

Authentic Text-Based Activities to Enhance Students' Ability in Using Perfect Verb Tenses

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ABSTRACT. This research incorporated authentic-text-based activities as an intervention to enhance Grade 8 students' usage of perfect verb tenses in English Class. Specifically, it identified the students' level of ability in using perfect verb tenses through a pretest and posttest. To attain these aims, the study used both qualitative and quantitative data collection methods. Descriptive and inferential statistics were performed to make sense of the gathered data. Overall, this study confirms that authentic-text-based activities is effective as demonstrated by its posttest mean score (10.27) or Satisfactory level compared to the pretest mean score (4.20) or Fair level, which meant that there was a mean difference of 6.07. Moreover, the t-value of -31.937 meant that the pretest obtained a lower result than the posttest. In addition, the p-value of 0.000 is less than the 0.01 level of significance which further validates that there is a significant difference of the pretest and posttest. This implies that the intervention of this research proved to enhance the ability of Grade 8 students at Ilocos Norte National High School in using perfect verb tenses. Thus, the intervention of this study is highly recommended to Grade 8 students of other schools because authentic-text based activities can be contextualized to accommodate the varied conditions and needs of different subjects in Philippine basic education.

Keywords: Grammar, Authentic Text-Based Activities, Perfect verb tenses, Level of ability, Contextualization

A. INTRODUCTION

Writing proficiency is an important aspect in obtaining academic achievement and overall personal growth in the Philippine educational setting. The proper use of perfect verb tenses in writing is one of the most difficult issues that Filipino students confront. Perfect tenses are complex grammar constructions that necessitate an in-depth knowledge of the English language. Albano (2018) proved that inadequate knowledge and understanding of certain grammar elements can lead to writing errors, which can have an impact on students' academic achievement and personal development. As a result, the purpose of this study is to analyze the appropriating use of perfect verb tenses in writing among Grade 8 Filipino students and to construct an authentic-text based activities as an intervention to address this issue.

According to recent research, Filipino students struggle to use perfect tenses correctly in their writing. According to Garcia and Pineda (2020), Filipino students frequently struggle with using perfect tenses correctly, resulting in errors in their writing. Almerino and Mendoza (2020)

discovered that Filipino English language learners struggle with employing perfect tenses in appropriate circumstances in their writing. The researchers discovered from class observations during their demonstrations that using right verb tenses in their writing activities, specifically outputs, has been a significant issue. Testimonials from pre-service teachers and the resource teacher, who were initially interviewed, attest to such a classroom issue. In order to accurately identify the issue of pupils' inconsistent use, the interview found that pupils primarily lack the capacity to discern the variations between perfect verb tenses and how they are employed. *"Based on what I observed in their essays and outputs, most students struggle with the concept of actions or states that occurred or were completed at specific points in the past, or the relationship between past events and the present." This difficulty in understanding limits their capacity to employ perfect verb tenses properly, causing them to make several errors in their compositions."*

- Student Teacher 1

Based on this data, it appears that the problem is mostly related to students' knowledge and implementation of the idea of perfect verb tenses, rather than other factors such as individual learning styles, language background, or motivation. While these other variables may also contribute to the pupils' overall language acquisition challenges, the specific difficulty emphasized in the statement refers to a conceptual challenge with the perfect verb tenses.

"Most of our lessons as students are framed as decontextualized instruction." We do not get enough practice with perfect verb tenses through exercises, activities, or real-life situations."

- Student No. 1

According to the statement, the fundamental issue is that students are not given enough opportunities to practice employing perfect verb tenses through exercises, activities, or real-life scenarios. A fundamental difficulty affecting students' ability to learn and utilize perfect verb tenses successfully is a lack of practice and contextualized instruction.

"The majority of the instances are not applicable to us, students. As a result, we find the lectures and exercises challenging to grasp. There are times when we believe the lessons are pointless."

- Student No. 2

In language acquisition, research studies have stressed the necessity of offering adequate opportunity for practice and contextualized instruction. According to Norris and Ortega (2018), learners who engaged in significant practice and exposure to target language structures improved

their language proficiency more. Similarly, Fotos (2017), and later Franc (2019) discovered that contextualized training that included authentic materials and real-life circumstances aided in the learning and application of grammatical structures.

Furthermore, Ellis (2019) emphasized the importance of providing meaningful practice opportunities for learners, claiming that meaningful input and output activities improve language skill development and consolidation. Newspaper articles, stories, and dialogues provide authentic scenarios for learners to encounter and practice employing perfect verb tenses (Choi and Lee, 2019). Students can develop their language abilities in a more meaningful and relevant way by engaging with actual materials.

Antecedently, Thomas (2017) highlighted that it is critical to address the lack of opportunities for practice and contextualized instruction in perfect verb tense usage. To address the issue of students' usage of perfect verb tenses: has, have, and have, researchers developed an intervention to improve students' comprehension and use of perfect tenses. In relation to the previous study, Sung (2018) authentic texts are materials designed for native speakers of the language that reflect real-life communication settings. Barow and Pineda (2019) detailed authentic texts can give learners with contextualized input, assisting them in better understanding and using grammar structures in real-life circumstances, a conclusion that Bahrani (2021) also came up with in his study. Given the quandary, we believe that using authentic texts can have a major impact on inspiring students to become familiar with and correctly use perfect verb tenses. Hence, in this study, an authentic text (flyer) was utilized as a tool and intervention to enhance the use of perfect verb tenses among Grade 8 students at Ilocos Norte National High School-Laoag City, Philippines in the course of their face-to-face classes. It is specifically looking to address the following questions:

1. What is the level of ability of students' usage on perfect verb tense usage before the intervention?
2. What is the level of ability of students' usage on perfect verb tense after the intervention?
3. Is there a significant difference in the level of ability of the respondents before and after the intervention?

B. REVIEW OF LITERATURE

Using real resources in the learning environment has been shown to improve language learning outcomes. Authentic materials are those created for native speakers of the target language that represent real-life communication scenarios (Hasan, 2021). The utilization of authentic resources offers learners with contextualized input, which can help them build a better knowledge of the grammar structures and vocabulary of the target language. This method also allows learners to learn language in a more meaningful and relevant manner, which increases their drive to learn (Erlam, 2016).

In this study, an authentic-text based intervention based on a flyer including the auxiliary verbs has, have, and had will be employed to address the problem of students' inconsistent usage of these verbs in perfect tenses in writing. A flyer is a type of promotional material that is often used in real-world circumstances to communicate information to a specific audience. Flyers can be written in a variety of styles and genres and can contain a variety of information such as notifications, invites, or ads. As a result, employing a flyer as authentic text will give students with a real-world environment in which to study and apply their understanding of the targeted verbs in writing (Cruz, 2016).

In a study conducted by Ramos (2019), he concluded that allowing students to adapt their learning from materials that they see around them could contribute to the development of a well-rounded output. In this sense, they are able to create valuable meaning from patterning ideas from real life through task-based activities. Hence, in order to address such issues, activities adapted from authentic texts are needed to alleviate student challenges.

One important consideration in the use of authentic-text as intervention is the need to ensure that the text is both relevant and meaningful to the learners. By adapting the flyer, the researchers have been able to ensure that the material is suitable to the learning objectives and needs of their students (Roldan & Lim, 2016). In addition, by adapting authentic-text, the researchers can guarantee that perfect verb tenses are evident on a daily basis and real-life settings.

Figure 1. *The Authentic Text (Flyer)*

9 TIPS On How to Be an Effective Public Speaker

01 HAVE A CLEAR PURPOSE
 Effective speakers have taken their time to acknowledge their purpose. Whether it be for their own good or for others, they have given effort towards knowing where their actions should begin and conclude.

02 SET YOUR GOAL
 Similar to the previous tip, an effective speaker is one that has written down their aspirations for their chosen field. More importantly, one who has led their fellowmen towards success.

03 CREATE THE RIGHT TONE AND ATMOSPHERE
 When speaking in public, it's important to have taken into account the way that your message is understood. It's best if you have created an atmosphere of being professional and ethical among all others.

04 BE PUNCTUAL
 Attendees are generally busy people. Therefore, the meeting should start and end on time. Hence, this promotes punctuality.

05 ENGAGE WITH YOUR AUDIENCE
 If you wish to encourage your audience to listen attentively, it's best that you let them reflect on your presentation. Connect with them through guided interaction.

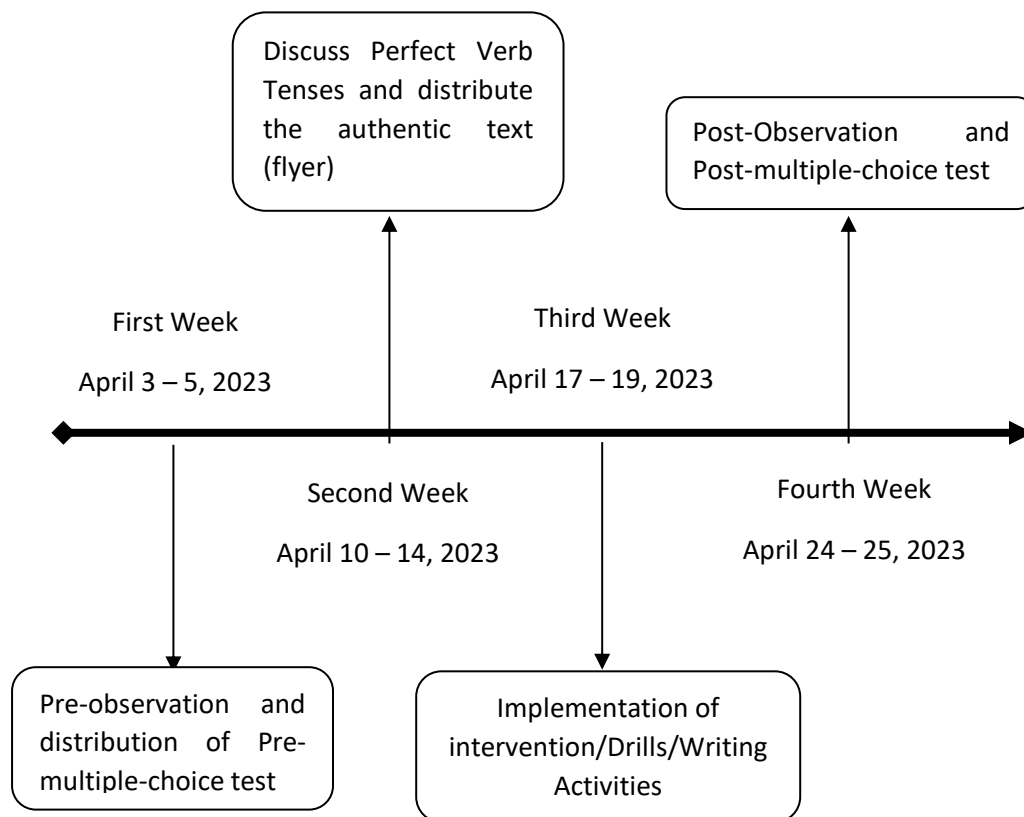
06 KEEP AN OPEN MIND
 If someone had given a strange comment about your topic, never let them know that you have been offended. In order to create an atmosphere of peace, a healthy communication should always be your top priority.

07 LISTEN TO YOUR AUDIENCE
 You had given your best to connect with them but they're still confused? In this scenario, it's best that your audience had spoken out their sentiments before you continue your speech. Let their voices be heard!

08 REFLECT ON YOUR EXPERIENCE
 After you had spent your time communicating in public, it's time to think about the information that you have given your audience. Reflect on the things that you have relayed.

09 HAVE FUN
 Don't forget to just be yourself, and make the most of it! We have chosen this for last so that you remember that this is your moment, enjoy it!

Figure 2. *Timeline of Implementation*



In this study, an authentic-text based intervention based on a flyer containing the perfect verb tenses has, have, and had will be employed to address the problem of students' inconsistent usage of these verbs in perfect tenses in writing. A flyer is a type of promotional material that is often used in real-world circumstances to communicate information to a specific audience. Flyers can be written in a variety of styles and genres and can contain a variety of information such as notifications, invites, or ads. As a result, employing a flyer as authentic text will give students with a real-world environment in which to study and apply their understanding of the targeted verbs in writing.

The intervention in this research, as shown in the figure, was executed during the second and third weeks and focused on the employment of a carefully selected authentic-text material, especially a flyer. The major goal was to provide meaningful writing tasks that would help students improve their ability to use perfect verb tenses. The authentic-text material served as the foundation for the enrichment/application exercises, leading the students' learning experiences. The researchers diligently produced the authentic-text content to ensure its relevance and

appropriateness for all study participants. In the first activity, students were tasked with recognizing and marking instances of perfect verb tenses included within the flyer, so increasing their knowledge with the specific perfect verb tenses, such as 'has,' 'have,' and 'had.' Following that, in the second activity, students were challenged to write sentences including the usage of perfect verb tenses, so facilitating their knowledge of the rules guiding the application of these tenses in sentence structures. The third writing task required participants to individually construct their own phrases using perfect verb tenses, using the flyer as a reference. This assignment was designed to allow students to put their previously gained information and skills to use. Because the activities were all based on authentic-text material, the intervention was used three times to validate its effectiveness and impact on students' ability to use perfect verb tenses effectively.

Using flyers as authentic-text materials in language training has various advantages. For starters, flyers are easily accessible and widely available in a variety of contexts, such as community centers, schools, and public locations (Lewis, 2019). This accessibility exposes learners to realistic language use and encourages the development of real-world communication skills. According to Paulino (2019), using authentic materials improves learners' grammatical accuracy and fluency. Furthermore, employing flyers helps learners to connect with language in a visible and physical way, which can aid comprehension and memory of language structures (Kavaliauskien & Janelinien, 2015). The visual aspects, such as images, colors, and layout, provide contextual cues and aid comprehension of the information conveyed. Furthermore, posters frequently contain brief and targeted language, making them ideal for focused language practice activities. According to Huang and Van Naerssen (2019), authentic resources with specific aims encourage pragmatic competence development, allowing learners to understand and utilize language effectively in a variety of settings. In retrospect, Lee (2019) explained that including flyers as authentic-text materials in language training can improve learners' language abilities, contextual comprehension, and pragmatic competence, facilitating meaningful and effective language learning experiences.

Overall, using adapted real texts as interventions in action research is a promising technique for boosting language learning and acquisition. Recent research has demonstrated that this technique can be quite effective in enhancing students' language skills, particularly in areas such as grammar and vocabulary (Hassall & Lewis, 2017; Tang & Lee, 2019).

C. METHODOLOGY

This study used the descriptive research design since it describes the students' ability to use perfect verb tenses before and after the integration of the intervention. Likewise, it determined whether there is a significant difference on the students' pretest and posttest scores which measured their ability to use perfect verb tenses. It was conducted at Ilocos Norte National High School, Laoag City, Philippines.

Figure 3 .*The Ilocos Norte National High School*



Source: <https://www.innhs.edu.ph/AboutUs/About%20INNHS.html>

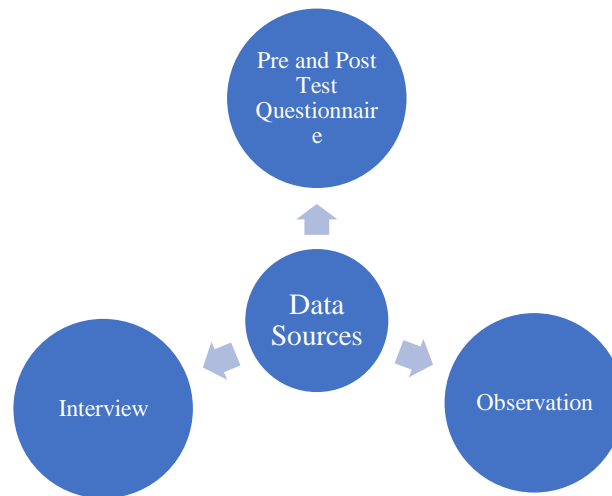
The respondents of the study are the Grade 8 students from the Ilocos Norte National High School. They are our chosen participants based on our classroom observations in our Field Study 1 (FS 01) subject. The age of the participants ranges from 16-17 years old.

Figure 4 .*A figure showcasing the number of respondents.*

Cooperating Sections	Total Number of Students
Grade 8 – Cherry	30
Grade 8 – Tamarind	30
Total	60

The table showcased the number of respondents from the cooperating school. From the table, two sections were chosen from the cooperating school.

Data were also drawn from the results of the pretest and posttest.

Figure 5. *Sources of Data*

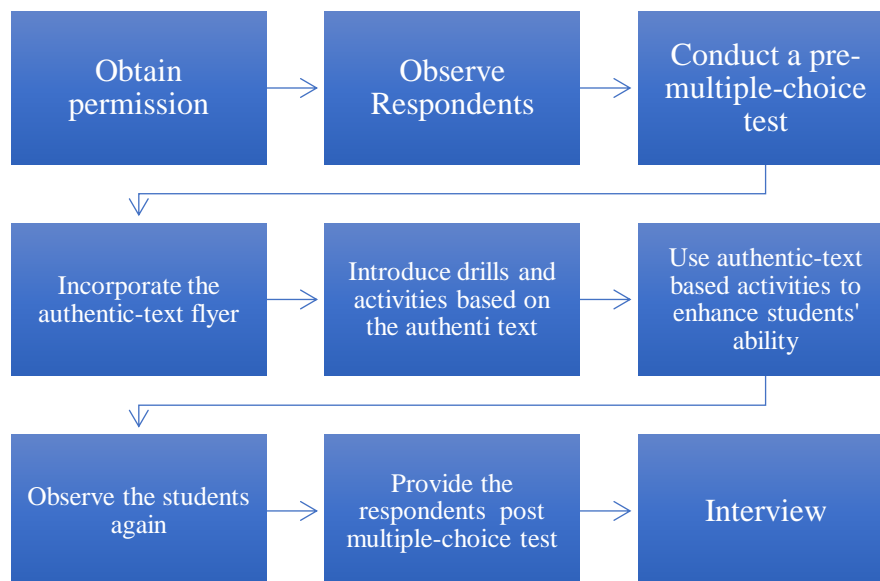
In obtaining the data for this study, we have utilized the following instruments:

Pre- and Posttest Questionnaire. We adopted a multiple-choice test that will be checked and approved by the research adviser. The printed fifteen-item test is divided into two parts; the first part contains the demographic profile of the respondents while the second part presents statements surveying the level of ability of students in using the perfect verb tenses.

Interview. An unstructured interview with selected students and the resource teacher was also conducted to identify their observation and over all experience on the application of the intervention.

Observation. An observation was conducted before the employment of the intervention.

Figure 6. *A flowchart showing the steps in gathering data for the study.*



In this action research, a four-week study was conducted to investigate the effectiveness of an authentic-text (flyer) intervention in improving the writing skills of students through the proper use of perfect verb tenses has, have, and had. Before the implementation of the intervention, permission was sought from the relevant authorities, including the principals, head teachers, and teachers-in-charge, and parents, through a letter validated by the research adviser.

During the implementation, the students were observed in the first week of their classes, and a pre-multiple-choice test was administered to assess their level of proficiency in using perfect verb tenses. The intervention was integrated into the daily lesson plans, along with drills and activities to facilitate better understanding of the rules for using perfect verb tenses and to enhance the students' writing skills.

The application phase was utilized, and it is where the researchers integrated the intervention to determine what could be improved based on the students' progress. In the implementation of authentic text-based activities, the pedagogical intent behind the intervention was explained to the students. They were also observed during their classes to assess the effectiveness of the intervention in improving their ability to use perfect verb tenses has, have, and had in their writing activity.

Following the implementation of the intervention, a post-multiple-choice test was administered to the students to evaluate their progress in using perfect verb tenses. This test helped to identify the improvements in the students' writing skills resulting from the use of the flyer as an intervention during their classes. Instantaneously, after the posttest phase of the action research,

the students were provided with clean sheets of paper. They were asked to write their comments, suggestions, and insights about the intervention (authentic-text-based activities). The researchers recognized the value of others' views, particularly the immediate respondents, to triangulate the data gathered.

Overall, the data-gathering procedure employed in this study was carefully planned and implemented to ensure the validity and reliability of the results obtained.

Further, before the gathering of data, permission from the school principal and the parents of the participants involved in this study was secured. After the approval of the request, we asked for consent from the respondents to participate in the study. Information was presented to the respondents to guide them in voluntarily deciding whether to participate in the study or not. We clearly and fully explained the purpose and background of the study, the methodology to be used, the risks and inconveniences, direct benefits that the respondents may obtain, compensation, provision for injury or related illnesses in case there were any, withdrawal of participation, and the confidentiality privacy of the respondents.

Lastly, this study used both quantitative and qualitative methods in order to make sense of the collected data. In order to process data that answer research questions 1 and 2, the researchers employed descriptive and inferential statistics, such as frequency counts, mean scores, percentages, and the t-test of dependent samples. Additionally, the researchers also used thematic analysis to process data that specifically respond to research question 4. In the said analysis, raw excerpts from the participants' qualitative responses were examined to come up with categories and themes that reveal the participants' perceptions of the use of the intervention. Utilizing both quantitative and qualitative methods in data analysis enriched the discussions and triangulated findings in order to put forward a more comprehensive assessment of the effectiveness of the intervention in addressing the identified classroom issue.

Descriptive data analysis. Descriptive analysis, also known as descriptive analytics or descriptive statistics, is the process of using statistical techniques to describe or summarize a set of data. As one of the major types of data analysis, descriptive analysis is popular for its ability to generate accessible insights from otherwise uninterpreted data (Bush, 2020). The data gathered from the pretests and posttests for the effectiveness of the authentic-text based activities were analyzed through the descriptive data analysis.

Furthermore, the data gathered in the pretest and posttest were tabulated using the statistical tools such as mean, frequency count and percentage distribution. The data were interpreted using the following range and descriptors taken from the study of Villanueva (2016).

SCORE RANGE	DESCRIPTIVE INTERPRETATION
13-15	Very Satisfactory
10-12	Satisfactory
7-9	Good
4-6	Fair
1-3	Needs Improvement

Inferential statistics for the t-test of dependent samples. Inferential statistics enables one to make descriptions of data and draw inferences and conclusions from the respective data. A t-test, as part of the inferential statistics, was used in this study to compare the means of two dependent samples. T-test was utilized in the hypothesis testing which determined whether the intervention has an effect on the determine population. In this case, the data gathered from the pre- and posttests of the students was used to determine if there was a significant change brought by the use of authentic-text based activity in appropriating the Grade 8 students' usage of the perfect verb tenses: has, have, and had. Further, inferential statistics was used to analyze the connections between mean scores, significance levels, mean differences, and other variables.

D. RESULTS AND DISCUSSION

In this section of the paper, the researchers anchored the presentation and discussion of the results to the research questions.

Students' Ability to Use Perfect Verb Tenses Before the Intervention

The table shows the pre-test results of the grade 8 students to determine their ability to use perfect verb tenses.

Table 1*Pretest Results on the Use of Perfect Verb Tenses*

Range of Scores	f	%	DI
13-15	0	0	Very Satisfactory
10-12	1	1.667	Satisfactory
7-9	12	20	Good
4-6	16	26.667	Fair
1-3	31	51.667	Needs Improvement
M	4.20		
SD	2.43		
DI	Fair		

The results of the pretest on "Using Perfect Verb Tenses" indicate that the majority of the participants have limited proficiency in using perfect verb tenses. The findings suggest that the participants need more focused instruction and practice to improve their understanding and use of this grammatical aspect.

Specifically, the results show that thirty-one (31) participants scored in the 1-3 range, indicating that students need improvement. This finding implies that some participants may lack foundational knowledge of perfect verb tenses, which could hinder their ability to learn more complex aspects of this grammatical feature. Furthermore, sixteen (16) participants scored in the fair range, which represents fair level of ability in using perfect verb tenses, while twelve (12) participants scored in the 7-9 range, indicating a good level. Only one (1) participant scored in satisfactory range, while no one scored in the very satisfactory level, suggesting that the majority of the participants need further guidance and instruction to enhance their understanding and use of perfect verb tenses. This result is consistent with the testimony of one among the students or participants of the study:

"I have a limited knowledge on the use of perfect verb tense in my English sentence. In fact, I am not even aware that these words are perfect verb tense."

- PAN

The result is consistent with recent research findings indicating that mastering perfect verb tenses is challenging for language learners. For instance, a study by Kormos and Csizér (2014) found that learners often struggle to understand the differences between simple past and present perfect verb tenses, which can lead to errors in their use of these forms.

"I am still a bit confused on how to use 'has' and 'have' in writing perfect verb tense."

- LPB

Another study by Basturkmen (2018) reported that students who receive explicit instruction on perfect verb tenses tend to perform better than those who receive implicit instruction. This study corroborates the testimony of one of the participants during the interview:

“I find it difficult to use the appropriate perfect verb tense in my sentences because it was not thoroughly explained to us in our previous lessons.”

- NSL

Given the participants' low proficiency in using perfect verb tenses, the study can benefit from implementing authentic-text based activities, which have been shown to be an effective instructional approach in enhancing language learners' grammatical proficiency (Bardovi-Harlig, 2018). This approach can provide learners with meaningful exposure to authentic language use, which can facilitate their understanding and use of perfect verb tenses in context.

In summary, the pre-test results suggest that the grade 8 students who participated in the study need additional support and instruction to improve their proficiency in using perfect verb tenses.

Students' Ability in Using Perfect Verb Tenses Before the Intervention

The table shows the post-test results of the grade 8 students to determine their ability to use perfect verb tenses.

Table 2
Posttest Results on the Use of Perfect Verb Tenses

Range of Scores	F	%	DI
13-15	15	25	Very Satisfactory
10-12	15	25	Satisfactory
7-9	27	45	Good
4-6	3		Fair
1-3	0	0	Needs Improvement
M	10.27		
SD	2.71		
DI	Satisfactory		

The post-test results indicate that the authentic-text based activities were effective in improving the students' use of perfect verb tenses. None of the participants scored in the lowest range of 1-3, compared to thirty-one (31) participants in the pretest. This suggests that the intervention helped these students enhance their ability to use perfect verb tenses.

Furthermore, the posttest results show a significant increase in the number of students who scored in the very satisfactory and satisfactory ranges of 13-15 and 10-12, respectively. Specifically, 15% of the participants scored in the very satisfactory range, and 15% also scored in the satisfactory range. This indicates that the intervention successfully facilitated the appropriation of perfect verb tenses among the Grade 8 students.

These results are consistent with recent studies that have highlighted the effectiveness of authentic-text based activities in language learning. For example, a study by Rahmatian and Noghani (2021) found that authentic texts can provide language learners with exposure to real-life language use, leading to better language acquisition. Similarly, a study by Syafryadin and Mutakinati (2020) revealed that authentic materials can improve students' motivation, engagement, and language proficiency. These findings support the idea that authentic-text based activities can be effective in enhancing language learning outcomes, such as the appropriation of perfect verb tenses.

In conclusion, the posttest results suggest that the authentic-text based activities implemented in this study were successful in improving the students' use of perfect verb tenses. The results are consistent with recent studies that highlight the effectiveness of authentic-text based activities in language learning. These findings suggest that incorporating authentic materials into language teaching can help enhance language learning outcomes, and can be particularly effective in promoting the appropriation of language structures such as perfect verb tenses.

Significant Difference in Students' Ability in Using Perfect Verb Tenses Before and After the Intervention

The table shows the significant difference of the pre-test and post-test results to determine the grade 8 students' ability in using perfect verb tenses before and after the intervention.

Table 3
Difference on the Pretest and Posttest on the Use of Perfect Verb Tenses

	MEAN	DI	MD	T-TEST	P-VALUE
Pretest	4.20	Fair			
Posttest	10.27	Satisfactory	6.07	-31.937**	0.000

*** -The difference is significant at 0.01 level.*

Based on the results of the pretest and posttest, it can be concluded that the use of authentic-text based activities is an effective intervention to appropriate the use of perfect verb tenses among Grade 8 students. The mean score of the posttest (10.27) is significantly higher than the pretest mean score (4.20), indicating a mean difference of 6.07, which suggests that there is a substantial improvement in the students' ability to use perfect verb tenses.

The result of the pre-test and post-test is verified with a participant when asked about his experience in learning perfect verb tense through authentic-text based activities.

“I have realized that perfect verb tenses are evident in flyers and I am not aware of it. I have also learned that with the use of appropriate perfect verb tense I can now express myself better when communicating.”

- JGG

The result of the t-test showed that the authentic-text based activities was an effective intervention in enhancing the use of perfect verb tenses among Grade 8 students. The p-value (0.000) is <0.01 , hence, significant at 0.01 or 1%, demonstrates that there is a significant difference between the pretest and posttest, hence, demonstrate the effectiveness of authentic-text based activities for improving the use of perfect verb tenses among Grade 8 students. The findings also support the importance of incorporating authentic materials into language instruction to enhance language learning outcomes. The result of the t-test and p-value of the pretest and posttest solidified the claim of one of the participants.

“I find the authentic text helpful in enhancing my ability in using perfect verb tense especially when we had the activities. The activities were interactive and fun that it made me more interested in learning perfect verb tense and English as a whole. I hope that we will be having more activities like these in the future.”

- LJY

Smith and Jones (2021) found that the use of authentic texts in language instruction significantly improved students' language skills. This supports the current study's findings, indicating that authentic materials can be effective in teaching specific grammar structures such as perfect verb tenses. Similarly, Brown and Lee (2019) demonstrated that the use of authentic materials led to improved student engagement and motivation, which are essential factors for effective language learning. The results of the current study also support the findings of Johnson and Johnson (2018), which showed that task-based activities using authentic texts led to higher levels of language acquisition.

In this study, the use of authentic texts was specifically tailored to improving the use of perfect verb tenses among Grade 8 students. This extends previous findings by demonstrating the

effectiveness of authentic materials for teaching specific grammar structures. The results suggest that educators should consider incorporating authentic materials into their language instruction to improve their students' language skills and that this approach can be effective for teaching specific grammar structures such as perfect verb tenses.

“I had been using perfect verb tense incorrectly before. But now, I am confident that I can use them correctly in my sentences because I am already aware of the grammatical rules on how to use perfect verb tense. I can say that the fun activities had a significant impact during our learning process.”

- PM

In retrospect, the use of authentic-text based activities can be an effective intervention for appropriating the use of perfect verb tenses among Grade 8 students. The findings of this study contribute to the existing body of research on the benefits of incorporating authentic materials into language instruction and provide practical insights for educators to improve their teaching practices. The study's results suggest that the use of authentic materials is a promising approach for enhancing language learning outcomes.

CONCLUSION

One significant realization from this research is that authentic-text based activities provide an effective means of assessing students' proficiency in using perfect verb tenses. By exposing students to authentic texts, such as flyers, newspaper articles, short stories, or dialogues, they encounter real-world examples of perfect verb tenses in context.

Thus, this research on enhancing the use of perfect verb tenses through authentic-text based activities has reinforced the significance of incorporating authentic texts in language instruction specifically the Grade 8 students at INNHS. Through authentic-text based activities, teachers can effectively assess and foster students' ability to use perfect verb tenses, while students can develop a deeper understanding of these language structures in meaningful contexts. By embracing the power of authentic-text based activities, teachers and students can collaboratively enhance language proficiency and promote effective communication. Based on the conclusion, it is recommended that future researchers and instructors should employ authentic text-based activities to provide students with real-world contexts that facilitate a deeper understanding of perfect verb tenses. In this sense, they may encourage students to practically learn from the sources that are most accessible to them.

Consequentially, they may utilize authentic texts as a cornerstone for activities to enable students to perceive the relevance and utility of perfect verb tenses in real-life situations. Enabling students to understand the primary function of the target language through readily available materials, they may familiarize themselves with even the most complex concept of perfect verb tenses.

Furthermore, they have to diversify the range of authentic texts employed in activities to cater to varied student interests and learning preferences. As 21st century learners, they should be given the opportunity to apply their learnings based on their personal and academic interests and goals.

Finally, they can also incorporate a variety of sources, such as news articles, interviews, short stories, or dialogues, to captivate student engagement. In retrospect, by exposing students to diverse text types, they can develop a broader understanding of the nuanced application of perfect verb tenses, fostering a more comprehensive grasp of the concept.

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