

CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the study, formulation of the research problem, the purpose of the study, significance of the study, scope and limitation of the research, definition of key terms, and organization of the Study.

A. Background of Study

Education plays is very important for the development of a nation. Quality education produces human resources who are intelligent, innovative, disciplined and responsible, so it is expected to raise the dignity of a nation in the international world. This is in accordance with the purpose of National Education In Act No.. 20, 2003. Article 3 of the Regulation, "function the national Education develop skills and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aimed at developing the potential of students to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

Language is one of subject in junior high school that can support the student to reach the goal in National Education purpose. Language means of communication between members of society. In Indonesia, the official language is *Bahasa Indonesia*. But now days, in order to face and to competent in the globalization era, Indonesia needs an International language.

There are several international languages in the world and one of them is English.

English is very important language in the world, because it should be realized that English as an international language plays important roles in some aspects of human life. In fact, the development of information, science and technology, motivate human being to master English and need of English in really felt to be crucial. Harmer (1991:1) presents some reasons why people learn language. Especially English, some people want to study English because they think that it offers a chance for advancement in their professional live. They will get a better job with two languages than if they only know their mother tongue.

Learning English means learning its two aspects: skill and component (Heaton, 1974:3). Four major skills through language are listening, speaking, reading and writing; while English components are phonology, vocabulary, and grammar. Tarigan (1986: 185) said that writing is an important skill because if we receive an opinion that books are full of knowledge, in conclusion writing and writer are the place and the people that product these knowledge, without writing skill those books will be empty.

Moreover, people need to have good writing skill. Langan (2006: 13) said that writing is a skill like driving, typing, or cooking, and like any skill, it can be learned. Writing is a basic skill that is necessary for success on the real world. Having ability to write well is really important because it can be use to

expressing someone's feeling. As means of communication, writing has an important part of human life. The writing ability will make their communication easier. Since English becomes the target language in educational world, of course, it will arise some problems that may faced by the students while acquiring the target language.

As we know that curriculum change is intended to improve the quality of education. But one thing that is important too is about instructional material that used at school because this materials will helpfull the student to learn about English. As we know that teacher in indonesia use instructional material produced by a goverment education agency or commitee. This is very influential on learning because every region have different characteristic, both in cultural and geographical environment. It will give impact to the student in learning, especially English.

If teachers use the commercial book students will difficult to understand the content of the book because it does not suitable with what is required of students. Comercial made text books are prepared for a wide audience, one that is culturally diverse and geographically dissimilar. As such, the qualities which give teacher-made and audience specific materials their authenticity and relevance are usually removed. Indeed, the materials do not fit with the teacher and student need. So before we select the material we must know the need analysis from the student.

Based on the researcher interview with the teacher that teaching English and observation on 17 february 2014 at class VII-B MTsN Tunggangri. In class VII-B MTsN Tunggangri still used comercial book that produced by a goverment education agency and the students are difficult to understand the materials that include in instructional materials.

The researcher select authentic materials based the student need to solve this problem, because the advantages of using authentic materials in the classroom are first, student are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. The second is authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value as a teachers we are educators working within the school system, so education and general development are part of our responsebilities (sanderson, 1999). The next advantages are they can produce sense of achievement and they can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about topics or kind of authentic materials to be used in the class. Books, articles, newspapers, and so on contain a wide variety of types, language styles not easily to found in conventional teaching materials.

Based on these reasons , the researcher try to develop English instructional material by using authentic material so in this research the researcher take the title ” **The Use of Authentic Materials to Increase The**

Students Achievement In Writing Procedure Text at First Grader MTsN Tunggangri Academic Year of 2013-2014”

B. Research Problem

How is the results of the application Authentic materials in raising the students' achievement writing procedure text first grader MTsN Tunggangri?

C. The Purpose of Study

To know the results of the application Authentic materials in raising the students' achievement writing procedure text first grader MTsN Tunggangri

D. Significance of The Study

1. For School

It can be used as an input for the school to implement a variety of learning English materials that can increase student achievement especially in writing skill.

2. For Teachers

It can be used as a motivation for implementing a variety of source learning English enjoyable and meaningful to the students so as to make students eager to learn English and do not feel confused during the learning process because the materials taken from something around the student.

3. For students

The result can improve student achievement in writing procedure and to encourage students not to be afraid and happy towards learning

English language thereby increasing students' interest and motivation in learning

4. Team MGMP

As a reference material in creating of English instructional materials in the future

5. For Researchers

The results are useful to enhance knowledge about English materials and the study of learning English is also used as a means to practice analyzing a problem that occurred on the field, so hopefully researchers will be more sensitive to the problems that were incurred in connection with the development of English language education.

E. Scope And Limitation of The Research

Scope in this research is teaching writing procedure text using authentic materials.

The researcher make limitation in using authentic materials to teach, because the limit of time not all of authentic materials that researcher use, but only use some of authentic materials such as video how to make fried rice, how to make orange juice. picture steps about how to turn off computer.

F. Definition of Key Terms

1. Authentic materials

Authentic material is material that is used in the classroom that has not been modified in any way for students. Authentic materials refer to oral and written language material used in daily situations by native speakers of the language. In this study the researcher used video and picture.

2. Increasing

The noun *increase* indicates growth of something that gets bigger in number or volume. When used as a verb, it means the act of growing or gaining more. It refers to something that has gotten bigger

3. Learning achievement

Knowledge of a person based on the results of previous learning will improve internal conditions that needed in the face of subsequent learning tasks. It is indicating that the ability of the students who had previously owned the subjects will allow students to follow the learning further. Achievement of learning can be defined as the acquisition of knowledge or skills developed through subjects, commonly indicated by test scores or numeric value assigned by the teacher.

4. Writing

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a

graphic representation of speech, but the development and presentation of thoughts in a structured way.

5. Procedure text

Anderson (1997:50) Procedure text is a piece of text that gives us instructions for doing something. The purpose is to explain how something can be done.

Writing procedures help us do a task or make something. They can be a set of instructions or directions e.g. step by step method to germinate seeds.

G. Organization of The Study

This study will divide into five chapters, namely (1) Introduction, (2) Review of Related Literature, (3) Research Method, (4) Findings and Discussion, (5) Conclusion and Suggestion.

Chapter I provide the background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms and organization of the study.

Chapter II will focuses on the review of related theories and literatures related to authentic materials and evaluation.

Chapter III will contains further explanation about methodology of the study including research design, subjects and setting of the study, procedures of the study (preliminary observation, planning, implementing, observing and reflecting).

Chapter IV will covers the data collected, data analysis and the interpretation of the findings from the study.

Chapter V will explore the conclusion of the study and also suggestion for further study.

CHAPTER II

REVIEW RELATED LITTERATURE

In this chapter the writer would like to review some theories that are relevant to this thesis. Some points that will be discussed by the writer are; the general concepts of writing, text, teaching writing for junior high school, authentic materials, advantages and disadvantages of authentic materials.

A. The General Concepts of Writing

1. Definition of Writing

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it.

Ken Hyland (2002:7) said that writing has various kinds, it can be used as a means to express the writers idea based on her experience, thoughts, and feelings. And in many schools, writing is principally conducted to demonstrate knowledge of decontextualised facts with little awareness of a reader beyond the teacher-examiner.

Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words.

2. Types of Writing

Finnochiaro (1974:85) stated that naturally, the type of writing system exists in the native language in an important factor in determining to easy of speech with which students learn to write.

According to Finnochiaro (1974:86), there are two types of writing:

a. Factual or Practical Writing

This type of writing deals with facts. The writer can find it in the writing of letter and summaries.

b. Imaginary Creative Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc. The type of writing above which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When teacher sets a task for young learners students, teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.

3. Writing process

The process writing approach involves the process step necessary to produce a good quality final piece of writing.

Caroline (2006:102-109) The writing process is:

a. Prewrite

In this important first step, young learners are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease them into writing without any hesitation or worry. For every piece of writing there is always prewrite activity. In the classroom, prewriting can be as simple as a drawing activity, or it can be woven into a discussion between the teacher and the learners. In prewrite steps, you gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before you write, they are brainstorming and clustering.

b. Write

Young learners write down all of their ideas. They dont worry about form of correctness or even the order. The objective is to get the ideas on paper as quickly as possible. For instance, if young learners are going to be writing a manual on how to use her favorite toy, they could write down the steps they do when they play with it.

c. Revise

The initial piece of writing is examined and reworked so that the ideas are logical and flow together

d. Edit

Learners (with the help of their teachers, caregivers, or classmates) proof-read their work to make sure that there are not any content errors or grammatical or spelling errors. Correcting students errors and helping students to find and correct their own errors presents a real dilemma for teachers. On one hand, you do not want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation.

e. Publish

The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or on a computer so that it can be displayed or shared. These explanations above are 5 steps in writing process that should be done if someone wants to write easily. Before we write we have to prepare our mind to write properly. Then they have to check, is it the ideas logical?. After that the writer has to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish. So that, the text is better produced.

B. Text

1. Definition of text

Hornby (1987:1234) in Oxford Advanced Learner's Dictionary stated that "text is the main written or printed part of a book or page,

contrasted with notes.”. And Jack richard (1990:292) in Longman Dictionary of Applied Linguistics stated that “text /tekst/ is a piece of spoken or written language. A text may be considered from the point of view of its structure and/ or its functions.

Thus from the explanation above, the researcher concludes that text is a passage that has composition on which a note is written, also it has structure and function.

2. Types of text

Mark Anderson and Kathy Anderson (1997:1-3) There are two types of the text, they are:

a. Literary text

Literary texts include Aboriginal Dreaming Stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about on our life and considers our beliefs. There are three main text types in this category: narrative, poetic and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

b. Factual text

Factual texts include advertisement, announcements, Internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to

show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

3. Genre

Genre (in classroom context) is simple texts or type of literature which is communicative in its explanation to the students.

There are twelve kinds of genre they are:

a. Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining.

b. Report

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

c. Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue.

d. Explanation

Explanation is a piece of text that explains the processes involved in the formation or workings of natural or sociocultural phenomena.

e. Exposition (Analytical)

Exposition - analytical is a piece of text that persuades the reader or listener that something needs to get attention.

f. Exposition (Hortatory)

Exposition - hortatory is a piece of text that persuades the reader or listener that something should or should not be the case.

g. New item

New item is a piece of text that informs readers, listeners and viewers about events of the day which are considered newsworthy or important.

h. Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident.

i. Narrative

Narrative is a piece of text that amuses, entertains and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

j. Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

k. Description

Description is a piece of text that describes a particular person, place or thing.

1. Review

Review is a piece of text that critiques an art work, event for a public audience.

4. Procedure text

a. Definition of procedure text

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

b. Social Function of Procedure Text

Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something.

c. Generic Structure of Procedure Text

According to Swales (1990:42), "structure of texts is a device that supports communicative purpose" Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from

the verb “construct”, which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, there are three generic structure of procedure text, they are:

- 1) An Introductory statement that gives the aim or goal.
- 2) A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
- 3) A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

d. Significant Lexicogrammatical Features

Besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of a procedure text. They are:

- 1) Simple Present Tense, especially imperative form

Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.

- 2) Connective of sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But,

to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

3) Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

e. The Example of Procedure Text

Goal: How To Make Pancake

Ingredients: 3 – 4 spoonful of flour, 2 eggs, 1 ½ (250 ml) of milk,

1 stick of butter

Utensils: 1 mixing bowl, 2 table spoons, 2 cups, 1 small pan

Steps:

- a. First Put the flour in the bowl.
- b. Second Put milk in a cup.
- c. Third Make sure it's 250 ml of milk.
- d. Fourth Put the milk in the bowl.
- e. Fifth Break the 2 eggs into the bowl.
- f. Sixth Mix it with a spoon.
- g. Seventh Heat up the pan and put the butter
- h. Eighth Put the mix in the pan.
- i. Next Let the pancake mix cook about 5 minutes

j. Then Flip pancake over when the top is brown.

k. Finally Your pancake is ready to be served

from an example above, everybody knows how to write procedure text. First, they must write a goal. Second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

C. Teaching Writing for Junior High School

Teaching English at Junior High School encompasses the four language skills. They are taught in explicit manner; therefore it cannot separate them from one another because they are related to each other.

Teaching writing at Junior High School is not easy as teaching other language skills which must be learnt as other language skills which are mastered, and it demands very much of learner, either the basic language proficiency to control her/his language performance, or his effort to have writing practice continually. Still time allotment to learning English at Junior High School is limited that the students might not get much attention and guidance from their teacher.

While writing, students also need much time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development, which ideas will put on the text. Specific attention is needed in teaching writing English for Junior

High School because the range of students' age is varies between thirteen to fifteen years old.

According to Harmer (2004:41-42) When helping students to become better writers, teachers have a number of crucial tasks to perform. The numbers of crucial tasks to perform are:

1. Demonstrating

Teachers have to be able to draw about writing convention and genre constraints in specific types of writing to their attention.

2. Motivating and Provoking

Student writers often find themselves "lost for words", especially in creative writing task. This is where the teacher can help, provoking the students into having the ideas, enthusing them with the value of the task, and persuading them what fun it can be.

3. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available and prepared to help students overcome difficulties.

4. Responding

When responding, we react to the content and construction of a piece supportively and often make suggestions for its improvement.

5. Evaluating

There are many occasions, however, when we do want to evaluate students' work, telling both them and us how well they have done. All of us want to know what standard we have reached (in this case of a progress /achievement test). When evaluating our Students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we may award grades; but, although test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity.

D. Authentic Materials

1. Definition of authentic materials

Authentic Materials are language materials that were originally intended for native speakers, not second-language learners. According to Miller (1995), Authentic Materials are those instruments or materials, which were *not created or edited expressly for language learners*. This means that most everyday objects in the target language qualify as authentic materials. According to McDonough (1993), "authentic materials are readily available, inexpensive, appropriate for all skill levels and not difficult to implement."

In addition, it is important to mention the difference that exists between Authentic Materials and Graded materials. For instance, the Graded Materials are the ones that usually circle around a particular structure that is presented to the student. For example, if the tense

being presented is, say. “The Past Tense”, every single speaker in the dialogs or even the texts given to the students are in that tense. In other words, the situation that is put in context. it is not real. Like Julio Foppoli mentions in his article published in internet. “A Graded material is not uncommon in real life, but when it comes to graded materials, you will never find these types of situations that resemble real-life conversations.”

On the other hand, the Authentic Materials are real in the sense that they are not created for students as the target audience but for native speakers. The obvious advantage, of course, is that by using authentic materials you present students with actual everyday language. just as it appears in real life. However according to Murdoch (1999). “the main disadvantage of these materials is that sometimes they are not teacher-friendly, and you may need to spend several hours reading or watching videos until you finally find what you need in order to use in your class.”

Based on the theory above, we can conclude that Authentic material is material that is used in the classroom that has not been modified in any way for students. Authentic materials refer to oral and written language material used in daily situations by native speakers of the language. Some example of authentic materials are newspapers, magazine, television programs, travel brochure, video tape, picture etc.

2. Sources of Authentic Materials

In today's globalized world, we can get a lot of source for authentic materials, but the most commonly used perhaps are: Newspapers, menus, magazines, the Internet, TV programs, movies, CDs, songs, brochures, comics, literature (novels, poems and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, wrappings, recipes, business cards, labels, stamps, etc.

3. How to use authentic materials

Using authentic materials is One of the bases of a creative and motivating part of the teaching process that is going to be applied according to the corresponded level. There are Several reason for this, Primarily a kind of fear that students will panic when faced with language that is Largely unfamiliar, and a feeling that to prevent this, the language Should be edited to the students' level. There are several ways of using Authentic Materials; Some of them are going to be mentioned in the following sources.

When people first think of authentic materials they usually assume that it is talking about newspaper and magazine articles. However, the term can also include such things as songs, web sites, radio & TV shows, films, brochures, posters, indeed anything written in the target language and used unedited in the classroom. For example,

a. If teachers use magazines, they can use them for several activities like:

- 2) Pictures can be used for description, comparison, or for writing mysteries or movie plots, and procedure.
- 3) Students bring in recipes and have them write transitional phrases and modals to the preparation section of the recipe. (First, you must cut up the vegetables. etc.) Then students present recipes from their own countries to the class as process speeches. Articles on home or car repair are also good for process speeches.
- 4) Student analyze ads for audience, slogan, product being sold, logo and sales technique. Then have them create their own print ads and explain them to the class.

b. if the teacher uses newspapers, they can use them to:

- 1) work with modals, use the first paragraph of a story to complete who, what, where, when (and sometimes why) grids. Then give them a headline and have them write their own stories.
- 2) Use graph and charts for scanning or for speak test preparation.

- 3) Student phone each other and ask question based on an ads they have choosen. They can also do this with the help wanted section.
 - 4) Have them chose jobs, brainstorm interview questions, and interview each other.
- c. if the teacher want to use catalogs, they must consider some recomendation of activity like:
- 1) student cut small pictures out of catalogs to make their own vocabulary picture poster or dictionary.
 - 2) Bring in several copies of the same catalog and have students talk in pairs about preferences and colors.
 - 3) Find pictures of decorated rooms and have student use prepositions of place.they can also make lists of all the activities that usualy do in that room. (I usually cook in the kitchen.)
 - 4) Student use the order form to learn how to fill out forms correctly and then call each other to place orders.

The materials that used, will of course, depend on the ‘usual’ factors:

- a. The topic must suitable with syllabus

- b. Target language area. Is the material for low level, intermediate, or advance. For example at lower levels, some possibilities include leaflets, timetables, menus, short headline type reports, audio and video advertising, or short news broadcast.
- c. Skills. Is your materials was suitable in listening skill, speaking, reading or writing.
- d. Student needs and interest. This is the important point when you use authentic materials. because your materials will motivate the student if your material suitable with they needs.

Additionally, in today's globalized world, examples abound, but the most commonly used Perhaps are: newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories) and so forth.

In the following list, it was looked some authentic materials in a bit more detail and then move on to a variety of sample tasks.

a. Literature.

The reason *for* using literature in the class has been stated by Pound: "Great literature is simply language charged with meaning to the most possible degree" (Jacobson: 2003). Of course, the focus should be on teaching language, not literature. In other words, the idea should be using

literary texts as one kind among other texts. With that in mind, the tasks should aim at meaning and not form, especially literary form or stylistics.

b. Computer Software

Software that has been specially designed for English instruction has received some criticism particularly from teachers who back up a humanistic approach to language teaching. They state they see no reason why exercises that can be done with a textbook should be carried out with a computer. This idea stems from software such as Gapkit, Grammar mastery II, and others that are really computer guided drills. This position is quite understandable. However, together with tense buster, and others that drills are not all computers have to offer to EFL teaching.

Generals software can be used in class, be it in genuine or in an authentic way. There are other examples of adventure games where learners need to discover clues and unravel mysteries. These games usually involve a good amount of reading and with the use of multimedia they involve a good range of sounds, speakers of different ages and accents, and excellent images. Student can play in pairs or threes and discuss what to do next, so that interaction that takes place is also a part of the learning process. Another advantage these game have is that they promote computer literacy, a badly needed skill in modern world.

c. Task

The task, or what student are supposed to do with the given material, is what often makes all the difference. There is material that can be used for beginners, intermediate or advanced students, provide the task that comes with it is suitable. This task should relate to the student's own life as much as possible. These an example of task;

1) want Ads.

A series *of* 4-5 want ads can be used with the students in the following way: beginners are asked to say which of the jobs they could qualify for, intermediate students can write an application letter and advanced students may discuss who in the class could qualify for the job and why, re-write the ads or role-play job interviews.

2) Treasure Hunt.

Students get a news or magazine article and a sheet of paper with a series of questions so that they look for certain items: dates, events, people involved, etc.

3) Menus.

It has been found menus to have great potential as authentic material. Students freely get involved in a role-play where one is a

waiter/tress and 2-3 students are the customers, provided they have been supplied with the necessary functions and structures to carry out such task, i.e. sentences such as: ‘What would you like?’, ‘I’ll have...’, ‘Anything else?’ and so on.

4) Ads in magazines

Guessing the product In this task, the teacher cuts out advertisement from magazines , hides the Products being advertised and shows them to learners one by one to see if they can guess what product is being advertised.

5) The agony column

Four or five letters to the agony column are cut in half and Pasted onto cards. Students work in pairs or groups of three and match the beginnings with the corresponding endings of the letters, and they match the corresponding answer to each letter.

6) Travel brochures.

An example of how to use travel brochures is the following: Students sit in groups of 4-5. They are given travel brochures of interesting places. They are to design a “phoney” brochure of an invented place. In it, they include a mixture of characteristics of

that place. E.g. spaghetti is the typical food; you can visit a theme park, etc.

d. Using Internet

With the advent of the World Wide Web, teachers have at their disposal large amounts of texts, visual stimuli, newspapers, and magazines, live radio and TV., video clips and much more. There are endless lists of useful materials for the language classroom. It focuses mainly on newspapers and radio stations. As with other media, there is no point in asking students to just go to the web and read some text or other. There needs to be a task, preferably one in which meaning is central and has some connection to the real world. Treasure hunts and other information searching activities are probably the most useful. More and more sites have interactive sections.

The book *How to Use the Internet in ELT* (2000) by Dede Teeler and Peta Gray is a very useful handbook for teachers who would like to learn how to use the Internet, where to find information and materials for their lessons and how to manage the computer, too.

The authors say that it is not possible to say how many people use the Internet. But definitely, some of them are teachers and they seem to be using it almost for everything: updating language skills, searching for materials, learning about computer technology, keeping in touch with

other teachers and friends, teaching, working on projects and another activities, or just enjoying themselves.

According to them, the Internet is probably the biggest library in the world. It is still changing and therefore it is not possible to make an index for it. But there are another ways how to search in it – the gateways.

The gateways sites are common web sites. There are listed links to other web sites or documents. They are regularly updated.

1) Why to use the Internet for materials

According to Tomalin and Stempleski, one of the advantages is topicality – of course a lot of materials are old, but there are new ones added monthly, weekly or daily. The teacher does not have to buy the publications and can download them from the Internet or print them straight from the web page. Other one is personalization – the teacher cannot change the textbook he is working with, but he can find suitable materials on the Internet and modify them if needed

2) How to adapt materials

Stempleski and Tomalin give some advice how to adapt materials for certain students. Technically, it is an easy process. The teacher can just copy and paste the pieces he wants to use. The only thing he has to be careful about is the copyright law. He should check the legal notice on the website he uses.

e. Using picture

The book *Pictures for Language Learning* (1994) by Andrew Wright is a very useful source for teachers, who want to use pictures in teaching.

As Wright says, pictures in teaching are especially suitable for learners with special needs. They are also very useful when introducing new topic. The teacher can thanks to them provoke the students to express themselves emotionally. Pictures can be used with as well beginners as advanced students of all ages. There is usually minimal preparation and low costs.

It is important to expose students to various stimuli so that they can develop their skills broadly. According to Wright, teacher's resources must include pictures. We are not exposed only to spoken language, but we perceive a lot of context visually. Students have to learn to predict, induce and deduce. Pictures play a key role in motivating students and contribute to interest and awareness of context.

E. The Advantages and Disadvantage Authentic Materials

There are the severals advantages and disadvantages from authentic materials.

1. Iftanti (2013:))Advantages of using authentic materials in the classroom are:

- a. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.
 - b. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value as teachers we are educators working within the school system, so education and general development are part of our responsibilities (Sanderson, 1999).
 - c. They can produce a sense of achievement.
 - d. They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about topics or kind of authentic materials to be used in the class.
 - e. Books, articles, newspapers, and so on contain a wide variety of types, language styles not easily to found in conventional teaching materials.
2. The authentic materials also have several disadvantages;
- a. They may be too culturally biased, so unnecessarily difficult to understand outside the language community.
 - b. The vocabulary might not be relevant to the student's immediate needs
 - c. Too many structures are mixed so lower levels have a hard time decoding the texts.

- d. Specials preparation is necessary which can be time consuming.
- e. With listening, too many different accents.
- f. The material can become outdated easily. E.g. news

CHAPTER III

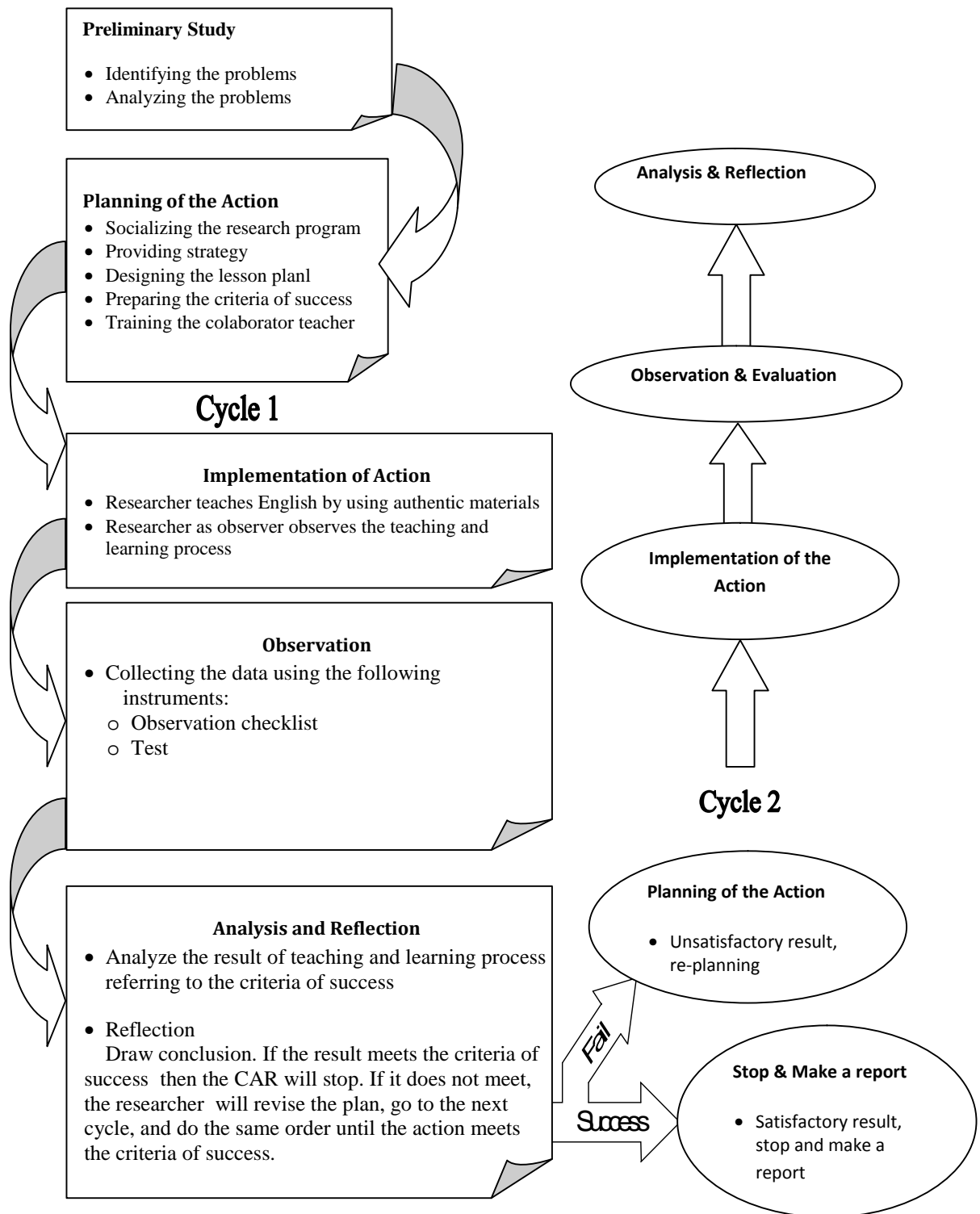
RESEARCH METHOD

This chapter discusses the research methodology employed in the study. In general, the discussion covers research design, setting and subject of study, and research procedure.

A. Research Design

The design of the research is classroom action research (CAR). According to Bassey (1998) (as quoted by Koshy, 2006:8), classroom action research is defined as an enquiry which is carried out in order to understand, to evaluate, and to change if it is needed to improve educational practice. While Mettetal (2001:2) describes classroom action research as a method of finding out what works best in your own classroom so that you can improve students learning. The researcher chose the design since it deal with the classroom setting, which was directed to find out the solution to the students' problem in writing procedure text in learning English. To cope with the students' problem in writing procedure, the researcher use authentic materials based student need during the teaching and learning process. Based on the spiral model of action research presented by Kemmis and Taggart (in Hopkin, 1985:34) the researcher conducted the research in cycles, each of which consists of four steps: planning, implementation, observation, and reflection.

The following is the class room action research procedure used which is adapted from Kemmis and Taggart shown in figure 3.1 as follow:



B. Setting and subject of the study

This research was conducted at MTsN Tunggangri kalidawir Tulungagung, which is located on Jl.Raya Tanjung Ds.Tunggangri Kec.Kalidawir. The researcher decided this school as the place where he conducted his research because of the student have a problem in writing procedure text. This school has 26 classes, comprised into grade VII, VIII, and IX, 10 classes for grade VII, 8 classes for grade VIII, and 8 classes for grade IX.

The subject of this research are 41 student of class VII-B of MTsN Tunggangri Kalidawir. The seven graders were chosen since based on the researcher observation and interview this grade still confuse in writing especially writing procedure so it will be suitable with the research that would be conducted by the researcher, who used authentic materials to increase student achievement in writing procedure. The students of class VII-B were chosen since they were the students recommended by the English teacher to improve their writing achievement.

C. Procedure of the study

The procedure of the study refer to the stages in how the study is conducted covering preliminary observation (reconnaissance), planning, implementation, observation, and reflection

1. Preliminary observation

Before doing the first cycle, the researcher did preliminary study. In here the researcher collect any information about real condition of the class. The purpose to find out practical problem. The preliminary study was done by observing students activities in the classroom and interviewing some of students and the English teacher informally. Based on the preliminary study on 17 february 2014 it was found that most of student said that they feel confused when the teacher ask them to write procedure text. They do not know how to make correct writing procedure and express their idea to made procedure text. The teacher also used comercial book that made by goverment that isn't suitable with students' need and the teacher didn't improve the English instructional material that they use in the class. The effects are the student are not enthusiastic when the teacher teach and feel bored, sleepy, some others drawing on piece of paper. That is why, average their last scores of writing were 60,8, below the minimum mastery learning strategy (SKBM). Based on the findings the researcher then applied the authentic material to increase student achievement in writing procedure.

2. Planing

Based on findings of preliminary study, the reasercher purposed a solution for solving the problem occured during the

teaching and learning process by did some planning activity during March until April, 2014. In this step, the researcher made preparation needed in conducting the research. In the steps covers socializing the research program, providing a suitable strategy, design a lesson plan, preparing the criteria of success, and training the collaborator teacher.

a. Socializing the Research Program

Before conducting the research in the class, on 22 february 2014 the researcher asked permission to the headmaster of MTsN Tunggangri Kalidawir, Tulungagung Drs.H. Kahfi Nurudduja, for conducting the research in the school. After getting permission, the researcher met one English teacher of MTs Tunggangri, Drs. Zainal Fanani. Then the researcher interviewed the English teacher about the condition of the students in learning English especialy writing procedure and the English materials that the teacher used. The researcher also showed his purposes in research before he collaborate with the English teacher to arranges the research schedule and discussed about the instructional materials. The materials selected based on the topic in research and they are must be appropriate with syllabus on seven grade of Junior High School.

In this research, The researcher used Kemmis and Taggart's cycles and every cycle devided three meetings. And this research will be conducted on May 12 until 31 May 2014, in every cycle

consisted of three meetings with a post test in the end of every cycle, the first cycle will be conducted at May 12 until 19, 2014, and then cycle 2 will be conducted at May 22 until 28, 2014.

b. Providing a suitable strategy

Based on the result of preliminary observation, the researcher found that there were some problems in writing skill of the students in VII B class. So the researcher prepares strategy to solve it. To achieve the instructional objectives in writing procedure, the study focused on the implementation of using authentic materials. The scenario of teaching writing procedure using authentic materials as follow,

3.1 Table scenario of teaching

Activity	Teaching activity
Pre teaching	<ol style="list-style-type: none"> 1. Greeting and pray together 2. Introduce him self 3. Checking students attendance
Teaching using authentic materials	<ol style="list-style-type: none"> 1. teacher explain the materials 2. teacher show video about procedure text 3. students analyze the video and some of them practise the video in front of class 4. teacher distribute simple steps picture to the students 5. Teacher asks students to make it in written form 6. Teacher guide the students in process writing, revising, editing.
Evaluation	<ol style="list-style-type: none"> 1. Teacher give a topic and ask the students make it in written procedure text 2. The student can select their own idea

c. Designing lesson plan

Based on the fact and the problem found in the preliminary study, the researcher then constructed the general plan to solve the problems. The lesson plan was developed by considering (1) course identity, It consists of school name, subject, levels, time allocated, and state curriculum standards. (2) indicators, It described the standards that each student should master to function effectively in their future that was characterized by great changed and information growth. (3) instructional objectives, Instructional objectives are the learning outcomes for the lesson. (4) procedure of teaching and learning employing the developed strategy. (5) Instructional materials, The authentic materials that the researcher use take from internet such as youtube about how to use or make something, picture steps to help student in how to make or use something like how to turn of computer, how to charge handphone etc. (6) Evaluation or assessment: This section contains a description of the assessment process to measure the students' success. (*see a lesson plan in appendix 1 and 2*)

d. Establish success criteria

Based on the problems found through conducted preliminary observation, in this study the researcher use Authentic materials in teaching writing, especially writing procedure text to determine

whether the researcher should stop or continue his study. The researcher determined whether the research is successful or not can be seen from the average students' scores from the test in writing is equal to or above 75 (SKBM). If the average score from students is less than 75 the researcher continues to the next cycle, but if the average score of students is equal to or above 75 it can be stopped.

e. Discussing the strategy to the collaborator teacher

In this research, the researcher as an English teacher who applies the authentic materials in the class, the researcher asked the English teacher of MTsN Tunggangri Kalidawir, Tulungagung to be a collaborative teacher, before applying the authentic materials to teaching writing procedure in the class. The researcher collaborated with the English teacher also to provide the strategy to implementing the authentic materials in the class. The purpose of this collaboration between researcher and teacher is to create a good atmosphere of classroom and to handle them easily.

3. Research Implementation

In this case, action is implementation of planning. The teacher taught subject by using authentic materials at MTsN Tunggangri, Kalidawir Tulungagung. The steps and activities in implementing the action were based on the scenario of teaching. So in this step, it was real action to solve the founded problem through the process of

preliminary observation. Researcher will conduct for first meeting on May 12, 2014, In the one cycle there are 3 meeting, 2 meeting for research implementation in teaching writing by using authentic materials and 1 meeting for evaluation. If the first cycle success and get satisfactory result, so this research will be stopped and make a report. But if not, the second cycle will be continued.

3.2 Table of researcher' schedule during the action research:

Cycle	Meeting	Day and Date	Time	Activities
Cycle 1	1	Monday, May 12, 2014	08.05-09.25	Explaining procedure text using video
	2	Wednesday, May 14, 2014	08.05-09.25	Stimulus the student to write procedure text using steps picture
	3	Monday, May 19, 2014	08.05-09.25	Post test cycle 1
Cycle 2	1	Thursday, May 22, 2014	11.05-12.55	Reviewing the lesson using video and practise the video
	2	Monday, May 26, 2014	08.05-09.25	Stimulus the student to write procedure text using steps picture
	3	Wednesday, May 28, 2014	08.05-09.25	Post test cycle 2

4. Observing

Here the researcher observe the teaching learning process focus on students' ability that indicates their understanding and concern on the lesson. In helping the process of observing, the researcher using test by distribute some topic than the students can select one of the topic. The students also can select their own topic if they want. Another instrument that helping the process of observing are student checklist and teacher checklist in Atmono (:73-74) to collect the data to be used as an indicator of achieving the target criteria of success.

3.3 Table Student activity checklist

No	Aspects of the observed	Skor					ket
		1	2	3	4	5	
1	Enthusiastic students						
2	Activities during the learning						
3	Motivation to be able						
4	The effective use of study time						
5	Progress of learning outcomes						

Date.

Observer

(.....)

3.4 Table Teacher checklist

No	Aspects of the observed	Skor					ket
		1	2	3	4	5	
1	Delivering the preliminary						
2	Doing apperception						
3	Creating motivation						
4	Representing knowledge						
5	The selection of topics						
6	Testing						
7	Asking questions						
8	Providing guidance / around						
9	Conclude						
10	Do / assessment process						
11	Giving the task						
12	Closing the lesson						

date

observer

(.....)

Note: if the score 1 or 2 the teacher must improve next meeting, but if the score above 3 the teacher was success.

5. Reflecting

Reflection is efforts to appraise whether action of teaching learning has been successful or not and reflection is a significant way to develop the next cycle.

The researcher will compare the students' score in every cycle to find out the increasing the students ability in writing procedure text.

In knowing whether the students' writing procedure text is increasing or not, the writer used the steps which were done by the writer in analyzing the result of students' writing ability. The researcher used criteria of assessment that is since the content of students' writing covered the generic structures. This criteria assessment also used by the English teacher for scoring VII-B class. The element of writing is organization, grammar, vocabulary, and mechanics. After classifying the test items, the researcher will give score for each item. The items analysis can be seen on table above:

Hughes (2003:104)

3.5 Table Criteria assessment

Item analysis	Score criteria
Organization	<p>30-18 Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.</p> <p>17-14 Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</p> <p>13-10 Fair to poor: not-fluent, ideas confused/ disconnected, lacks logical sequencing and development.</p> <p>9-7 Very poor: does not communicate, no organization, or not enough to evaluate.</p>

Vocabulary	<p>30-18 Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.</p> <p>17-14 Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured.</p> <p>13-10 Fair to poor: limited range - frequent errors of word/ idiom form, choice, usage but meaning confused or obscured.</p> <p>9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</p>
Language use	<p>30-22 Excellent to very good effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>21-18 Good to average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.</p> <p>17-11 Fair to poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.</p> <p>10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</p>
Mechanic	<p>10 Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>8 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p> <p>6 Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</p> <p>4 Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, paragraphing, handwriting illegible, or not enough to evaluate.</p>
Total score	100

After collect the data, the researcher will analyze it. In give scoring of the writing test, the researcher processes the result of the students' test.

The researcher gives the score for each element of writing follows:

- a. Organization : the lowest score is 7 and the highest score is 30
- b. Vocabulary : the lowest score is 7 and the highest score is 30
- c. Grammar : the lowest score is 5 and the highest score is 30

- d. Mechanic : the lowest score is 2 and the highest score is 10

The steps of data analysis:

- a. The researcher assessed the result of students' writing of each cycle, and he will find the mean of it.
- b. After that the researcher will compare the improvement of students' score on preliminary research and each cycle.
- c. Then the last step is make its report in descriptive analyze form. It means that the writer gives information using words description to show the increasing of students' writing procedure text. In knowing the mean of the students' score, the writer used the following formula (Mistar, 2007: 8)

$$\bar{X} = \frac{\sum fx}{N}$$

Notes

\bar{X} : Mean x : Total score

Σ : Sum of the score N : Number of The student

f : Frequency

The researcher tried to find weaknesses of three meetings by analyze the data that has been collected each cycle through observation and made it better, but if the result meets the criteria of success then the CAR will stop. If it does not meet, the researcher will revise the

plan, go to the next cycle, and do the same order until the action meets the criteria of success.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the study and discussion toward the result of the study.

A. Finding

This is a classroom action research of the use of authentic materials to increase the student achievement in writing procedure text. There were two cycles in this classroom action research, which includes of preliminary research, first cycle and second cycle. The researcher arranges data started from a preliminary research up to second cycle that had been done before, which includes the five elements of writing skills, consist of content, organization, vocabulary, language use and mechanic.

The researcher hopes this collected data can answer questions about the implementation of authentic materials in teaching writing procedure text and the increasing of students' achievement in writing procedure text after being taught using authentic materials.

Before the researcher start to apply authentic materials in teaching writing process, there is a preliminary research. This preliminary research was conducted at the beginning of the research. It was done Mr. Zainal as English teacher and the student of VII-B. The researcher interviewed the teacher and the students' and than continue to observed the classroom activity

during the English lesson before students being taught writing using authentic materials.

From the observation and interview, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: the English teacher only uses LKS during learning process and the teacher doesn't improve the materials, but the teacher explained the material systematically and communicatively. When the teacher explained the material, there were some of student did not pay attention to the teacher's explanation. In teaching learning process, the students did not being active and most of them feel sleepy and some of the boy drawing in their book. When the teacher asking the student, they often just silent from the teacher question. When the researcher aks to the students' about their opinion about writing procedure text. They said, confuse, I don't know, difficult. It supported with the students' writing score about procedure text from the English teacher, the average of the students' score is 60,8

From the description above, it can be concluded that the students' attention, activity were low during the English lesson. Then the researcher hopes that the use of authentic materials to the next can make students become concentrating and paid attention to teacher's explanation.

B. The Implementation of Teaching Writing Procedure Text Using Authentic Materials

The data of this research got from preliminary research up to second cycle. The results as details can be showed as follows:

1. First cycle

This cycle was conducted on May 12th, 14th and 19th 2014. This cycle explained how the teaching learning activity took place then would be continued with the next cycles according to the situation.

a. Meeting 1 (May 12th 2014)

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: first meeting at the beginning, teacher greeted students and introduced himself to students of grade VIIB. It made them became concentrating and paid attention to teacher. Then teacher explained about procedure text and all related to it. Teacher explained about the social function of procedure text, its generic structure and its lexicogrammatical feature to students. The generic structure consist of goal, materials and steps, also imperative in present tense, action verb, connective of sequence and numbering are involved in its lexicogrammatical feature and give one example paragraph of procedure text about “how to insert sim card to cellphone”. Thus, automatically the students know what procedure text is. Next, teacher show a short video conversation by the topic of “how to make fried

rice” to each student. Teacher asked them to analyze what are the tools that they need to made fried rice, which is the verb, generic structure based on the video.

After they finished in analyze, that was time correction the student work and made conclusion about what they have learning that day

b. Meeting 2 (May 14th 2014)

The teacher greeted the student and distribute a simple picture steps about “how to turn off the computer, how to use correction pen and how to call someone” to the students. The teacher asked to the student that can turn off the computer to turn off the teacher laptop. Suddenly class became noisy because some students were snatch away to turn off the laptop. Then the teacher chooses 3 of students to show the steps using English language. They looked very enthusiasm. Teacher persuaded the audience asked about how to turn off laptop or computer. Actually they can express its steps using Indonesian well, but teacher guided them to express using English, although that is difficult for them. They were still confused but the teacher facilitate to guide the student. And after that, the teacher asked to the students’ to write simple procedure text such as the picture steps than collected to the teacher.

Before the class ended the teacher made conclusion with the student about what are their learning today and the teacher ask the student's to prepare the topic for write procedure on May 19th 2014.

c. Meeting 3 (May 19th 2014)

The teacher did the test. The teacher gave topic to the students' about how to make instant coffee that can they use if they didn't prepare the topic before but they can select their own topic. duration of this test is for about 65 minutes. In this test, students were also full of permitted to open dictionary. When the students doing the test, they looked confused. But on the other hand, they were still enthusiasm to do the test. Their faces were looked seriously. And sometimes, teacher turned around to check students' answer one by one. Finally they collected the student's worksheet to teacher.

d. Observing

This observing phase was actually done at the same time as implementing. So the researcher did observing in every meeting of the implementation of authentic materials by collaborate with Mr.Zainal as the English teacher.

Based on the process implementation of using authentic materials the researcher found that the students' nervous and little bit confuse when the teacher ask the students' to analyze what are the tools that they need to made fried rice, which is the verb, generic structure based on the video. Some of student that sitting behind also

still drawing in a piece of paper and some time made the class crowded.

From the teacher checklist that observe by Mr.Zainal the researcher found that the Researcher have weakness in creating motivation, providing guidance for student.

e. Reflecting

Then the researcher analyzed student's worksheet and calculated it. The result of students' achievement of writing procedure text after being taught using authentic materials in first cycle.

4.1 table result of students writing cycle 1

No	Student code	Item analysys				Total score
		Organization	Vocabulary	Grammar	Mechanic	
1	S-1	14	18	16	4	52
2	S-2	18	23	24	8	73
3	S-3	15	20	22	8	65
4	S-4	19	17	17	4	57
5	S-5	21	22	23	6	72
6	S-6	26	26	28	8	88
7	S-7	27	27	28	10	90
8	S-8	23	22	24	8	77
9	S-9	24	24	25	10	83
10	S-10	19	18	22	4	63
11	S-11	19	22	26	4	71
12	S-12	21	17	16	6	59
13	S-13	19	20	19	6	58
14	S-14	21	21	18	4	64
15	S-15	11	14	12	4	41
16	S-16	17	20	17	6	60
17	S-17	15	22	19	8	64
18	S-18	13	13	12	4	42
19	S-19	0	0	0	0	0
20	S-20	19	17	15	6	60
21	S-21	13	17	16	6	52

22	S-22	13	13	11	4	41
23	S-23	18	17	20	4	59
24	S-24	15	17	15	4	51
25	S-25	18	17	15	8	58
26	S-26	18	15	16	4	53
27	S-27	11	13	12	4	40
28	S-28	24	22	25	6	77
29	S-29	19	15	16	6	56
30	S-30	15	15	17	4	51
31	S-31	18	15	16	4	53
32	S-32	18	17	17	4	56
33	S-33	16	20	21	6	63
34	S-34	20	20	25	8	73
35	S-35	25	27	29	8	89
36	S-36	18	17	20	6	61
37	S-37	19	18	17	6	60
38	S-38	18	15	15	4	52
39	S-39	20	21	18	6	65
40	S-40	12	14	14	4	44
41	S-41	18	19	19	6	62
42	S-42	13	17	16	6	52
Total score		740	764	773	236	2507
Mean		61,1				

In researcher's analysis of student's work of first cycle he found that many students still made some mistake in their writing of procedure text especially in lexicogrammatical feature. Some of them can't use some connective sequences and numbering well. They also still had difficulties in composed generic structure accurately, although they have got explanation from the teacher before doing the test.

The calculation result shows that the average of students' test result of first cycle was 61.1. The highest and the lowest score of 90 and 41. Although only a view, it was an improvement if this result be compared with the previous score from the real teacher. Because the average of students test result was 60,8 with the highest and the lowest score of 76 and 32.

In conclusion, this action research needed to be continued to cycle II because it doesn't achieve the criteria of success.

2. Second cycle

This cycle was conducted on May 22nd, 26th and 28th 2014. This cycle was done just like the previous one that was teaching and learning process of procedure text writing using authentic materials.

On previous cycle, students still made some mistake in their procedure text writing composition. So that the researcher revise the lesson plan. In this activity the teaching learning process was focused to overcome the students' difficulties or errors that were found in previous cycle. Teacher gave input to students about how to write a good procedure text.

a. Meeting 1 (may 22nd 2014)

The researcher found some facts that happen in the classroom during learning process. It could be described as follows: meeting 1. At the beginning, as usually the teacher greeted students as sign that

the lesson will be began. Students were enthusiasm to respond teacher's greeting.

In this cycle, the teacher reviewed all of material which has been taught from the first cycle. This was because the students' understanding is crucial before they did a last test. The teacher gave an emphasized on lexicogrammatical feature and composed generic structure accurately because this is the problem in first cycle. The teacher gave new topic of procedure text about video of "how to make orange juice". The teacher asked the students' to identify the tools, ingredient, the verb, and the sequencers that include on the video to check the understanding. In here the student show the improving from first cycle. When the teacher asked randomly to the students' about the tools, ingredient, the verb, and the sequencers that include on the video they can answer correctly.

Before class ended the teacher review about what they have learning that day and made conclusion.

b. Meeting 2 (may 26th 2014)

The teacher greets students and review the materials last day. The researcher gives stimulus to the student to find their idea by give the simple picture steps to student about how to call someone, how to charge handphone and how to use staples and ask the students' write the steps above picture.

After that, the researcher show up the ingredients to make a cup of coffee and also distribute random verb that must arrange by the students' become procedure text based on teacher practice.

The teacher practice how to make a cup of coffee and also give the steps, in here the student can ask question to the teacher in process making a coffee. In here the students' very enthusiast, It support when the teacher give the steps slowly, they are very concentration in arranging the verb based on the process of make a cup of coffee.

After the practice finish, the teacher asked the student to arrange the verb become a procedure text. The teacher also guided the student one by one in process of writing, revising and editing. Their faces were looked seriously.

After that, teacher and the students corrected their work together. If they made mistake the teacher give the correction and explanation.

Before the class ended the teacher made conclusion with the student about what are their learning today and the teacher ask the student's to prepare again the topic for writing procedure on May 28th 2014.

c. Meeting 3 (May 28th 2014)

Third meeting on May 28th 2014 the teacher gave some topic such as how to make a instant noodle, how to wash clothes that can

they use if they didn't prepare the topic before but they can select their own topic. Similar with previous test, duration of this test is for about 65 minutes. In this test, students were also full of permitted to open dictionary. while students were doing the test; they were looked serious.

d. Observing

The observation was focused on the activities done by the students during teaching and learning process. In this cycle, most of the students was not afraid or nervous in asking question and express their idea. When they did not know the translation of some words in English, they could ask to the teacher, and then the teacher gave the translation. When the teacher asked randomly to the students' about the tools, ingredient, the verb, and the sequencers that include on the video they can answer correctly. They also became more active and enthusiastic when the teacher explain how to make a cup of coffee. They look so serious and the student that sitting behind looked serious too in doing their task. That was a good progress.

From the teacher checklist that observe by Mr.Zainal the weakness in first cycle doesn't appear again.

e. Reflecting

After the evaluation was done, the researcher analyzed students' worksheet. The result of students' achievement of writing

procedure text after being taught using authentic materials in second cycle.

4.2 table result of students writing cycle 2

No	Student code	Item analysys				Total score
		Organization	Vocabulary	Grammar	Mechanic	
1	S-1	21	22	24	4	71
2	S-2	26	24	23	10	83
3	S-3	24	22	25	6	77
4	S-4	24	22	24	6	76
5	S-5	25	26	28	10	89
6	S-6	27	26	28	10	91
7	S-7	26	27	24	8	90
8	S-8	25	25	24	10	84
9	S-9	23	25	25	8	81
10	S-10	24	21	25	6	76
11	S-11	17	21	23	4	65
12	S-12	24	19	23	8	74
13	S-13	24	23	25	6	78
14	S-14	21	22	21	4	68
15	S-15	20	21	22	6	69
16	S-16	23	23	23	8	77
17	S-17	21	21	26	8	76
18	S-18	22	21	26	6	75
19	S-19	0	0	0	0	0
20	S-20	27	24	28	8	87
21	S-21	27	24	25	8	84
22	S-22	18	17	15	6	56
23	S-23	24	25	25	6	80
24	S-24	21	22	22	6	71
25	S-25	22	22	25	8	77
26	S-26	22	22	25	8	77
27	S-27	21	21	22	6	70
28	S-28	22	24	24	6	76
29	S-29	22	17	22	6	67
30	S-30	18	16	15	4	53
31	S-31	19	17	16	6	58
32	S-32	23	24	24	6	77
33	S-33	25	24	28	8	85
34	S-34	20	18	19	8	65

35	S-35	25	24	25	6	80
36	S-36	23	24	23	8	78
37	S-37	18	17	15	6	56
38	S-38	21	21	22	6	70
39	S-39	25	26	26	8	85
40	S-40	21	19	22	8	70
41	S-41	27	26	26	8	87
42	S-42	23	23	24	8	78
Total score		931	908	957	286	3087
Mean		75,3				

In the researcher analysis of students worksheet in this cycle, he found that were improvements on their ability in writing procedure text. Some mistake at previous cycle, now become solved and almost of them were disappear in this cycle. It showed from their writing scores that improve cycle by cycle.

From the researcher's analysis, it shows that the average of Students' test result of second cycle was 75.3, with the highest and the lowest score of 91 and 53. There were improvements from one cycle to the other cycle. The result of this cycle was also considered as implementation. It was better than the previous one. The researcher concluded that the students' difficulties in writing procedure text were solved enough through the use of authentic materials.

In conclusion, this action research can be stop in cycle II because it achieve the criteria of cuccess with average 75,3.

C. Discussion

1. Discussion on the Implementation of Authentic Materials to Increase the Students' achievement in writing procedure.

To implement authentic materials in teaching writing procedure, the researcher designed the lesson plan and conducted writing activity.

- a. Designing the Lesson Plan

In designing lesson plan the researcher formulated the learning objective because it was the important preparation before conducting a teaching activity.. After formulating the learning objective the researcher and the collaborative teacher designed materials, equipment, and activities. According to Arends (2004:97) good planing involves allocating the use of time, choosing appropriate method of instrument, creating students' interest, and building a productive learning environment.

- b. Conducting Writing Activity

In this case the researcher presenting the authentic materials could be grouped into four main activities; pre teaching activity, pre writing activity, whilst writing activity, and post writing activity.

- 1) Pre Teaching Activity

The activities in pre teaching activity are researcher opens the class by greeting the students and asks them to pray together, researcher introduce herself, researcher checks student's attendance.

2) Pre Writing Activity

There were several activities that the researcher did in pre writing activity first the researcher explain about the material using authentic materials such as video and steps picture. The purpose to checking the understanding of the student by analyze the video. and stimulate the student to write by using steps picture and practice the steps.

3) Whilst writing Activity

Here the researcher provide a topic for student in writing, but they can choose their own topic become their writing. The teacher permitted the student to open dictionary. When the student write the researcher and colaborator teacher monitored their work. After that, the researcher, together with the collaborative teacher, conducted students-teacher conference to give feedback on what the student had done.

4) Post writing Activity

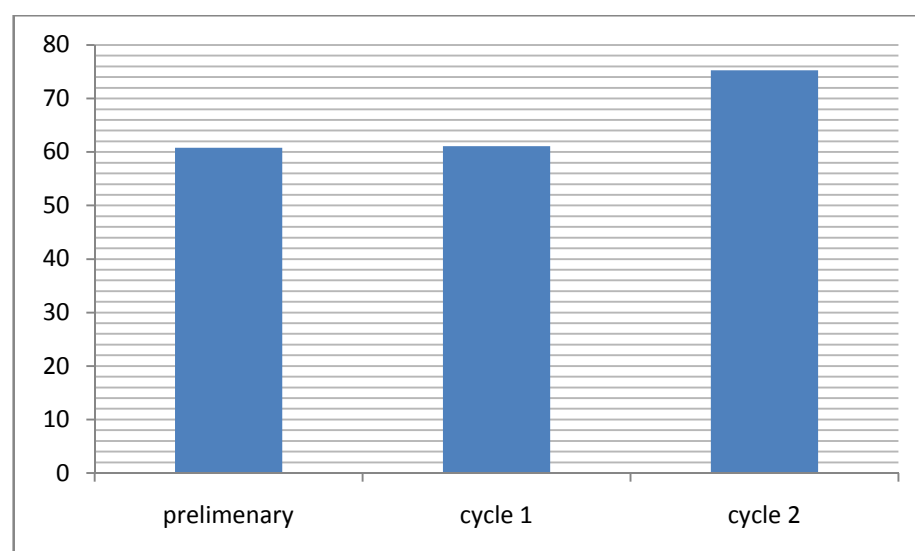
Post writing activity is done at the end of activities. In post writing activity the researcher gives feedback and evaluation in order make students more understand about the material that have been given before.

2. The Increasing of The Students' Writing Procedure

After the researcher implemented the use of authentic materials in teaching writing procedure text, he got the data. It showed there were

several improvements from the students achievement and teacher performance. Students were being enthusiastic in learning English, especially writing procedure text. Most of students paid attention to the teacher's explanation and could accomplish the task well. It was analyzed of each cycle, the mean of the students' score from the preliminary research until the second cycle briefly can be seen in the diagram below.

Figure 4.1.



The use of authentic materials could increase the students' ability in teaching writing procedure text. It can be seen from the diagram above. So, this classroom action research of the use of authentic materials in teaching writing procedure text at MTsN Tunggangri, Kalidawir, Tulungagung was success. The improvements of mean of students' ability were 61.1 in the first cycle and 75.3 in the second cycle.

There were many factors that influenced the result of study. One of factors was teaching aid or media used in teaching. If a teacher employs an

appropriate teaching aid or media that is suitable with the method, the students will enjoy the lesson. The most important too is selecting topic and materials. If the topic doesn't suitable with their culture or their real life (culturally biased), students' will be difficult to understand outside the large community. Actually, learning with the use of authentic materials is only limited by students' imagination. It is possible to use authentic materials in teaching writing procedure text and moreover almost any subject such as vocabulary and grammar. Authentic materials bring the student in real life condition, so it will stimulates the student mind to find their own topic and vocabulary and creativity when they write. So, students can improve their ability in writing procedure text.

Process in writing is more complicated intellectual undertaking than other. So, writing is difficult. Students need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text in writing. But, the use of authentic materials as teaching aid in writing procedure text made students easy to understood procedure text material that is delivered by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of procedure text such as how to turn off computer, how to make a cup of coffee, how to use correction pen. It is suitable with Shepherd state (2004). He said that this is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both teacher and students. By using

authentic materials students can understand the process or steps in writing procedure text clearly and systematically.

Thus, in fact authentic materials is an effective aid to improve students' ability in writing procedure text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discussed about research's conclusion and some suggestions in teaching writing procedure text using authentic materials.

A. Conclusion

Teaching writing procedure text using authentic materials is implemented through the following activities :

1. Using simple steps picture

- teacher distribute the steps picture with topic “how to turn off the computer, how to use correction pen, and how to call someone”
- the teacher explain what should they do with the picture
- the teacher give the example to the student by practice the steps on picture about how to turn off computer.
- The teacher ask the student to turn off the teacher computer/laptop and says the steps loudly
- The audience can ask to model about how to turn off computer
- the teacher ask the student to write down the steps based on the picture

2. Using video

- Teacher show the video about how to make a cup of coffee to the student

- Student analyze what are the tools and ingredients that they need to make a cup of coffee, which is the verb, generic structure based on the video
- Teacher show the ingredient to make a cup of coffee
- Ask three students to practise how to make a cup of coffee by follow the teacher instruction
- The audience watch and write down the steps that given by teacher

By teaching writing procedure text using authentic materials it can be enjoyable for both teacher and students. In fact, students can improve their writing procedure text after being taught using realia. It can be seen by students' achievement of writing scores in each cycle as follows:

- In preliminary research, the average of students' achievement was 60,8
- In first cycle, the average of students' achievement was 61.1
- In second cycle, the average of students' achievement was 75.3

Students' writing after taught using authentic materials was increase as well as their motivation to learn English. They become understood in writing procedure text. Results of the research showed that the students also increasing their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging procedure text effectively and efficiently.

In the other hand this strategy that applied have strength and weaknesses. The strength of the using authentic materials in this research are

the student are exposed to real discourse, as in video how to make fried rice, the students listen for gist. The other strength of the using authentic materials are the authentic materials can enthusiast the students in learning English especially writing procedure.

Some weaknesses in using authentic materials in this research such as it can be time consuming to special preparation. In using video, not all the school prepared projector in every class, so the teacher must bring the projector by self.

B. Suggestion

Based on the result of classroom action research, the researcher purposes some suggestions to the following persons.

1. For teacher

Realization of the using authentic materials could improve the students' ability in writing procedure text. It is recommended for the teacher to apply this materials which can be taken from daily life.

2. For student

For the student the researcher suggested to practice their writing as much as possible. All the materials around you, you can use as topic. So they can train themselves and improve their ability in expressing their ideas logically and orderly in writing. Thus they will have better in writing skill.

3. The Institution

Authentic material is a good aid in learning English especially the students of institution in writing procedure text.

4. The Readers

This research hopefully could give information and useful for all of us or a reference to improve writing skill.

REFERENCE

A. S. Hornby.1987. *Oxford Advanced Learners' Dictionary*. New York: Oxford

University Press

Anderson, Mark and Kathy Anderson. 1997. *Text Types in English 1*. South

Yarra: Machmillan Education Malaysia

Arthur Hughes. 2003. *Testing for Language Teachers*. New York: Cambridge

University Press, 2ndEd

Caroline T. Linse. 2006. *Practical English Language Teaching: Young Learners*.

New York: Mc Graw Hill

Iftanti,Erna. 2013. *Modul English Material Development*, Tulungagung: stain

tulungagung

J.Swales. 1990. *Genre Analysis*, United Kingdom: Cambridge University Press

Jack Richards and friends. 1990 *Longman Dictionary of Applied Linguistics*.

England Longman

Jeremy Harmer. 2004. *How to Teach Writing*. England: Pearson Education

Limited

Ken Hyland. 2002. *Teaching and Researching Writing*. Great Britain: Pearson

Education

Marry Finnochiaro. 1974. *English as a Second Language: from theory to Practice*. New York: Regents Publishing Company

Sanderson, P. 1999, *Using Newspapers in the Classroom*. Cambridge: Cambridge University Press