

THE AUTHENTIC MATERIALS IN IMPROVING STUDENTS' WRITING ACHIEVEMENT

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Abstrak. Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan signifikan secara statistik di dalam pencapaian siswa dalam menulis teks deskriptif dan aspek menulis apa yang paling meningkat setelah siswa diajarkan menggunakan *Authentic Materials*. *One group pretest posttest design* digunakan dalam penelitian ini. Subyek penelitian ini adalah 23 siswa kelas IX Smp Abdulrahman Ibnu Auf Bandar Lampung. Data penelitian dianalisis menggunakan *Repeated Measure T-test*. Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan secara statistik pada nilai rata-rata pencapaian menulis siswa dengan level signifikansi 0.05 dan aspek menulis yang paling meningkat adalah aspek *vocabulary* diikuti dengan *content*, *organization*, *mechanics*, dan *language use* secara berurutan. Hal ini menandakan bahwa penggunaan *authentic materials* memberikan efek yang positif pada kemampuan menulis siswa.

Abstract. This research aimed to find out whether there is statistically significant improvement of the students' writing achievement and what aspect of writing improved the most after the students were taught by using authentic materials. One group pretest posttest design was used in this research. The subjects were 23 nine grade students of Smp Abdulrahman Ibnu Auf Bandar Lampung. The data were analyzed by using *Repeated Measure T-test* analysis. The result showed that there was a statistically significant increase in the students' mean score of writing achievement ($12.67 > 1.72$) with the significant level 0.05 and vocabulary aspect was highly improved followed by content, organization, mechanics, and language use respectively. This indicates that using authentic materials give a positive effect on students' writing achievement.

Keywords: *writing, descriptive text, authentic materials*

INTRODUCTION

There are five skills of language that are learned in the classroom and writing is believed as the last skills learned with in the four skills. Writing is a skill of expressing ideas, feelings, and thoughts which is to be arranged into words, sentences, and paragraphs. Raimes (1983) mentions that teaching writing is important in students' language learning and teacher needs to give more attention in guiding the students to learn the skill.

In language learning, teacher sometimes encounters a problem where the students argue that they will never find the same context like on their books in the real life. In the classroom, students are also usually hard to find the real example of the written products. Allwright in Block (1991) in language teaching teacher sometimes need to provide different materials so that they can bring in variety into the activities. This makes teacher needs to consider variation of the materials for the students in learning English. Authentic materials give the students the exposition to the real language and provide the students with the example of written products in real life. Authentic materials help the students learn and use foreign language more indicative. This implies that authentic materials can be used language teaching .

There are several studies have been focused on the use of authentic materials in language teaching. Thanajaro (2000) carried out a research about using authentic materials to develop listening comprehension. The study used qualitative approach in investigating the influences of aural authentic materials in increasing students' listening comprehension. The result of the study showed that authentic materials helped increasing the students' comfort level and their self-confidence to listen to the target language. The result from the self-evaluation questionnaire showed the students' listening ability is increased inside and outside of the classroom. The other study focused on the use of authentic materials is conducted by Apriyani (2015). She investigated the use of authentic materials in students' reading comprehension achievement. The study found that there is an increase of the students' achievement of reading skill. Authentic materials give the students up to date information. Putri (2015) also conducted a research about the use of authentic materials in teaching speaking. Authentic materials increase students' confident level in speaking because the students enjoyed the material and the study found that there was a significant increase of the students' reading comprehension achievement. Moreover, Mardaningsih (2015) conducted a study dealing with the use of authentic materials in teaching writing recount text. Authentic materials helped the students' critical thinking in writing and developing main idea. The result of the study showed that there is a significant improvement on the students' writing achievement.

Based on the studies above, the use of authentic materials has been proven to be effective for language teaching. However, there are many kind of authentic materials and it is hard to generalize all of authentic materials would give a positive effect on language teaching. The research is conducted to find out the

use of authentic materials in teaching writing. In comparison to Mardaningsih's

(2015) study, this research used article about celebrity taken from the internet while the previous study used comic strip as the authentic materials and descriptive text was the teaching material while the previous study's teaching material was recount text.

Based on the explanation above, the researcher is interested in conducting a study about the use of authentic materials in improving students' writing descriptive text achievement and what aspect of writing that improves the most after the students were taught by using authentic materials.

METHODS

The design of this research is one group pretest posttest design. The pretest and posttest were in form of writing essay test. The treatment is in form of teaching writing descriptive text by using authentic materials. The participants of this study were 23 tenth grade students of Bandar Lampung who were chosen by using purposive sampling. The instruments of this research were pretest and posttest in form of writing essay test. The test asked the students to write a descriptive text about a person that they were familiar with. The result of the students' test were scored by using scoring rubric in order to avoid subjectivity of the rater. The score of pretest and posttest were analyzed by using *Repeated Measure T-test* to see whether there is an improvement of the students' writing descriptive text achievement after being taught by using authentic materials.

To measure whether the test had a good validity, the researcher used construct validity. Construct validity concerns with the teacher and the test are actually in line with the theory of what it means to know the language that is being measured. This research focused on writing ability in form of written text; therefore, the pretest and posttest measured certain aspect based on indicators of writing descriptive text. It was examined by referring the aspect that were measured with the theories of the aspect namely; content, organization, vocabulary, language use, and mechanics.

To measure whether the test had a good reliability, the researcher used *Inter-Rater Reliability*. Reliability refers to extend which the test is consistent in its score and gives us indication of the accuracy of the test score. *Inter-Rater Reliability* used two raters to score the students' compositions. To measure the reliability, Pearson Moment formulae was used for calculation. The result of the calculation of the reliability of the pretest was 0.746294 (high reliability) and the posttest was 0.922678 (very high reliability).

RESULTS

The results of this research were in form of the result of the pretest, the result

of the posttest, the result of the repeated measure t-test, the aspect of writing that improved the most.

Table 1.1 Students' Score on Pretest

No.	Students' Score	Frequency	Percentage
1.	42 – 48	2	9 %
2.	49 – 55	1	4 %
3.	56 – 62	9	39 %
4.	63 – 69	8	35 %
5.	70 – 76	2	9 %
6.	77 – 84	1	4 %
Total		23	100 %
Mean Score		61.76	

For the scores of the students' pretest, the highest score was 80.0 and the lowest score was 43.5. The range of the scores was 36.5 and the mean score was 61.76. After conducting the treatment, which was teaching writing descriptive text by using authentic materials, the researcher administered posttest to measure the improvement of the students' writing achievement.

Table 1.2 Students' Score on Posttest

No.	Students' Score	Frequency	Percentage
1.	55 – 61	1	4%
2.	62 – 68	3	13%
3.	69 – 75	8	35%
4.	76 – 82	5	22%
5.	83 – 89	5	22%
6.	90 – 96	1	4%
Total		23	100 %
Mean Score		61.76	

For the scores of the students' posttest, the highest score was 95.0 and the lowest score was 58.5. The range of the scores was 36.5 and the mean score was 75.85. To find out whether there is a significant improvement of the students' writing achievements, the scores from the pretest and posttest were analyzed by using *Repeated Measure T-test Analysis* since this research measured two group of scores from the same sample.

Table 1.3 Result from Repeated Measure T-test Analysis.

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	13.78261	5.21977	1.08840	11.52541	16.03981	12.663	22	.000

From the analysis, it was found that the t-value was 9.79 while the t-table for 23 set of data is 1.717 which means there is an improvement of the students' writing achievements. The level of significant (p value) calculated from the analysis was 0.00 ($\text{sig} < 0.05$) which means the result of the analysis is significant. Thus, it can be stated there is a significant improvement of the students' writing descriptive text achievement after the students were taught by using authentic materials.

To find out what aspect of writing improved the most after the students were taught by using authentic materials, the mean scores for each aspects of writing were compared. Since, each aspect was scored in different range, the range of content aspect is scored 0 – 30 points, organization 0 – 20 points, vocabulary 0 – 20 points, language use 0 – 25 points, and mechanics 0 -5 points, the gain score for each aspect was transformed into percentage. The mean score of the content aspect was increased from 15.9 to 19.8. There was an increase of 4.0 points or 25.22%. The mean score of the organization aspect was increased 3.2 points from

14.5 to 17.7 or 21.56%. There was an increase of 3.65 points from 13.8 to 17.5 on the mean score of the aspect of vocabulary. The increase of the mean score of the language use was 2.65 points from 14.3 to 17.0 or 18.49%. The last was the mean score of the mechanics aspects was increased from 3.2 to 3.86. There was an increase of 0.67 or 21.10%. The result indicates that the aspect of writing that improved the most after the students were taught by using authentic materials is the vocabulary aspect.

DISCUSSION

The improvement of the students' ability could be seen from the comparison between the students' pretest score and posttest score. The result for the mean score of the pretest was 61.77 and the posttest was 76.71. There was an increase of 14.09 in students' mean score. From the statistics analysis by using Repeated Measure T-test, it was also found that the t-value was higher than the t-table and the significant level was achieved. Therefore, it was confirmed that there was a significant improvement in students' writing descriptive text achievement after the students were taught by using authentic material.

This finding is in line with Thanajaro (2000), Apriyani (2015), and Putri (2015).

Each of them investigate the use authentic materials in teaching listening, reading, and speaking skill. All of them confirm that using authentic materials gives a positive effect in teaching English. Moreover, in teaching writing, this finding confirmed the result of study conducted by Mardaningsih (2015). In her research, she compared authentic and simplified materials in teaching writing. The type of text in her study was recount text. The authentic materials that she used in her study were comic strips which were taken from internet. She found that authentic materials could significantly improve the students' writing recount text achievement.

Therefore, according to finding from the previous research and this research, using authentic materials is good for teaching English. In teaching writing, using authentic materials is good for teaching descriptive and recount text. The second finding is about the aspect of writing that improved the most after the students were taught by using authentic materials. The result showed that there was an improvement for each aspect of writing after the students were taught by using authentic material. The aspect of writing that improved the most was vocabulary. The vocabulary aspect was improved from 13.8 to 17.5. The increase of this aspect was 3.65 or 26.37%. This finding was supported by Peacock (1997) who states that authentic materials are more interesting or simulating than artificial materials. Authentic materials could motivate students because they are more interesting and inspiring for the students. Students' interests invite them to find more detail about the subject that they would write as the topic. This finding also confirmed the previous study from Mard rizky kurnia wijaya (2010) which were the vocabulary aspect was the most improved aspect of writing after the students are being taught by using authentic materials.

CONCLUSION

Based on the result of the data analysis, the researcher comes to the following conclusion. Authentic materials significantly improve the students' writing achievement and also improve all aspect of writing, especially the vocabulary aspect. Using authentic materials is good for teaching writing because it can increase the students' interest and motivation in learning process. Authentic materials can also improve the students ability, ini using proper vocabulary in writting a text. Therefore using authentic materials in language teaching give positive effect on the students' achievements.

In reference with the conclusion, the researcher proposed some suggestions. For teachers, English teachers are suggested to use authentic materials as the variation of the teaching materials since authentic materials are interesting and inspiring for the students. In using authentic materials, teachers need to be careful in selecting the materials so that meet the students level and interest. For further research, it is suggested to use authentic materials in another different level of school to strengthen the previous theory. Using other type of text will enrich the theories related to the use of authentic materials in teaching English. Further investigation about the use of authentic materials in language aspect, especially vocabulary

aspect might give deeper explanation about the effect of authentic materials toward language aspect.

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