

**THE EFFECT OF USING AUTHENTIC MATERIALS ON THE  
SPOKEN USE OF ENGLISH VERB TENSES FOR ENGLISH AS  
A FOREIGN LANGUAGE AMONG ARAB SECONDARY  
SCHOOL STUDENTS IN MALAYSIA**

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## Abstrak

Kebanyakan murid Arab yang mempelajari bahasa Inggeris sebagai bahasa asing (EFL) di Malaysia menghadapi masalah untuk menggunakan bahasa Inggeris dengan fasih dalam perbualan. Kaedah pengajaran yang digunakan oleh guru bersifat tradisional dan mereka masih menggunakan kaedah terjemahan tatabahasa. Kaedah ini gagal menghasilkan pelajar Arab yang bertutur dengan fasih dalam bahasa Inggeris. Meskipun, terdapat beberapa penyelidikan yang meneliti penggunaan bahan tulen dalam pengajaran bahasa Inggeris dalam kalangan pelajar EFL, namun tidak banyak kajian yang menyelidik kesan penggunaan bahan pengajaran tulen dalam kalangan murid Arab EFL. Oleh yang demikian, kajian ini bermatlamat untuk menyelidiki kesan penggunaan bahan tulen terhadap penggunaan lisan dari aspek sistem kala bahasa Inggeris dalam kalangan murid Arab di sebuah sekolah menengah antarabangsa di Malaysia. Kajian ini juga meneliti cara murid (penutur jati bahasa Arab) mempelajari EFL, persepsi murid Arab EFL dan persepsi guru Arab EFL terhadap penggunaan bahan tulen. Penyelidikan menggunakan reka bentuk kuasi eksperimen. Kumpulan kawalan yang terdiri daripada 25 orang murid diajar menggunakan kaedah konvensional, sementara kumpulan eksperimen yang mengandungi 35 murid diajar menggunakan bahan tulen. Empat jenis bahan tulen yang digunakan dalam pengajaran kumpulan eksperimen selama 18 jam terdiri daripada filem, video, akhbar, dan foto. Praujian lisan, pascaujian lisan serta temu bual berstruktur telah dijalankan ke atas kedua-dua kumpulan. Data yang diperolehi dianalisis menggunakan dua ujian tak berparameter, iaitu ujian Wilcoxon Signed-Rank untuk melihat sama ada sampel adalah berpadanan dan ujian Mann-Whitney untuk melihat sama ada terdapat perbezaan signifikan dalam min ujian lisan kumpulan kawalan dan kumpulan eksperimen. Dapatan memperlihatkan kebanyakan murid Arab EFL yang mempelajari bahasa Inggeris di sekolah menengah antarabangsa tersebut mempelajari bahasa Inggeris melalui teknik hafalan. Guru percaya bahawa bahan tulen boleh membantu murid menggunakan bahasa Inggeris di dalam kehidupan seharian dan murid mendapat motivasi untuk mempelajari bahasa Inggeris. Dapatan pascaujian juga menunjukkan bahawa kumpulan eksperimen mempamerkan pencapaian yang lebih baik dalam penggunaan sistem kala bahasa Inggeris berbanding kumpulan kawalan. Sebagai kesimpulan, penggunaan bahan tulen boleh memberikan murid Arab EFL pengalaman pembelajaran yang merangsangkan dan mendedahkan mereka kepada kepelbagaian dalam kaedah pembelajaran. Kajian ini menyumbang kepada penggunaan bahan tulen terutamanya dalam pengajaran tatabahasa dalam konteks EFL. Guru Arab EFL boleh membantu murid Arab EFL dengan meningkatkan pedagogi guru melalui aktiviti pembelajaran yang lebih menarik, merangsang, interaktif, dan melibatkan murid secara aktif dalam pembelajaran.

**Kata kunci:** Bahantulen, Pengajaran tatabahasa, Sistem kala, Bahasa Inggeris sebagai bahasa asing, Kuasi eksperimen

## Abstract

Many Arab learners in Malaysia, who are learning English as a foreign language (EFL), are struggling to use English language proficiently in conversations. The methodology used by the teachers is largely traditional in nature and they still use grammar translation method. This method failed to produce proficient Arabic learners in English, especially in speaking. Although some studies have been conducted on the use of authentic materials in teaching English to EFL learners, there is lack of research on the effects of using authentic materials among Arab EFL learners. Therefore, the present study aimed to examine the effect of using authentic materials on the spoken use of English verb tenses among Arab international secondary school students in Malaysia. The study also examined the ways native Arab speakers learn EFL, and the perceptions of Arab students and EFL teachers on the use of authentic materials. The present study adopted a quasi-experimental design in which the control group which consisted of 25 students was taught using the conventional method while the experimental group of 35 students was taught English using authentic materials. The four types of authentic materials that were used are films, videos, newspapers and photos during 18 hours of experimental teaching. A speaking pre-test, a post-test and structured interviews were conducted with both groups. The data were analysed quantitatively using two non-parametric tests, which are the Wilcoxon Signed-Rank test for checking whether the data samples were matched and the Mann-Whitney test for comparing any significant difference of the means of the post-test of both groups. Findings revealed that the majority of the Arab EFL learners, who learnt English at the international secondary school, learnt English through memorization. The teachers believed that authentic materials could help the students practice English in real life and the students were motivated in learning English. The findings showed that the experimental group performed better than the control group in using tenses in the post-test. It is concluded that the authentic materials could provide stimulating, and enriching learning experience among Arab EFL learners. The study contributed to the use of authentic materials particularly for grammar teaching in an EFL context. The EFL teachers would be able to facilitate EFL learners by improving their pedagogy in terms of creating more interesting, stimulating, interactive and engaging language learning activities.

**Keywords:** Authentic materials, Grammar teaching, Verb tenses, English as a foreign language, Quasi experiment

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

Authentic materials are used increasingly and rapidly in language teaching in recent years in terms of speaking process. Harmer (2001, p.10) points out that authentic materials are real texts used by native speakers, and have been designed for the speaker of the language. Another grammarian, Celce-Murcia (1996, p. 2), suggests that the use of authentic materials has been shown to result in better interest among students to learn and understand grammar compared to solely relying on books, and classified authentic materials as those materials are not used for the purposes of language learning. Herron and Seay (1991) claim that more exposure to authentic materials improves effectively the teaching of the language and results in better performance in English. Ur (1984) argues that exposure to authentic speech affects second language students to learn best that which has been planned, taking to improve students' ability in speaking. The use of videos, films, songs and newspapers will enhance learners' ability in the target language. Herron and Seay (1991, p. 8) explain that using these materials will involve students in real life. They have to communicate by using various types of authentic materials in the language classroom such as songs, news and weather reports. Moody (1984) highlights that training in the implementation of speaking can be done in a language classroom by teachers who have a wide range of knowledge in using authentic materials.

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