

AUTHENTIC AND SIMPLIFIED MATERIALS ON STUDENTS' WRITING ABILITY OF RECOUNT TEXT

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan pada kemampuan siswa dalam menulis teks *recount* dengan menerapkan materi autentik dan materi yang disederhanakan. Penelitian ini menggunakan pendekatan kuantitatif yang telah dilakukan pada 32 siswa dari X IPA2 sebagai kelas percobaan 1 dan 32 siswa dari X IPA3 sebagai kelas percobaan 2 di SMA Negeri 3 Metro. Dalam pengumpulan data, peneliti memberikan pre-tes dan post-tes untuk menganalisis peningkatan nilai siswa. Data dianalisis menggunakan *Independent Group t-test*. Hasil penelitian menunjukkan bahwa ada perbedaan yang berarti pada kemampuan siswa dalam menulis teks *recount* dengan menerapkan materi autentik dan materi yang disederhanakan dalam 3 aspek menulis, yaitu: isi, penggunaan bahasa, dan kosakata. Maka, penelitian ini menyarankan guru agar lebih kreatif dalam mengaplikasikan materi yang sesuai sehingga siswa dapat menulis teks *recount* dengan baik.

The objective of this research was to find out whether there is different students' writing ability of recount text who were taught by using authentic materials and simplified materials. This research used quantitative method which had conducted to 32 students in X IPA2 as experimental class 1 and 32 students in X IPA3 as experimental class 2 at Senior High School Negeri 3 Metro. In collecting the data, the researcher gave pre-test and post-test to analyze the increase of students' score. The data were analyzed by using Independent Group t-test. The results showed that there was significant difference on students' writing ability of recount text who are taught through authentic and simplified materials in terms of 3 aspects of writing; content, language use, and vocabulary. Thus, this research recommends the teacher to be more creative in applying the appropriate materials to make the students write recount text well.

Keywords: authentic materials, simplified materials, writing, recount text

INTRODUCTION

Theoretically, writing is one of the important productive skills in English language teaching. It is fact that writing is the most difficult language skill that must be learnt by the students. Writing is a skill that works as a communication way of the readable text between a writer and a reader. To create a good piece of writing, there are several elements that the writer must pay attention that is proposed by some terms proposed by Jacobs et. al (1981). There are content, organization, language use, vocabulary, and mechanics. Then, mastering writing ability also is compulsory for all of the students that are studying English as a foreign people to pass the examination.

Consequently, the English teachers have to apply the appropriate materials that they want to explore in writing class, especially about the recount text. Rahman (2013) showed the effectiveness of using authentic materials in the writing classes. His research found that authentic materials used up-to-date materials that can create the effective class successfully because authentic materials can increase the students' potential for writing English language in communication. Meanwhile, the learning process of writing involves the activity in which the students should understand the structure of the recount text as the simplified materials from the teacher.

Briefly, materials can support the teaching and it can increase students' success in writing ability. The use authentic materials not only to motivate the learners but also to give them the feeling that they are using real language "the target language

as it is used by the community that speaks it” (McNeill, 1994: 130). Examples of authentic materials are shown as follows:

- Spoken: movie, news items, airport and station announcement, etc.
- Written: recipes, articles, train timetables, advertisements, brochures, etc.

On the other hand, in language teaching, the simplification of text is commonly used by the teachers. Simplified texts are often simplified through the use of shorter sentences, reduced language features, and specified grammatical constructions (Long and Ross, 1993). It means that simplified materials as a second language text may be primarily written or adapted in terms of a linguistic formula based on list of word and grammar patterns point that learners are expected to know. In this case, it can be inferred that simplified materials are the materials which is used for teaching foreign language for one inescapable reason: beginning and intermediate foreign language students need them. The example of simplified materials can be taken from student’s handbook and internet.

The two types of material have influence in teaching writing especially in term of recount text. For example in authentic materials, the content of diary uses real language communication and it is included by up-to-date issue. Meanwhile, in simplified materials, the writer’s experience has common idea but it concerns on correct grammatical structure. From five types of recount text, like personal recount, factual recount, imaginative recount, procedural recount, and biographical recount, the focus of the research is personal recount. It tells the activities or events about the writer’s experience by herself or himself. The theme

that will be used in personal recount such as students' experiences especially good experiences and bad experiences. In addition, the personal recount text that is used in this research taken from someone's experience and diary's native speaker in internet. Based on the explanations above, this research is aimed at finding out whether there is different students' writing ability of recount text who were taught by using authentic materials and simplified materials.

METHODS

This research used quantitative method which had conducted to 32 students in X IPA2 as experimental class 1 and 32 students in X IPA3 as experimental class 2 at Senior High School Negeri 3 Metro. There were two groups of pre-test and post-test designs because the researcher investigated the different students' writing ability of recount text who were taught through authentic and simplified materials. Pre-test was conducted in both experimental classes before giving treatment to know the result of students' basic writing ability. Then, post-test was conducted in both experimental classes after giving treatment to find out the students' increase of writing. In addition, the researcher gave the time to do the writing test at around 90 minutes. The topics of the instruments were two recount texts based on authentic materials and simplified materials. The data were analyzed by using Independent Group t-test.

RESULTS

This research was conducted to find out whether there was significant difference of students' writing ability in recount text between those who were taught through authentic materials and simplified materials. The subject of this research was the

first grade of SMA Negeri 3 Metro in the academic year 2014/2015. As the sample, the researcher took 2 classes X IPA2 as the experimental class 1 that consists of 32 students and X IPA3 as the experimental class 2 that consists of 32 students. This research was conducted in 3 cycles. First, the researcher administered the pre-test for both experimental classes. Second, the researcher conducted the treatments for both classes and each class got three meeting. Lastly, the researcher administered the post-test for both experimental classes. In order to know the objective of the research could be achieved or not, the researcher analyzed the result of pre-test and post-test.

This research was conducted by giving three meetings for each experimental class after administering the pre-test. Then, the researcher conducted post-test after giving the treatments. In each treatment, the teacher distributed the different text in order to stimulate the students in understanding the text. However, the materials are the form of someone's experience and diary from internet. It is used because diary is the kind of personal recount text that is appropriate to the guideline of 2013 curriculum for the first grade of SMA/MA.

In each meeting of treatment, the researcher did the same activities in the class. After presenting the material, the researcher firstly brainstormed and asked them some questions related to the story that they were going to read especially about their experiences. From the text, the students read and identify the generic structures and language features that built the recount text. Then, the teacher taught them about the five elements of writing includes: content, organization,

language use, vocabulary, and mechanics. After that, the students were asked to write recount text by choosing one topic between their good experience and bad experience based on five aspects of writing that they had learnt. After writing a draft of recount text, they exchanged the work to their partner and revised it correctly. The last, the students made the final draft of recount text and submitted it to the researcher.

In conducting the research, the researcher applied different text in both experimental class every meeting. In experimental class 1, the text entitled *Diary of a Wimpy Kid at School*, *Meet Asia-the second of growing line up of diary*, and *Diary of native speaker*. While in experimental class 2, the researcher applied text entitled *'A Beautiful Day at Jogja*, *My amazing vocation*, and *Horrible experience*.

Result of Pre-Test

The pre-test was conducted before giving treatment which was administered in 2x45 minutes time allocation for experimental class 1 and experimental class 2. The instrument consists of some directions to write recount text. In experimental class 1, the total score of pre-test was 1660; mean score was 51.88. Meanwhile, the total score of experimental class 2 was 1685; mean score was 52.66. After conducting the pre-test for both classes, the researcher measured the result by using t-test through SPSS 16.0 for windows and compared the result of pretest between both classes. It resulted that the significance was 0.669. It means that the significant difference between the mean score of the pre-test in experimental class

1 and experimental class 2 is greater than α or $\text{Sign} > \alpha$ ($p > 0.05, p = 0.669$). It can be determined that H_0 is accepted and H_1 is rejected. In short, both of the experimental classes have the same ability in recount text writing.

Result of Post-Test

After giving treatment of authentic and simplified materials, the post-test was administered in order to determine whether there was a significant difference on students' writing ability or not after the treatment. It required 2x45 minutes to administer the post-test. There were several directions to write the recount text for the students in experimental class 1 and experimental class 2. The total score of the post-test in experimental class 1 was 2390; mean score was 74.69. On the other hand, the total score of experimental class 2 was 2195. The average score of students in experimental class 2 was 68.59. In order to know whether there is significant difference of students writing ability, the researcher had compared the result of post test on both classes using SPSS 16.0 program. And the result of significant value was 0.0001, $\text{sig.} < \alpha$ ($p < 0.05, p = 0.001$). It means that there is significant difference between means of score of post test in experimental class 1 and experimental class 2. In short, both of experimental classes have different achievement in writing ability.

Hypothesis Test

The hypothesis was tested to prove whether the hypothesis is accepted or not. To test the hypothesis, since the data had normal distribution, the researcher used SPSS Parametric (Independent samples T-test) by comparing the results of gain

score in both classes. The mean score increased from 51.88 to 74.69. On the other hand in experimental class 2 there was an increase for about 15.93 point. Then, the researcher analyzed two means from both classes which were taken from gain score. The result showed that sig. (2-tailed) is 0.001. It means that that the sig.< α ($p < 0.05$; $p = 0.001$). It can be concluded that there is significant difference on students' writing ability of recount text who were taught through authentic and simplified materials.

The analysis was done by using Independent Samples Test in SPSS to find out whether there is significant difference on students' writing ability of recount text who were taught by using authentic and simplified materials difference based on five aspects of writing including content, organization, language use, vocabulary, and mechanics. The result showed that the significant value of content was 0.00, organization was 0.89, language use was 0.04, vocabulary was 0.01, mechanics was 0.196.

From the result analysis of students' gain score in both experimental classes, it can be said that there are some differences between authentic and simplified materials on students' writing ability of recount text. It especially comes from content, language use, and vocabulary. Meanwhile, the aspects of organization and mechanics have no difference between students' writing ability of recount text thought by using authentic and simplified materials.

DISCUSSION

This section deals with the discussion and findings of the research which analyze significant difference between authentic and simplified materials on students' writing ability of recount text. However, before discussing it further, the researcher would like to investigate the previous relevant research related to this research, that is showed the effectiveness of using authentic materials in the writing classes (Rahman: 2013). It made the researcher find out the result of difference if the authentic materials compare with simplified materials that is usually used by the teacher in the writing class, especially in recount text.

The result of this research found that the authentic was better than simplified materials and provided significant two tailed $p < 0.05$. It means that there is significant difference on students' writing ability of recount text who are taught by using authentic and simplified materials. Actually, the result of the pre-test showed that the students of both experimental class 1 and experimental class 2 had same basic ability in writing. However, after having three meeting of treatment in each experimental class with different materials, it was found that the increase of students' writing ability between experimental class 1 and experimental class 2 was significantly different from the increase score of pre-test to post-test.

Based on the result of the research, the students who were taught through authentic materials were very interested in reading the text. It uses up-to-date issue and it can make them curious about the topic. By applying authentic

materials like native's diary, the teacher can easily make the students compose the creative ideas and critical thinking in writing. Thus, authentic materials can significantly increase the students' recount text writing in content. On the other hand, most of the students who had simplified materials treatment performed common idea in writing recount text.

Furthermore, the increase of recount text writing in terms of vocabulary in experimental class 1 was higher than experimental class 2. It was assumed that authentic materials refer to texts which are recognisable to students in terms of content, form and culture, can help them overcome any writing ability difficulties they may encounter with less common vocabulary, and with words specific (Carrell and Eisterhold, 1987). By having new newly familiar words, the students can produce variety of vocabularies that they use in writing recount text appropriately. Meanwhile, Widdowson (1978) states that simplified materials have less proficiency for language learners because there is more limited words and structures that is used to rewrite or adapt the original text. As the result, there was better increase on students' writing ability of recount text after being taught through authentic materials rather than simplified materials.

The last difference occurred in the aspect of writing in language use. The result showed that the increase of writing ability in experimental class 2 was higher than experimental class 1. The reasonable assumption comes from the simplified text is important in the simplification of language learning material because simplified texts are often simplified through the use of shorter sentences, reduced language

features, and specified grammatical constructions (Long and Ross, 1993). However, the students whose authentic material treatment had difficulty in understanding the grammatical structure because the text contained the authentic structure. In short, the students whose simplified materials treatment had better score in writing language use of recount text comparing with authentic materials treatment.

The other finding of the research comes from organization and mechanics. Both aspects of writing have no significant difference on students' increase of recount text writing ability between experimental class 1 and experimental class 2. Organization becomes the lowest increased aspect in experimental class 1 and the third lowest aspect in experimental class 2. Both materials have similar effect in increasing students' writing ability because organization is the easy aspect for student to be learnt. It is about the arrangement of sentence, paragraph, and idea. Most of students had good score of organization in pre-test and also had good increase in the post-test.

In addition, mechanics is the easiest aspect of writing for the students because it only consists of the writing of capitalization, spelling, and using of punctuation appropriately. Most of the students had big mean score of pre-test. Then, after giving the treatment in both classes, the students had insignificant increase of writing ability in post-test between experimental class 1 and experimental class 2. It means that both authentic and simplified materials have no significant effect on students' writing ability of recount text in terms of mechanics.

Referring to the result of the test, authentic materials treatment has strength in increasing students' writing ability of recount text in each aspects of writing especially in terms of content and vocabulary. On the other hand, the students who are taught recount text by using simplified materials have the strongest increase in writing aspect of language use rather than using authentic materials. In short, both authentic and simplified materials treatment significantly have different result in increasing the students' aspects of writing ability in recount text. By considering overall the students' score of writing ability, it can be concluded that there is significant difference on students' writing ability of recount text who are taught by using authentic materials and simplified materials.

CONCLUSION

Based on the finding and discussion previously, it can be concluded that there is significant difference on students' writing ability of recount text who were taught by using authentic and simplified materials. It can be seen from the significant value is the smaller than alpha ($\text{Sign.} < \alpha$, $0.01 < 0.05$). In this case, the result of this research shows that there is different students' writing ability of recount text who are taught by using authentic and simplified materials in terms of three aspects of writing; content, language use, and vocabulary. The students who are taught through authentic materials are better in writing recount text in terms of content and vocabulary rather than those who are taught through simplified materials. Meanwhile, the students who are taught through simplified materials are better than those who are taught through simplified materials in writing recount text in terms of language use.

Suggestion

According to the findings, the researcher gives some suggestions. Firstly, the teachers need to be careful while selecting appropriate authentic materials for the writing classes. Secondly, the teachers should include their own experience to motivate the students in the classroom in developing their creative idea. Thirdly, the teachers are recommended to give more time for the students to make correction of works and to discuss it together especially in language use aspect of writing. Next, teachers can use student's real experience in which they are interested instead of factious information. At last, the use of the multimedia, like computer and projector can be applied by the teachers in the writing class to encourage the students is interested in the materials.

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