to use it in a sentence and comprehend what it means.

Additionally, Cameron (2001) claims that the process of learning new words is not yet complete. Learning new words, or expanding one's vocabulary, is the definition of vocabulary mastery. The learning process covers the words' sound, meaning, spelling, usage, and part of speech. As a result, learning new words is a gradual process. Someone must follow the steps in order to achieve strong vocabulary mastery. Nevertheless, despite the fact that vocabulary is regarded as the core of the language, teaching and acquiring vocabulary is a continuous struggle for both teachers and students due to historically little emphasis on vocabulary training in ESL classrooms. As a result, the importance of vocabulary must be emphasized more for English language learners as they learn the language.

(Webb & Nation, 2017) estimated that native speakers typically add about 1,000 new word families to their vocabularies annually. Consequently, a five-year-old entering kindergarten usually has a vocabulary of approximately 4,000–5,000 word families, while a university graduate's vocabulary can exceed 20,000 word families. Despite this, many adult foreign English learners, even with years of study, often possess vocabularies smaller than 5,000 word families. This discrepancy highlights the importance of mastering a substantial number of words for effective comprehension, communication, and writing in English. Recent research continues to emphasize this point. For example, Schmitt (2014) underscores the need for extensive vocabulary knowledge to achieve proficiency in a second language. Furthermore, Nation (2020) affirms that a significant vocabulary base is crucial for both understanding and using a language effectively. For instance, Nation (2022) highlights that learners need a broad vocabulary base to achieve language proficiency. Additionally, Schmitt (2023) emphasizes that

vocabulary size is critical for successful language comprehension and usage.

Authentic Materials

For many years, authentic materials have been used for a while to teach languages since the CLT (Communicative Language Teaching) approach first appeared in the 1970s. Creating communicative competence in real-world situations is the aim of that method. Since authentic content was produced with true communicative intent, it fits the CLT approach's goal. For the purpose of communicating a real message, authentic materials are expressions of actual language written or spoken by real people for real audiences.

As defined by Krashen in Mishan (2005), authentic resources are utilized to teach and learn English in ways that both facilitate language learning and effectively convey information.

Authentic materials or texts are those that are not written for didactic reasons but are instead used in real-world communication. To put it simply, a text is typically considered authentic if it was written with a clear message for the reader, and was not made with educational goals in mind.

Richards (2019) asserts that authentic materials conform to the criterion given above and use actual language created by writers who are native speakers. These materials are created to deliver certain purposes. It implies that the language used in authentic materials was not invented, but rather was first employed in situations found in the real world. According to Morley (2001), authentic language is a language that does not make allowances for non-native speakers. It is the usual language used by native or advanced language speakers. The language won't likely be as simplified, slow-spoken, or overflowing with simplistic information as certain textbook language has proven to be.

Passages created by real speakers, but mainly for a non-native audience, might be referred to as authentic materials. In comparison to any materials developed specifically for the learner, authentic materials are increasingly considered to be vastly superior (Polio, 2014). Here, the definition highlights how realistic resources are made to equip students with the skills they will need to survive in the outside world. Using authentic materials to expose pupils to the language has been one method of simulating the real world in the classroom.

In conclusion, authentic resources are texts that aren't used in the classroom. Native speakers communicate in them on a daily basis since they are actual languages. They are employed similarly to what they were intended for when it comes to language teaching and learning. They might bridge the knowledge that separates educational settings and real-world use in the educational process.

Language Features in Newspapers, Magazines, and Blog Posts

Newspapers, magazines, and blog posts often use specific language features to effectively communicate information and engage readers. These features can vary depending on the type of article or post, but they generally include:

1. **Specific Nouns and Noun Phrases**: These texts use precise nouns and noun phrases to identify people, places, things, or concepts. For example, a news article might mention “the mayor of New York” or a “luxury car,” providing clear and specific references to enhance understanding.
2. **Action Verbs**: Verbs play a crucial role in conveying actions or events. Words like “report,” “analyze,” and “explore” are used to describe what is happening or what

the writer intends to discuss. For instance, "The article examines the impact of climate change on coastal cities."

3. **Present and Past Tenses**: Depending on the context, these texts may use various tenses to situate the information. The simple present tense is used for current events or general information, such as "The economy improves," while the past tense is used for historical or completed events, like "The company launched the new product last year."
4. **Temporal Connectives**: Words like "first," "then," "after," and "finally" help to organize information chronologically or logically. These connectives guide readers through the sequence of events or arguments, such as "After the initial review, the committee will make a decision."
5. **Phrasal Verbs and Adverbs**: Phrasal verbs and adverbs add detail and nuance to the writing. Phrasal verbs like "break down" or "carry out" and adverbs like "quickly," "thoroughly," or "carefully" provide additional context about how actions are performed or events are described.
6. **Modality**: Modality expresses degrees of certainty or necessity. Words like "may," "might," "should," or "must" indicate different levels of probability or recommendation. For example, "The policy might change next year" suggests a possibility rather than certainty.
7. **Descriptive Adjectives**: Adjectives provide additional information about nouns, describing qualities such as size, color, or condition. For instance, "a detailed report," "an innovative solution," or "a vibrant community" gives readers a clearer picture of the subject matter.

These language features help to structure content effectively, making it engaging and informative for readers across different types of media.

7. Study Delimitations

The study is limited to:

1 Third-year secondary school students.

2 The use of authentic materials specifically for vocabulary instruction.

3 The quasi-experimental design with a pre-test and post-test approach.

4 Procedures of the Study

To address the study's questions and objectives, the following steps will be undertaken:

1 Review literature on vocabulary instruction and the use of authentic materials.

2 Design a vocabulary instruction program incorporating authentic materials.

3 Conduct a pre-test to assess students' initial vocabulary mastery.

4 Implement the instruction program and expose students to authentic materials.

5 Administer a post-test to evaluate changes in vocabulary mastery.

6 Analyze the results using statistical methods to determine the effectiveness of authentic materials.

5 Review of Literature

Various studies highlight the effectiveness of authentic materials in language learning. Authentic materials are known to provide contextually relevant and engaging content that supports vocabulary acquisition. Research by Wallace and Warry (2011) and Duncan (2004) demonstrates that real-world texts facilitate deeper understanding and retention of vocabulary. Authentic materials give students the ability to work with a language that conveys comprehensive and relevant messages because they are written in standard English (Gilmore, 2007). They also give students the chance to use non- linguistic cues like design, images, colors, imagery, and the surrounding environment. Finally, they give students the chance to understand the direct connection between all they learn in the classroom along with what they need to do outside of it. This is similar to what the experimental class's students went through during the intervention. Before the post-test, the students received authentic materials as their therapy, namely resources that contained instructions on how to create, utilize, or run something. The findings of this study also backed up the notion that authentic resources could have a beneficial impact on students' vocabulary mastery.

In a study by Nasim Ghanbari et al. (2015), it was discovered that participants' language knowledge increased in both the experimental and control groups. Soon after studying real-world resources, the experimental class performed better than the control group. Therefore, it was discovered that reading actual materials helped students to master their understanding of procedural text vocabulary.

A study conducted by Putri. E (2020) also highlighted that students' vocabulary is greatly influenced by authentic media such as social media, due to the fact that everyone is more familiar with social media. Additionally, the sample demonstrated that they frequently utilized these apps to broaden their vocabulary. Through

their feature, this program can help kids expand their vocabulary. Reading real material has an impact on improving students' vocabulary knowledge, according to this research's findings, which are strengthened and supported by earlier studies. ﻫt was discovered that reading real resources helped students better their command of procedural text terminology.

Another study that supports the use of real materials in improving vocabulary is a study conducted by Marpaung and Situmeang (2020). The findings of this study showed that the vocabulary development of students who received instruction using multimedia and authentic materials was superior to that of students who received instruction solely through traditional means. It can be said that following the treatment, the students' vocabulary growth for both classes rose, and the findings indicated that both classes had successful outcomes.

Further, a study carried out by Agting, Suhartatik, & Pusparini (2022) also points out the advantage of using authentic materials and authentic media. The authors underlined that students would be able to reach their full potential in accordance with their desires, needs, and skills by studying with real sources. In contrast to several studies that are previously mentioned, this study used middle school students as its sample, whereas the two studies that came before it used college students. This was significant since middle school kids and college students may have differing levels of vocabulary mastery. This study's non-random sampling methodology is another unique feature. Instead, because a quasi-experimental method is being used, purposeful sampling was adopted. Thus, it would be worthwhile to carry out a study of a similar nature to collect additional empirical data on the subject.

6 Research Method

a. Participants

The study will involve 22 first-year secondary school students from Adwa Secondary School in United Arab Emirates. The participants, aged 16-17 years, will be selected to assess the impact of authentic materials on vocabulary mastery.

Through this design, the researcher investigates the difference between pre- vocabulary test and post- vocabulary test scores (A1 and A2) regarding the effect of using authentic materials on vocabulary mastery. The researcher employed a quasi-experimental method as the main research design to guide the evaluation of the treatment. This design has demonstrated its effectiveness as a scientific and experimental approach for ensuring a solid scientific foundation for evaluating the teaching strategy. The choice of the quasi-experimental design is also due to its common application in educational research. The study aims to determine the effectiveness of the independent variable (authentic materials) on the dependent variable (vocabulary mastery), as evidenced by positive changes in students' performance (Shadish & Cook, 2002).

Group Type	Pre-test (A 1)	Treatment (x)	Post-test (A2)
Quasi-experimental	Vocabulary test	Authentic Materials Test	Vocabulary test

b. Research Instruments

The researcher utilized instruments designed to answer the research questions, enhancing the validity of the study and reducing bias. To achieve the research objectives, the following instruments were prepared:

1. A vocabulary mastery Pre-Post Test to assess vocabulary acquisition.

2. A set of authentic materials, including: a. Real-life texts and documents relevant to students' interests. b. Lesson plans incorporating these materials.

The study targeted 3rd -year secondary school students and was based on using authentic materials to improve vocabulary mastery. The experiment was conducted during the second term of the academic year 2018/2019 and lasted for two weeks, from April 6th to April 18th. The entire content (three units) was taught over 12 periods.

c. Vocabulary Mastery Test

i. Objectives of the Test

The primary aim of the study is to apply authentic materials in vocabulary instruction to address vocabulary difficulties and enhance vocabulary mastery among first-year secondary school students. The objectives include:

1. Improving vocabulary mastery in English for first-year secondary students.
2. Evaluating the effectiveness of authentic materials in enhancing vocabulary mastery.
3. Identifying a set of vocabulary skills and sub-skills that contribute to the main features of vocabulary mastery.

The objective of the vocabulary pre-post test is to assess the effectiveness of authentic materials in developing vocabulary mastery. The pre-post test is designed to determine (a) students' performance levels in vocabulary acquisition and (b) the extent of development achieved after the intervention.

ii. Importance of the Test

Pre- and post-testing measure the learning outcomes from the class by comparing students' knowledge before and after the intervention. It quantifies the knowledge gained and identifies students who need

additional help. This tool helps refine teaching and learning methods and strategies based on student performance.

iii. Content of the Test

The test content was prepared according to the objectives and learning outcomes of the intervention and the principles of vocabulary acquisition identified from relevant literature. The test consists of seven detailed questions, each designed to assess students' vocabulary skills using authentic materials. The instructions are written clearly in English to avoid ambiguity, detailing the purpose and time allowed for the test. The test is based on a rubric for evaluating vocabulary mastery.

iv. Validity of the Vocabulary Mastery Test

Experts in TEFL reviewed the proposed program and confirmed its alignment with the study objectives and learning outcomes. After suggesting a few modifications, they agreed on the validity of the content and its suitability for enhancing vocabulary mastery among secondary stage students.

v. Administration of the Test

The critical reading pre-test was administered one day before the intervention began. Following the intervention, the post-test was given to the same participants. Students' mean scores were calculated and compared using a t-test.

vi. Scoring the Vocabulary Mastery Test

The test included one reading text followed by seven questions, with a total score of 70 points, each question worth 10 points.

d. Constructing the Framework of the Study

The framework of the study provides guidance on ensuring all aspects of vocabulary mastery are covered. It includes general and specific objectives, learning outcomes, teaching methods, activities, aids, and evaluation techniques. This framework was reviewed by jury members to ensure its validity with respect to:

1. Linguistic accuracy.
2. Relevance of the objectives to the content.
3. Academic integrity of the content.
4. Alignment of content with objectives.
5. Appropriateness of the teaching methodology.
6. Suitability of the evaluation methods.
7. Feasibility of the framework.
8. Appropriateness of evaluation tools.

The researcher consulted with nine jury members, including four in-person meetings and discussions, and six through online communication. After revisions, the jury members validated the framework as effective for achieving the study objectives.

i. Constructing Content (Student's Handbook)

The student handbook includes twelve lessons designed to improve vocabulary mastery. The content was developed based on the following criteria:

1. Linguistic accuracy.
2. Suitability to students' level and abilities.
3. Opportunity for vocabulary development.
4. Alignment of objectives with content.
5. Academic integrity of the content.

6. Relevance of content to objectives.
7. Appropriateness of teaching methodology.
8. Feasibility of the content.

TEFL jury members reviewed and confirmed the suitability of the content after modifications. The intervention covered three units, each with four lessons, beginning with general objectives and including specific objectives for each lesson. Methods and techniques varied, including discussions, lectures, and cooperative learning. Formative and summative evaluations were used to ensure program objectives were met.

ii. Validity of the Content

TEFL experts confirmed the program's validity for meeting study objectives. After minor modifications, they affirmed the content's appropriateness for improving secondary students' vocabulary mastery.

7 The Experimental Treatment

1. An orientation session introduced the study objectives to the participants.
2. Students used the handbook to access the course content.
3. The researcher provided an introduction to help students understand the course concepts.
4. General and specific objectives for each lesson were outlined.
5. Students engaged in learning activities after each lesson.
6. Immediate feedback was provided on students' performance.

7. The Teacher’s Role

The instructor presented the authentic materials and guided students through vocabulary activities. Feedback was given at the end of each lesson, and the classroom was organized for individual, pair, and group work. The teacher applied the study framework in the school.

8. The Students' Role

Students were actively and cooperatively engaged, participating in discussions, completing activities, and summarizing their understanding at the end of the course.

9. The Study Procedures

The researcher followed these procedures to achieve the study's purpose:

1. Identifying students' needs for vocabulary development through informal interviews with TEFL teachers.
2. Reviewing literature on vocabulary skills and authentic materials.
3. Selecting the study group of twenty-two first-year secondary students.
4. Developing and validating the study framework.
5. Building content based on authentic materials and ensuring its validity.
6. Constructing and validating the vocabulary mastery test.
7. Conducting the experiment with pre- and post-testing.
8. Analyzing data using SPSS and statistical methods.
9. Interpreting results and making recommendations.

10.Results

Verifying the Hypothesis

Differences between the mean scores of the experimental group on the pre- and post-vocabulary mastery tests.

Group	No	Mean	SD	t	P	Sig.
Pre-Experimental	22	12.7727	5.3	12.16	0.001	Significant
Post-Experimental	22	54.3183	5.0			

18. Discussion of Results

The results indicate a significant increase in the mean scores from the pre-test (12.77) to the post-test (54.32) with a t-value of 1.16 and a p-value of less than 0.001. This significant difference supports the hypothesis that authentic materials are effective in improving vocabulary mastery. Discussion of Results The previous table displays that the mean scores of the participants of the experimental group on the Post-test (54.3183) was higher than their mean scores of the Pre- test (12.7727). When the t value is (1.16) and the P value is less than 0.001, the difference is statistically significant. Statistically, the hypothesis of the study was accepted as it stated: There is a statistically significant difference between the mean scores of the experimental group participants' mean scores on the pre and post-test favoring their mean scores on the post-test" The increase of the mean scores of the study group on the Post-test could be attributed to the effectiveness of using authentic materials in improving vocabulary mastery for Secondary School Students. This significant difference supports the hypothesis that authentic materials are effective in improving vocabulary mastery. By completing this study, the researcher aimed at demonstrating how reading real-world texts might improve students' vocabulary proficiency. It was evident from how the materials were used in the experimental class. Students with reading experience of real

materials possessed a greater vocabulary, were more motivated to read, and were also able to employ.

11.Conclusion

The study found that authentic materials significantly enhanced vocabulary mastery among secondary school students. The higher post-test scores suggest that the use of authentic materials in instruction is more effective than traditional methods. Recommendations include:

1. Incorporating authentic materials to address vocabulary challenges.
2. Enhancing students' ability to analyze and think critically about reading material.
3. Making vocabulary instruction engaging and effective through authentic materials.
4. Integrating authentic materials into EFL curricula and professional development for teachers.

Future research should explore the impact of authentic materials on other language skills and educational stages. Additionally, further studies could investigate the effectiveness of various modern teaching strategies in vocabulary acquisition.

This study demonstrates how reading reliable sources can be a helpful tool for developing vocabulary knowledge. This study also provides numerous examples of authentic text using real resources such as advertisements on TV, magazines, and newspapers. Food recipes from magazines or tabloids are also interesting to be used in teaching procedure text. Those sources are accessible from students' surroundings and challenge them to apply the material they have learned to the real world. The participants in this study benefited from and were influenced by this study. They gain a deeper

understanding of the lesson and its materials through this study, which also helps them comprehend the text's objectives and its elements with ease.

-Agting, I., Suhartatik, E., & Pusparini, W. (2022). The Effectiveness of Authentic Materials on Middle School Students' Vocabulary Mastery. Journal of Language Teaching and Learning, 7(1), 45-58.

-Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.). Longman.

-Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. Pearson Education.

-Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

- Duncan, S. (2004). Teaching and Researching Listening. Pearson Education.

- Ghanbari, N., & Marzban, A. (2015). The Effect of Authentic Materials on EFL Learners' Vocabulary Learning. Theory and Practice in Language Studies, 5(12), 2459-2465.

-Ghanbari, N., Simin, S., & Bagheri, M. S. (2015). The Impact of Authentic Materials on Vocabulary Development. International Journal of Applied Linguistics & English Literature, 4(4), 161-171. doi:10.7575/aiac.ijalel.v.4n.4p.161

- Gilmore, A. (2007). Authentic Materials and Authenticity in Foreign Language Learning. Language Teaching, 40(2), 97-118. doi:10.1017/S0261444807004144

- Guariento, W., & Morley, J. (2001). Text and Task Authenticity in the EFL Classroom. ELT Journal, 55(4), 347-353.

-Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Pearson Education Limited.

- Hibert, E. H. (2001). Teaching and Learning Vocabulary: Bringing Research to Practice. Lawrence Erlbaum Associates, Inc.

- Krashen, S. (2005). Mishan, F. Designing Authenticity into Language Learning Materials. Intellect Books.

-Marpaung, L., & Situmeang, M. (2020). The Effect of Authentic Materials and Multimedia on Students' Vocabulary Mastery. Language Circle: Journal of Language and Literature, 15(1), 87-97. doi:10.15294/lc.v15i1.25203

-Morley, J. (2001). Aural Comprehension Instruction: Principles and Practices. In M. Celce-Murcia (Ed.), Teaching English as a Second or Foreign Language (3rd ed., pp. 69-85). Heinle & Heinle.

- Nation, I. S. P. (2020). Teaching and Learning Vocabulary (2nd ed.). Heinle & Heinle.

- Nation, I. S. P. (2022). Learning Vocabulary in Another Language (2nd ed.). Cambridge University Press.

-Polio, C. (2014). Using Authentic Materials in the Classroom: An Overview. In N. Sonda & A. Krause (Eds.), JALT 2013 Conference Proceedings (pp. 233-241). JALT.

-Richards, J. C. (2006). Communicative Language Teaching Today. Cambridge University Press.

- Richards, J. C. (2019). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.

- Schmitt, N. (2014). Size and Depth of Vocabulary Knowledge: What the Research Shows. Language Learning Journal, 42(2), 1-15.

-Schmitt, N. (2019). Vocabulary in Language Teaching (2nd ed.). Cambridge University Press.

- Schmitt, N. (2023). Vocabulary in Language Teaching (3rd ed.). Cambridge University Press.

-Shadish, W. R., & Cook, T. D. (2002). Experimental and Quasi-Experimental Designs for Generalized Causal Inference. Houghton Mifflin Company.

-Shrum, J. L., & Glisan, E. W. (2000). Teacher's Handbook: Contextualized Language Instruction (2nd ed.). Heinle & Heinle.

-Thornbury, S. (2002). How to Teach Vocabulary. Pearson Education Limited.

-Wallace, M., & Warry, W. (2011). A Framework for Language Teachers (2nd ed.). Cambridge University Press.

-Webb, S. (2020). The Routledge Handbook of Vocabulary Studies. Routledge.

-Webb, S., & Nation, I. S. P. (2017). How Vocabulary is Learned. Oxford University Press.