

THE USE OF AUTHENTIC MATERIAL IN INCREASING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE OF SMPN 8 BANDAR LAMPUNG

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Abstrak. Penelitian ini bertujuan untuk meneliti i) apakah ada peningkatan signifikan pada keterampilan pemahaman menulis siswa sebelum dan setelah penerapan authentic material ii) aspek menulis yang paling meningkat setelah penerapan authentic material. Pendekatan penelitian ini adalah kuantitatif. Subjek penelitian ini adalah 30 siswa tingkat kedua SMP. Tes menulis digunakan sebagai alat pengumpulan data. Data dianalisis dengan menggunakan *Repeated Measure t-test*. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan pada kemampuan menulis siswa dengan tingkat signifikansi 0.05. Isi adalah aspek menulis yang paling meningkat setelah penerapan authentic material. Hal ini menandakan bahwa authentic material dapat diterapkan untuk meningkatkan keterampilan menulis siswa.

Abstract. The objectives of this research were to investigate whether there was statistically significant improvement of the students' ability in writing descriptive texts after being taught through the authentic materials. The approach of the research was quantitative. The subjects were 30 students of the second grade of junior high school. The writing tests were used as the research instrument. The data were analyzed by using *Repeated Measure t-test*. The result showed that there was a statically significant difference of the students' writing achievement with the significant level 0.05. Furthermore, content is the aspect of writing improves the most after the implementation of authentic materials. This suggests that authentic materials facilitate the students to improve their ability in writing skills.

Keywords: *Writing, Descriptive Text, Authentic Materials.*

INTRODUCTION

Nowadays English has become a very important language in communication. People are entering the global information era in which every nation in the world shares information to fulfill the needs of knowledge. In this global era, English is essentially needed to be mastered by everyone because English is the first foreign language that is considered important for the development of science, technology, art, culture and also for the relationship with other countries. In English language, there are four major skills which need to be mastered, they are reading, writing, listening and speaking.

According to Langan (2007: 13), writing is a necessary basic skill. Through writing, people can share the information with the others, such as to carry out the transaction, to persuade, to infuriate, to tell how they feel, learn to shape their thoughts, their ideas and their lives.

Writing can be expressed in several kinds of text such as narrative, recount, hortatory, and descriptive text. Tompkins (1994) states that a descriptive text is a picture with words. Readers will feel that they see an image while they are reading a descriptive text. Descriptive texts have a purpose to describe the object that the writer is interested in. Therefore, the writer should know well about the object he will describe. He has to describe the objective a clear way according to what he sees, hears, smells, or touches.

There are some ways of teaching the descriptive text. They differ on the media, method, or technique used in the teaching-learning process. Authentic materials can be the materials in teaching writing descriptive text. Martinez (2002) defines that authentic materials, sometimes called authentic or contextualized, real-life materials, are those that a student encounters in everyday life but that were not created for educational purposes.

Besides the theory above, there are some previous studies that have been conducted. The first study is conducted by Mardaningsih (2015). She conducted a research about the use of authentic materials on teaching writing recount text. In this research, she used two experimental classes in comparing authentic and simplified materials. This study found that both authentic and simplified materials significantly improve the students' writing recount text achievement. Authentic materials are proven to be more effective in improving the students' writing recount text ability in terms of vocabulary and language use. Authentic materials help the students' critical thinking in writing and developing the main idea and giving more newly familiar words for the students to write a recount text.

Another research was done by Rahmawati (2015). She conducted a research of using the authentic material of procedure text students' writing. The result of this research shows that students' ability is improved in each cycle after they are taught by using authentic materials. They are better in their procedure texts of writing. It was indicated by their improvements of each writing component, i.e. Organization, vocabulary, language use, content, and mechanics.

Referring to the explanation above, this research will try to apply authentic material as a technique in teaching writing on the descriptive text of Junior High School students. The researcher tried to find out how the students' ability in writing descriptive text was significantly improved after being taught by using authentic material and also see the aspects of writing which contributed the improvement after the authentic material is applied in writing the descriptive text.

METHODS

The approach of this research was pre-experimental research. The design was one group pre-test and post-test design. The population of the research was students of the second grade of SMPN 8 Bandar Lampung and the sample of the research was class VIIIB consisting of 30 students. The activities were started from administering pre-test, doing treatment, and administering post-test.

The instruments used were writing tests. The writing test was administered twice: the first was pre-test and the second was post-test. Pre-test was conducted to know the students' writing skill ability before being given the treatment and post-test was given to know the students' writing ability after treatment. In analyzing the data, repeated measure t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

The validity of the test is the researcher arrange the materials based on the objective of teaching in syllabus for the second grade of junior high school students. In addition, this research focused on writing ability in forms of written text; moreover, the pre-test and post-test measure certain aspect based on indicators of writing descriptive text. It was examined by referring the aspects that were measured with the theories of the aspect namely, content, organization, vocabulary, language use, and mechanics. Therefore, the instrument used in this research was valid.

The reliability of the pre-test is 0.719021 (high reliability). Meanwhile, the reliability of the post-test is 0.940546 (very high reliability). The researcher used two raters in scoring the student' writing test of descriptive text. The researcher became a rater one who was accompanied by an English teacher at SMPN 8 Bandar Lampung. To measure the reliability, the researcher used formulation for calculating the score by Sugiono (2006: 228).

RESULTS AND DISCUSSION

Results

The result of the pre-test and the post-test implied that authentic material had improved the students' descriptive text writing ability. It can be seen from Table 1 that the mean score of the pre-test is 50.99 with the highest score is 56.5 and the

lowest score is 46.5, meanwhile; the mean score of the post-test is 68.90 with the highest score is 74.5 and the lowest score is 65. The increase of the mean of the pre-test and the post-test is 17.91. It indicated that there is an improvement of the students' writing descriptive text after the students were taught by using authentic material.

Table 1. The Score of the Pre-test and the Posttest

	The Lowest Score	The Highest Score	The Mean Score
pre-test	46.5	56.5	50.99
post-test	65	74.5	68.90

Then, the scores from the pre-test and the post-test were analyzed by using paired sample t-test in which the significance was determined by $\text{sign} < 0.05$. The result of paired sample t-test showed that t-value was 38.538 and t-table was 2.042 because the value of t-value was higher than t-table ($38.538 > 2.042$) and the significant level is lower than 0.05 (a significant $0.00 < 0.05$). It means that H_1 is confirmed. It can be concluded that there is significant improvement of the students' writing through authentic material.

Besides, it can also be seen that authentic material can improve the students' ability in writing descriptive text in each aspects of writing.

Table 2. The Increase of Each Aspect from the Post-test to the Post Test

No	Components	Pre-test	Post-test	Increase
1	Content	18.12	23.62	5.50
2	organization	10.52	14.08	3.56
3	vocabulary	10.60	13.78	3.18
4	grammar	9.27	14.15	4.88
5	mechanic	2.48	3.27	0.79

It can be seen in Table 2 that there is an increase in all aspects of writing, content, organization, vocabulary, grammar, and mechanic. The aspect with the highest increase is content (5.50). The second is grammar (4.88), organization (3.56), vocabulary (3.18), and mechanic (0.79). So, authentic material improved the students' writing in all aspect of writing. Moreover, the aspect of writing which improves the most is content and mechanic has the lowest improvement.

Discussion

The improvement of the students' writing ability can be seen from the comparison between the students' pre-test score and post-test score. The result of the mean score of the pre-test was 50.99 and the post-test was 68.90. The increase of the means score is about 17.91. It can be said that authentic material can be used to improve the students' writing skill. Through authentic material, the students are actively involved in the process of learning. This is because the researcher applied the procedure of guiding questions technique while treatments (Mappe, 2000), such as: prewriting, writing, revising and editing. Besides, the researcher also gave them the evaluation while treatments. This aims to enable them to write a descriptive text.

This study also analyzed the improvement of each aspect of writing. The gain was obtained in each aspect, they were: content (5.50). The second is grammar (4.88), organization (3.56), vocabulary (3.18), and mechanic (0.79). The data of the research revealed that the aspect which improved the most was content because during the treatments the students accostumed to have their ideas by reading and learning the authentic material. So they can elaborate their answers to produce the text.

The reported finding is in line with Cahyono (2011), Rahmawati (2015), and Mardaningsih (2015). The first study is conducted by Cahyono (2011) carried out a research about authentic materials to develop reading comprehension. Cahyono's research used authentic reading materials that were taken from magazines and newspaper. The research result showed that the use of authentic material has a significant effect on the students' reading comprehension achievement.

The second previous study is conducted by Rahmawati (2015) also conducted a research of using the authentic material of procedure text students' writing. The result of this research shows that students' ability is improved in each cycle after they are taught by using authentic materials. They are better in their procedure texts of writing. It was indicated by their improvements of each writing component, i.e. Organization, vocabulary, language use, content, w and mechanics.

Furthermore, in teaching writing, this finding confirmed the result of a study conducted by Mardaningsih (2015). In her study, she compared authentic and simplified materials in teaching writing. The type of text in her study was recount text. The authentic material that she used in her study was comic strips which were taken from the internet. She found that authentic materials could significantly improve the students' writing recount text achievement.

Thus, based on some of the findings from the previous research and this study found that the authentic material is good for teaching English. By using the authentic material, it is good for teaching writing such as descriptive, recount and

procedure text. Therefore, authentic material can improve students' aspect of writing mostly in aspect of writing.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusion.

Based on the result of this research, authentic material can improve students' writing descriptive text. It can be seen from the result of post-test and post test. The mean score of post-test was 50.99 and the mean score of post-test was 68.90, the mean score of the post-test was higher than pre test. The score is increase about 17.91. It also improves the students' skill in five aspects of writing namely: content (5.50), organization (3.56), vocabulary (3.18), grammar (4.88), and mechanic (0.79). Meanwhile, the content has the highest score than the other aspects. It happens because the students are able to put their ideas easily into the text by reading and learning authentic material. So, they can elaborate the text easily from the information they have got from authentic material.

Suggestion

Based on the data collection and result findings, the researcher proposes the following suggestions. First of all, in this research, there is an improvement in students' writing ability. Therefore, English teachers are suggested to use the authentic materials as the variety of teaching materials since authentic materials are good and interesting for the students. Secondly, English teachers are also suggested to apply authentic material as one of the alternative material to increase the students' writing ability in writing descriptive text. This is because this technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic.

Finally, for further researchers should make the learners interested in reading the text. So the learners can develop their ideas to write a descriptive text well. In addition, this research was conducted at Junior High School level. Therefore, the further researcher can try to find out the effect of using authentic materials in a different level of school. In addition, the further researchers can try to find out the effect of using the authentic material in the different text.

According to the explanation above, it can be concluded that the implementation of authentic material can increase students' writing skill. By using the authentic material, the students are helped to express their ideas to produce a text easily. In addition, the authentic material can be applied not only in teaching descriptive text but also in the different text, such as procedure and recount text. Otherwise,

writing is not only the skill which can use this media, speaking and reading skill can also use the authentic material to improve those skill.

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