

# ARTICLE

## THE EFFECTIVENESS OF USING AUTHENTIC MATERIALS IN TEACHING WRITING DESCRIPTIVE TEXT TO THE FIRST GRADE STUDENTS OF SMK TI PELITA NUSANTARA KEDIRI IN THE ACADEMIC YEAR OF 2016/2017



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# THE EFFECTIVENESS OF USING AUTHENTIC MATERIALS IN TEACHING WRITING DESCRIPTIVE TEXT TO THE FIRSTH GRADE STUDENTS OF SMK TI PELITA NUSANTARA KEDIRIIN THE ACADEMIC YEAR 2016/2017

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## ABSTRACT

Authentic learning is directly related to the students' real life and prepares them to face and deal with real world. The aims of the research to find the effectiveness of using authentic materials in teaching writing descriptive text to the first grade students. The method used in this research was quantitative research. Experimental design was carried out in the implementation of the method. The sample of this research was the first grade students of SMK TI PELITA NUSANTARA Kediri especially at X RPL which consists of 22 students. For proposing the effectiveness of using authentic materials to the first grade students, the study adopted pre and post-test design to measure students' teaching writing descriptive text. The technique of data analysis which used was using T-test. The findings show that students' teaching writing descriptive text can be known from data analysis. The t-score was 3.184 at degree of freedom 21, and the t-table was 2.831 at the level of significance 5% and 2.518 at the level of significance 1%. The t-test based on level of significance 5% and 1%. Based on the data, it means that t-score (3.184) > t-table at the degree of significance of 5% and 1%. It means that t-score was very significance. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. In addition, the students' interest and more enthusiastic when they were teaching writing descriptive text using authentic materials. On the basis of the results obtained, it is recommended that authentic materials can be used in improving students' teaching writing descriptive text.

**KEY WORDS:** Authentic Materials, Teaching Writing, Descriptive Text

## I. BACKGROUND

Writing and speaking are productive skills. That means they produce language than to receive. To write a message and someone we need to communicate. Where in the delivery of the message we are able to form letters and words into a sentence or series of sentences that connect to one another so as to create communication. Writing involves several sub skills. Some

of them related to accuracy, that is to say, using the correct form of the language. Writing with an accurate means attention to spelling it correctly, forming letters correctly, legible writing, the emphasis correctly, using the correct layout, choosing the right vocabulary, use grammar correctly, joining sentences correctly and use paragraphs correctly. But writing is not just about the accuracy

alone. Another thing to note is about to have a message and communicate successfully for others. To do this, we need to have enough ideas, organize them properly and express it in the right style by Aguilera, Lucialcarel and Licenciada en Fiologia, 2012. Neither write nor speak it have the common to produce a message to others. Where in the delivery of the differences which have the written message to have enough ideas to the selection and use the correct word order to delivery of the message.

According to Harmer (2004: 31) writing is one of four skills in learning English. It is used to explore express fact, feeling, thought from writers to the readers in written form. In addition, Nunan (2003: 88) defines writing as the process of thinking the ideas, thinking how to arrange the ideas into the statements and paragraphs and arranging the statements and paragraphs into a good form. By writing, we are able to express and organize ideas into written form that corresponds to the feelings.

Writing is clearly a complex process and competent. It can be concluded that writing is a complex process. (Lyons and Heasley in Nunan, 2000: 91). It means that writing is a continuous activity that has more than one step, but it needs steps.

Brown (2001: 335) states that the writing requires specialized skill that does not develop naturally; writing products are the result of thinking, drafting and revising. It can be said that writing is a long process to produce a written product. And word choice and mechanics (spelling and punctuation) is one another aspect that support in writing.

From the preliminary observation, the researcher found some problems in the writing teaching and learning process, the majority of the students have difficulty in writing since it required them to work with a complex process which involved in some linguistics components such as grammar, vocabulary, spelling and punctuation. In the teaching writing and learning process, students sometimes find difficulties in expressing their ideas and students do not know how to start to write. They do not really know the process that they are learning in the classrooms. Moreover, the teachers do not give any feedback to their writing, so they cannot write fluently even simple short text.

From the problem above the researcher will try to improve students writing skill by some media that can solve the students' problem in writing skill. In this research the researcher will try to use authentic material to improve students' writing skill.

According to Jacobson et al (2003: 1), authentic materials are print or learner-contextualized materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes. Authentic materials in the classroom therefore are stretches of real language, produced by real speakers or writers for real audiences and designed to convey real messages of some sort.

Authentic materials are useful because they help the students to break the gap between the language classroom and the real life situation. They introduce students to the culture that surrounds them and cannot motivate the students. Thus, most everyday objects in target language whether spoken or written such as magazines, newspaper, tourism brochure, advertisement, menus, recipes and any articles in Internet can be included as authentic materials.

Tourism brochure is one of authentic material as media that can be used in teaching writing especially in descriptive text. It gives visual aid to students in learning writing descriptive text. According to Howard see on Tinaworo, Tidar Putri (2012:2), the teaching that uses visual aids will almost certainly be better and will not probably be easier because understanding and ideas are most easily discovered by the students.

Bainbridge (2006) defines travel brochures or tourism brochures are more or less like other brochures but contain visual of higher quality, considering that they need to give the right feel and impact of the places they advertise and campaign for. It is full of maps, pictures of tourist spots, and information pertaining to the landmarks and must visit places. An ideal travel brochure should also give information about flights, roads, the shortest way of reaching a particular place and other such information.

Moreover, Thompson see on Kurniawan, Candra and Noor, Rusdi Rosa (2013: 3) says that tourism brochures contain a large amount of information about tourism places in the world and bring a small part of the world around them. With tourism brochure we can know the tourism places in the world through colorful images accompanied by information about the place.

In English lesson, there are many types of text, such as recount text, narrative text, exposition text, news item, descriptive text and procedure text which have different purposes. All genres have different social functions, general structure, and grammatical features. The researcher chooses descriptive text as the instrument of this research. For Senior High School, one of the texts that they

learn is descriptive text which purpose is to describe and several a particular person, place or thing.

According Hammond see on Mursyid, M PW (2005: 4), the social function of descriptive text is to describe a particular person, place, or thing. The generic structures of this text are:

- 1) Identification: identifies the person, place or things to be described.
- 2) Description: describes parts, qualities, characteristics.

Descriptive text which purpose is to describe something like person, place or thing. And authentic material is a real media in classroom which is to give information to reader in real situation. So the reader can image what they read. Both of them is important in teaching writing because they can describe or give information to the real thing. Making it easier for readers to directly grap the information.

In short, it is better for a teacher to modify media in the teaching learning process. An effective teacher has a multitude of media and must be able to select the ones, which will be the most efficient in leading the learners to the desired terminal behavior. To reach the success in teaching and learning process, teacher needs some teaching media such as regalia, chart, picture, etc. The researcher

is using authentic material as media to make students interest and more enthusiastic because authentic material can help teachers in arise students' curiosity and imagination. It will stimulate and improve students' imagination with paying attention and keeping their eyes on authentic material. So it will help students on finding idea, new vocabulary and constructing grammar when write.

Based on the explanation above, the researcher tries to do research about "The effectiveness of Using Authentic Materials in Teaching Writing Descriptive Text to The First Grade Students of SMK TI PELITA NUSANTARA Kediri in The Academic Year of 2016/2017".

## **II. METHOD**

The method used in this research was quantitative research. Experiment design is carried out in the implementation of the method. Experiment is an approach to conduct quantitative research. Ary (2010: 265) defines an experiment as a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). Based on statement above, the researcher chooses the experimental designs for this research because the

purpose of experimental method is to know the effect of using authentic material in teaching writing descriptive text. The research design there is no control group. The present researcher will give pre-test to student, then researcher will give them treatment about writing descriptive text using authentic material. After treatment is given, researcher will give the student post-test. The pre-test and post-test were given to take the score of the student's achievement before and after being taught by using authentic material in teaching descriptive text. In this research, the experimental group is consisting of first RPL grade students of SMK TI PELITA NUSANTARA Kediri. Which consists of 22 students' of SMK TI PELITA NUSANTARA Kediri.

The technique of collecting the data used by the researcher was teaching writing descriptive text using authentic material test. The researcher choose written test as the instrument of this study. The instrument both of pre test and post test consists of 1 item question. The treatment process is the method used to improve students' writing ability. The researcher will use authentic material as a media in teaching writing to first grade students of SMK TI PELITA NUSANTARA Kediri academic year 2016/2017.

After getting the data from the score of pre-test and post-test, the data were computed by using t-test to find out if there is significant impact of students' teaching writing descriptive text by using authentic material.

### III. FINDINGS AND CONCLUSION

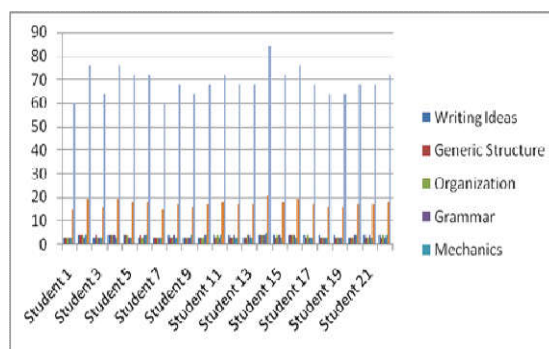
#### A. Findings

The findings show that teaching writing descriptive text significant increase. It can be seen by comparing the result of pre-test and post-test.

The score of Pre-Test can be seen in the following diagram.

Chart 4.1

Score of Pre-Test

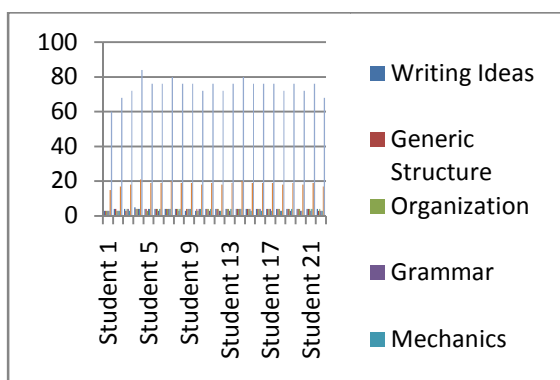


From the diagram above, the highest score is 80 and the lowest score of pre-test is 60. The students who did not pass from test consist of 18 students and students who pass from the test consists of 4 students. The total score of pre-test is 1524 and the mean of it was 69.27. So, it can be known that teaching writing descriptive text at the first grade students of SMK TI



PELITA NUSANTARA Kediri before being taught by using authentic material as media is low. While the result of post-test can be seen in the following diagram.

Chart 4.2  
Score of Post-Test



From the diagram above, the highest score is the highest score is 84. Unfortunately, the lowest score of post-test is 60. The students who did not pass from the test consists of 3 students, and there were 19 students who passed the test. The total score of post-test is 1636. The mean of post-test was 74.36. The researcher takes conclusion that the process of treatment is successful. So, teaching writing descriptive text to the first grade students of SMK TI PELITA NUSANTARA Kediri after being taught using authentic material as media is higher than before giving the treatment.

Based on the scores of pre-test and post-test above, it means that the students' score is increase after they were taught by using authentic material. There are some

students who still got unsatisfying score. However, mostly the students got satisfying score. The total scores of D (difference score between pre-test and post-test) is 112. While the total scores of  $D^2$  is 1280. It can be concluded that the result of post-test is higher than the result of pre-test. After comparing the result of pre-test and post-test, the researcher analyzed the data to know the level of significance of the score by using t-test formula. It is used to measure how far is the effectiveness of using authentic materials in teaching writing descriptive text to the first grade students of SMK TI PELITA NUSANTARA Kediri who had unsatisfying score before. The scores above had showed the increasing score, but it has to be measured by using the formula. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 177) the result of the pre-test and post-test which were presented to the students could be analyzed by using T-test.

In testing hypothesis, the computation of t-score was compared to t-table. From the result of the data analysis, the researcher found that t-score was 3.184 at the degree of freedom of 21, t-table was 2.518 at the level of significance 5% and 2.831 at the level of significance 1%. Table of t-test based on level of significance 5% and 1%.



Table of t-test based on level of  
significance 5% and 1%

DF(N-1)	t-score	t-table	
		5%	1%
DF (21)	3.184	2.831	2.518

Based on the data on the table above, it means that  $t\text{-score} (3.184) > t\text{-table}$  at the degree of significance of 5% and 1%. It means that t-score was very significant. So, the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. It can be concluded that using authentic material has very significance impact to the first grade students' writing descriptive text of SMK TI PELITA NUSANTARA Kediri in academic year 2016/2017.

The purpose of the researcher conducting this research was to find out the significant impact of using authentic material to the students' teaching writing descriptive text to the first grade of SMK TI PELITA NUSANTARA Kediri. Based on the research finding as explained before, the result shows that there is very significant impact of using authentic material to the students' teaching writing descriptive text to the first grade of SMK TI PELITA NUSANTARA Kediri.

In line with it, Nunan (2003: 88) defines writing as the process of thinking the ideas, thinking how to arrange the ideas into the statements and paragraphs and arranging the statements and paragraphs into a good form. It indicates that the writers compose their writing by combining the vocabulary, the spelling, grammar, words, phrases, and sentences through several stages. Moreover, Brown (2001: 335) states that the writing requires specialized skill that does not develop naturally; writing products are the result of thinking, drafting and revising. It can be said that writing is a long process to produce a written product.

In English lesson, there are many types of text, such as recount text, narrative text, exposition text, news item, descriptive text and procedure text which have different purposes. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well by Gerot, Linda and Wignell see on Mursyid, M PW (2005: 4).

Tourism brochure is one of authentic material as media that can be used in teaching writing especially in descriptive text. It gives visual aid to students in learning writing descriptive

text. According to Howard see on Tidar Tinaworo Putri (2012:2), the teaching that uses visual aids will almost certainly be better and will not probably be easier because understanding and idea are most easily discovered by the students.

However, using authentic material is effective to be used in teaching writing descriptive text. It is proved by the difference score of pre-test and post-test. The total score of pre-test is 1524 and the mean of it was 69.27, while the total score of post-test is 1636. The mean of post-test was 74.36. Moreover, the result of t-score (3.184) is higher than t-table in the level of significance 1% (2.831). The difference means that there is very significant impact of using authentic material to the students' teaching writing descriptive text.

In summary, authentic material gave contribution to the students' teaching writing descriptive text because they can interest and more enthusiastic the process of writing process. It affects the students' teaching writing descriptive text. It can be said that there is very significant impact of using authentic material to the first grade of the students' teaching writing descriptive text of SMK TI PELITA NUSANTARA Kediri in academic year 2016/2017.

## **B. Conclusion**

Based on the result of the study that had been described before, the researcher took some conclusions. The conclusions were about the students' writing before and after treatment and the influence of teaching writing description text using authentic material activity to the students' writing descriptive text to the first grade students of SMK TI PELITA NUSANTARA Kediri in academic year of 2016/2017. The conclusions are as follows:

1. The effectiveness of the students writing descriptive text using authentic material can be known from data analysis. The t-score was 3.184 at degree of freedom 21, and the t-table was 2.831 at the level of significance 5% and 2.518 at the level of significance 1%. The t-test based on level of significance 5% and 1%. Based on the data, it means that t-score (3.184) > t-table at the degree of significance of 5% and 1%. It means that t-score was very significance. So, the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. It can be concluded that using authentic material has very significance impact to the first grade students' teaching writing descriptive text of SMK TI PELITA NUSANTARA Kediri in academic year 2016/2017 since it can be used as media to stimulate and improve students' imagination with paying

attention and keeping their eyes on authentic material. So it will help students on finding idea, new vocabulary and constructing grammar when they write.

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