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# Deploying 4C of 21st Century Learning Based on Authentic Materials for Advanced Grammar Classes

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**Abstract**—This study aims at examining the use of authentic materials emphasizing more on the 21st century learning methods, namely 4C: communication, collaboration, critical thinking, and creativity in an advanced grammar class. This is an action research as an effort to increase students' ability. Initial data were obtained from a pre-test. The participants in this study were 51 students of an English Education department. Then, in the teaching and learning processes, authentic materials were used in 4C formatted principles. Initially, the study was offline but forced to go online, due to the Covid-19 pandemic, and the treatment with authentic material was provided with the help of the Google classroom and Google Meet application systems. Data were qualitatively and quantitatively analysed. Qualitative analysis was conducted to observation data, while quantitative analysis was carried out to test scores. The study found that (a) the students tend to be more interested in learning dealing with the authentic material although they found it more difficult than dealing with non-authentic material; (b) students seem to enjoy the learning process as the authentic material are up to date (the content of the information in the texts). Comparing the pre-test and post-test results, the study concludes that the application of the 4C learning method with authentic materials in advanced grammar courses can significantly improve students' grammar ability.

**Keywords** — authentic materials, advanced grammar, 4c

## I. INTRODUCTION

Finding out the level of English competency before entering university is very important as a preliminary benchmark done by English Study Program (PSP). Unfortunately, in the context of undergraduate level there is no university policy that makes the TOEFL score a reflection before studying. Currently, many PSP English students who will complete their education do not have the desired TOEFL score, they have to fight several times to get the desired score (500). There are several reasons why this could happen. First, students do not understand the types of questions in the TOEFL. Second, the lack of exposure or opportunity to discover the facts of the original English text outside of lectures. And finally, the lack of interest in learning is influenced by the learning model that is far from the 4C concept. For this reason, research is needed on the use of

authentic materials with 21st century learning concepts that apply critical thinking, communicative thinking, collaborative thinking and encouraging creativity (4C).

The phenomenon of language in daily life is an authentic source as information or messages sent through existing media. There are different features between authentic texts and educational texts. For the sake of learning, the texts appear in reality are engineered in such a way to make them easier for students to understand certain concepts. Educators understand it to simplify authentic phenomena circulating in real life. The complexity of the concepts contained in authentic phenomena often makes students have difficulty in their understanding, especially for those who are freshmen.

In contrast to novice students who are already juniors and seniors, Freshmen and sophomores need to get more opportunities to deal with this authentic phenomenon. It's time for them to come face-to-face with real-life about language facts. This will be a challenge in itself so that they are more familiar with and understand what a text message is like. The opportunity to apply knowledge of grammar that has been owned so far can be a bridge to understand the phenomenon of language in the realm of its original facts.

Authentic material is believed to be a complement to communicative learning [1]. Besides, it also helps students recognize the realities / facts that really happen that will help students in lifelong education. In addition, the benefits of authentic material are felt to be very beneficial for both students and practitioners; it becomes a bridge between the world of education and the real world. Wulandary [2] tries to describe learning using authentic material in teaching ESP for vocational students. He uses observation, documentation and interviews as data. The findings illustrate that learning is felt to be more communicative. The students looked enthusiastic in the learning process when they were given the task to communicate actively.

Therefore, this study aims to encourage students to become more accustomed to understanding authentic material so that the knowledge of grammar they have learned so far is getting better. The more often they encounter the phenomenon of grammar in real life, it is hoped that the

better their understanding of the grammar will be. Experience will increase skills and understanding.

## II. METHODS

This study is an action research conducted at English Program at a university in West Nusa Tenggara. This was intended to improve the advanced grammar skills of 51 students in an Advanced Grammar course. The students were divided into 2 groups or classes. In implementing this study, the 21st century learning approach, that is, 4Cs (Communication, collaboration, critical thinking, and creativity), was used in the process. Besides, the most important thing in this research was the use of authentic material in the teaching and learning process, especially written texts as learning materials. The use of authentic material was expected to improve students' grammar skills. The following is the teaching procedure:

TABLE I. TEACHING PROCEDURE BASED ON 4C USING AUTHENTIC MATERIAL.

Steps based on 4C components		Teacher and Students' activity	
1 <sup>st</sup>	Collaboration	-	Students were grouped of three or four. - authentic materials were distributed to each group. - Teacher asked students in groups to find out the components of every sentence in the paragraph. Different groups had different paragraphs of the same article from a certain daily news. - This was sentence analysis, breaking down every sentence into words, indicating word classes and their grammatical position in a sentence and phrases. This work had to be done collaboratively in groups.
2 <sup>nd</sup>	Communication	-	Each group had to analyse every sentence in the paragraph. They are conditioned to communicate as they have to investigate components of sentences. - The communication were carried out firstly between group members and then among groups.
3 <sup>rd</sup>	Critical thinking	-	As they were discussing in a group about the problems in deciding what component of grammar of the authentic material they had, students needed to argue if they come to different conclusion facing the same phenomenon in the text.
4 <sup>th</sup>	Creativity	-	As students finished analysing all sentences from a paragraph, they had to present the results and answer questions from the class.
5 <sup>th</sup>	Reflection	-	Teacher conducted a review after all groups finished presenting. He explains if students mislead.

### Data collection and analysis

Data were collected using instruments and used in this study in the form of tests. The initial test used was a test to measure the extent of the grammar ability of the subjects, namely 49 students of the 3rd semester of the English Education study program. The pre-test was carried out at the first meeting and the final test was held at the end of the semester. The final test was attended by 51 students. The

tests used here were a kind of structure test in the form of multiple choices which was mostly like Structure and Written Expression tests in TOEFL. The analysis used in this research is a quantitative analysis using the t-test since the data were in the form of numbers. Two groups of quantitative data obtained from the result of tests were carried out on research subjects, namely: pre-test and the post-test. To get the t-test, several steps were taken by counting the mean of the two data groups, then also calculating the standard deviation of each group. From the available data, the variance and t-test of the two data groups can be calculated.

## III. RESULT AND DISCUSSION

The use of authentic material in this research is a focus besides continuing to carry out learning using the 4C approach because of the demands for quality improvement in accordance with the issues and trends of the 21st century.

### Authentic Materials

Authentic material is learning material that is directly taken from facts or phenomena that occur in the real world, such as news texts published in daily newspapers, both print and electronic media [3]. It can also be in other forms such as song lyric texts, poetry, announcements or signs that are posted in public. Authentic material is considered less suitable when used in foreign language learning unless it has been adjusted so that it is easy to use in class by simplifying the grammar, choosing vocabulary or diction that is appropriate to the student's level. The authentic material used as learning material in this research is news text that is published in English-language daily news channels, both national dailies such as The Jakarta Post or international dailies such as the New York Times (an American publication) or the Herald Tribune (Australian publication).

In reflection stage, most students feel that they found new and interesting experience dealing with authentic text from these daily newspapers. First time, they found the texts difficult to analyse. But after couple of times, they were getting used to the pattern of the texts.

### The Role of Authentic Materials in Grammar Learning

The belief that the use of authentic material in Grammar learning is conveyed by many researchers such as Jacobson [4], Ianaro [5], and Thornburry [6] by providing encouragement to use authentic material in teaching English, including in the realm of Grammar learning. As stated by Ianaro [5], authentic material acts as a link between the real world out there and classroom activities. Thornburry [6] also provides a real example of how we can use authentic material in teaching a grammar discussion. So, the role of authentic material in language teaching, especially grammar, has such an important place.

Regarding the advantages of using authentic material, Richards [7] suggests 5 advantages, namely: 1) it has a positive effect on student motivation; 2) provide information about the original culture of the language culture; 3) provide genuine experience of the language being learned; 4) linking the needs of students to the language being learned; and 5) support more creativity in teaching.

Comparing the theories proposed by scholars above and fact found in the process of implementing the using of authentic materials, there are phenomena found in the implementation of the treatment as follow:

- During the teaching learning process, students tend to be more interested in the authentic materials since they found them new both in vocabulary and the grammar. Vocabulary in the authentic texts is dense. Students found many new words dealing each time they had texts from international daily newspapers. Besides, grammatical components and variation found was more complex than they had had in the previous grammar class. But this did not make them give up on analyzing. Even it made them felt challenged.
- By having the materials from the daily newspaper that are always up to date, students find it two benefits: new information and vary of grammatical facts.

Therefore, implementing grammar teaching using authentic material is important in order to improve student grammar skills even though it is not the only way. Especially in the case of advanced grammar which certainly approaches the phenomenon of the fact that the grammar that appears in authentic material is indeed denser and more complex.

In the teaching process, some authentic materials were taken as material for analysis by students. What was analysed was the fact of the grammar component of the authentic materials. They were taken from daily news published in English-language newspapers, whether published by Indonesian publishers such as "The Jakarta Post" or by foreign publishers such as the "Herald Tribune" or the "New York Times".

After taking action during the classes, besides qualitative data as shown at previous paragraphs, the data were also obtained in the form of quantitative, namely the pre-test scores before entering lectures and the final test scores as the post-test conducted at the end of the semester. The data were then analysed, starting from finding the average, standard deviation, and variance to get the t-test value. The following is a summary of the data found:

TABLE II. SUMMARY OF THE RESULTS OF THE CALCULATION OF THE PRE-TEST AND POST-TEST.

Item	Pre-Test	Post Test
Number of the object	49	51
Average	36.8373469	44.354
Standard Deviation	16.71928733	9.3009
Variance	2.720480131	
t-test	2.763320585	
Df / degree of freedom	98	
t-table	1.660	

The data above show that there are phenomena at several points, namely:

- The increase in the mean post test score from 36.837 to 44.354. This average score can be considered quite high, increasing by almost 7 points on a scale of 100. Although there is an impression that the score achieved is still far below the minimum proficiency score for a skill of 56.

- Decrease in the standard deviation or standard deviation from 16.719 to 9.3009. This shows that the difference in abilities between individuals is reduced. In other words, the inequality of ability in the group is decreasing and the line graph becomes plainer.
- With 98 degrees of freedom, the comparison between the t-table (1.660) and the results of the t-test (2.76) shows that the actions taken on the subjects of this study provided a significant change ( $t_{test} > t_{table}$ ).

#### IV. CONCLUSION

There are two kinds of conclusion: qualitative and quantitative results. Qualitatively, by implementing authentic texts used in the teaching and learning process a) students tends to be more interested as the texts are the same as they found in reality; b) students found new information plus new combination of grammatical features.

Quantitatively, looking at the pre-test and post-test, an increase in learning using authentic text with a t-test value of 2.4 (higher than the t-table, which is 1.66) indicates that the action in this study can be said to be successful or significant.

Therefore, it is highly recommended that teaching advanced Grammar learning (Advanced Grammar) should use authentic materials, especially from internationally recognized newspapers.

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