

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the system of sounds and words used by human to express their thought and feeling. Language is also particular way or style of speaking or writing signs, symbol, gestures etc. used for indicating ideas or feeling.¹ Without language, it is impossible to communicate within society. On the other hand, language as a system of communication enables humans to cooperate. At the same time language is a part of the culture of a community. Humans use language as a way of signaling identity with one cultural group and difference from others.

As the foreign language, English is an important language in the world. English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy, and scientific research. It is formally thought students of elementary school, junior and senior high school, and even to university. English is just learnt in the school with limit of time. As an English teacher, so he or she demands to explore effective techniques, method, and approaches. Moreover, the teacher who has important role must guide the students to have creativity in classroom. If the strategy is not suitable with situation of the class, the teaching and learning will not be succesful.

¹Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford, 2000, P. 1330.

The basic of teaching and learning English is to make students able to master four language skills; those are listening, speaking, writing and reading. Writing as a part of the language skills, besides listening, speaking and reading must be taught maximally by the teacher to the students. Writing is one of communication media. Furthermore, writing is an important and very essential subject, it has important role to the students in making piece of writing. Also writing is very important as can help students to have a good socialization, express our idea, feeling, and our opinion so that we can have a good interaction with our society. The other definition of writing is the natural outlet for the students reflection on their speaking, listening, and reading experiences in their second language as explained by Thomas Kral.²

Among the four language skills taught in schools, writing is the most difficult skill to learn. There are some factors that make it difficult. First factor, It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what she or he will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built.³ Second factor that makes writing be the most difficult subject is that there are a lot of many kinds of texts in English, such as:⁴

²Thomas Kral, *Teacher Development Making the Right Movie*, Washington D.C: United States Information Agency, 1996, P. 171.

³Ratnasari D, "*Improving students' writing skills by using peer editing strategy in the writing process at the 4th Semester of UMM*," Thesis, Malang: Postgraduate Program of Islamic University of

1. Exposition is a writing form in which it includes most of people read and write magazine or article and so forth.⁵
2. Argumentation is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.⁶
3. Description is kind of writing form which is used to evoke the impression produced by some aspect of person, place, scene or the like.⁷
4. Narration is a writing form is used to tell a story, to give meaning an event or series of related event.⁸

Each text has different characteristics. There are generic social function, structure and lexicon grammatical features. Usually the students can not differentiate each text from another and they mix all kinds of texts.

Another reason is the teaching media used by the teachers in schools. They still use nonauthentic materials in teaching learning process. Nonauthentic materials are materials that created or translated by Indonesian people.⁹ They do not have varied vocabularies. These media will not improve students' ability in writing because nonauthentic materials have limited vocabulary. Then the English teacher has to be able to organize teaching learning activities; they have to give materials by using a

Malang, 2004, [http://www.melta.org.my/ET/2011/164_182 Ratnasari.pdf](http://www.melta.org.my/ET/2011/164_182%20Ratnasari.pdf) (accessed June 16, 2011), P. 3.

⁴Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, P. 1.

⁵*ibid.*, P. 51

⁶*ibid.*, P. 121

⁷*ibid.*, P. 89

⁸*ibid.*, P. 73

⁹Nana Sudjana et al, *Media Pembelajaran*, Banjarmasin: Antasari Press, 2009, P. 20.

suitable media and master the lesson effectively. In order to make the students can develop their writing effectively, teachers must make the students able to memorize such words in English Language and group of new words.

Therefore, media influence the students in teaching learning. Media change the learning situation; give motivations toward the students. Authentic material like English magazine is the example of media that can be used in teaching learning process. Nunan claims that authentic materials are resources, both written and oral, created by native speakers of the target language or items not created or edited expressly for language learners. They have varied vocabularies because the writer must not have focus on the grammar of the text that he/she will write. If the text is created for language learner, the writer will constantly focus on the grammar and vocabularies that she/he will use. The writer will choose vocabularies that easy to understand by language learner.¹⁰

The use of authentic materials are more efficient because they provide varied vocabulary and the students can increase their vocabularies. So, if the students know many vocabularies, they also can be better in developing their abilities in writing. Authentic materials are successfully used by the language teachers as they serve as very affordable, effective and interesting tools in the language classes, especially for writing teaching. They may include newspaper, magazine, Ebook, greeting cards, movies, English song, YouTube clips, etc.

¹⁰David Nunan, *Language Teaching Methodology "A Text book For Teacher"*, Sidney: Prentice Hall Intrrnational, 1988, P. 152.

Widdowson in Wajnryb quoted that “It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic”.¹¹

It should be authentic materials because they are significant since they increase students’ motivation for learning, makes the learners be exposed to the real language. Learners are being exposed to real language and they feel that they are learning the real language.¹² These are make the writer excited and willing to use authentic materials in classroom. When the writer observed the school, the teacher of the eighth grade students, Mr. Hamdy said that many students in his classes have problems in writing English. The teacher said that it might happen because they do not have many vocabularies and most of them are not interested in teaching learning activities. That is why the writer chose these students to be a sample of her research. Furthermore, the writer chose MTs Islamiyah to be a place where she conducted a research because this school is rarely studied and at this place, authentic material has never been used before.

Based on the problem of the students when they write recount text, for instance, they are lack of ideas, limited vocabulary and unable to organize the paragraph coherence and appropriately and grammatical sentence. The writer interested in

¹¹Wajnryb. R, *Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers*, Cambridge: Cambridge University Press, 1992, P. 45.

¹²Guariento W. et al, *Text and Task Authenticity in the EFL Classroom*, Oxford: Oxford University Press, 2001, P. 347.

investigating whether or not authentic materials can be used to improve the students' abilities in writing recount text. Based on the explanation above, the writer would like to conduct the study with the title:

“The Use of Authentic Materials in Writing Recount Paragraphs at The Eighth Grade Students of MTs Islamiyah Palangka Raya”, it is to know whether using authentic text in teaching English can improve students' abilities in writing recount paragraphs.

B. Previous Study

There are some related studies that discussed on writing. The first is thesis entitled “The Use of Diary Writing in The Teaching of Writing Recount text (An Experimental Study at the Eighth Grade Students of SMP Nurul Islami Mijen Semarang in The Academic Year of 2009/2010) written by I'in Ainatuz Zahiroh, (English Language Education of Walisongo State Institute for Islamic Studies, Semarang, 2010).

She said that the main objective of her study is to find out the effectiveness of the teaching of writing recount text with the use of diary writing. After the research finished, she said that there is a significant difference in writing recount text score between students taught by using diary and those who taught by using non-diary writing. It is showed the mean of experimental class is higher than control class.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of t-table. The hypothesis is accepted. Based on the

result, she concluded that diary writing is effective to be used in the teaching of writing recount text. It helped the students to solve their problems in writing recount text and improve students' fluency in writing:¹³

The second is the thesis entitled “The Effectiveness of Using Chain Pictures in Teaching Writing A Recount Text (The Case of The Eighth Year Students of SMPN 1 Demak in The Akademik Year 2007/2008)” written by Dyah Maya Sari (Language and Art Faculty of State University Semarang, 2008).

She said that the students usually get difficulties in doing writing because it requires their creativity in developing their feelings, ideas, and chain pictures are very interesting media that can help students arranging the story. In this study, she attempted to offer the chain picture to be used for teaching writing a recount text. She tried to compare between students who were taught writing a recount text by using chain picture and those who were taught by using a conventional method. The result of the research shown using chain picture was more effective than teaching writing using a conventional way.¹⁴

The third is the thesis entitled “The Use of Authentic Materials to Enhance Vocabulary for Listening Comprehension of Mathayomsuksa 6 Students in The

¹³In Ainatuz Zahiroh, “*The Use of Diary Writing in The Teaching of Writing Recount text at the Eighth Grade Students of SMP Nurul Islami Mijen Semarang*,” Thesis, Semarang: Walisongo State Institute, 2010, <http://eprints.WalisongoStateInstitute.ac.id/991/1/AnExperimentalStudyonTheUseofDiaryWritinginTheTeachingofWritingRecounttext.pdf> (accessed February 09, 2009), P. 22.

¹⁴Dyah Maya Sari, “*The Effectiveness of Using Chain Pictures in Teaching Writing A Recount Text at The Eighth Year Students of SMPN 1 Demak*,” Thesis, Semarang: Language and Art Faculty of State University Semarang, 2008, <http://eprints.umk.ac.id/view/subjects/PE.type.html> (accessed February 09, 2009), P. 54.

English and Japanese Program at Winituksa School, Lopburi Province, Thailand” written by Surachai Rodngam (Thammasat University, Bangkok, Thailand, 2011).

He said that Thai students are still weak in listening comprehension and lack efficient ways to enhance their vocabulary skill. Thai students usually get difficulties in identifying some vocabularies they hear. In order to solve the problems, he tried to study whether the use of authentic materials can really enhance vocabulary skill for the listening comprehension. The result of the research shown that there was a significant difference between listening comprehension pre-test and post-test. Therefore, his research proves that authentic materials can somehow help students increase vocabulary in order for them to achieve their listening tasks more effectively.¹⁵

The similarity between the first and second researchers with the writer’s research is that the research focus is writing skill in recount text. Therefore, the similarity between the third researcher with the writer’s research is using authentic materials in order to improve students abilities in studying English. Then the differences between the first and second researchers with the writer’s research are the first researcher used diary and the second researcher used chain picture but the writer used authentic material like English magazine or Ebook (Electronic book) as the teaching media. The third researcher used the same media (authentic materials) as

¹⁵Surachai Rodngam, “*The Use of Authentic Materials to Enhance Vocabulary for Listening Comprehension of Mathayomsuksa 6 Students in The English and Japanese Program at Winituksa School, Lopburi Province, Thailand,*” Bangkok: Thammasat University, 2011, <http://digi.library.tu.ac.th/thesis/lg/0724/title-appendices.pdf>. (accessed July 05, 2009), P. 30.

used by the writer's research but he did the research in the field of listening comprehension, otherwise the writer did the research in the field of writing.

The other differences are they hold the research in different participant and setting. I'in Ainatus Zahiroh is in the eighth grade students of SMP Nurul Islami Mijen Semarang in the academic year of 2009/2010, Dyah Maya Sari is in the eighth year students of SMPN 1 Demak in the academic year of 2007/2008 and Surachai Rodngam is in Mathayomsuksa 6 Students in The English and Japanese Program at Winituksa School, Lopburi Province, Thailand in the academic year of 2010. But the writer hold the research with the eighth graders of MTs Islamiyah Palangka Raya in the academic years of 2014/2015.

C. Problem of the Study

Based on the background of the study, the problem of the study is as follow:

How is the effect of using authentic materials in writing recount paragraphs at the eighth grade students of MTs Islamiyah Palangka Raya?

D. Hypotheses of the Study

In this study, the writer formulates the hypotheses of the study as follows:

1. Alternative Hypotheses (Ha):

There is significant difference between students who taught using authentic materials and those who taught using non-authentic materials ($\mu_1 = \mu_2$).

2. Null Hypotheses (H_0):

There is no significant difference between students who taught using authentic materials and those who taught using non-authentic materials ($\mu_1 \neq \mu_2$).

E. Delimitation of the Study

This study is limited to the following scopes:

1. The subject of this study is two classes that taken from students at the eighth grade students of MTs Islamiyah Palangka Raya.
2. The object of this study is the authentic materials itself, whether or not authentic materials is effective in improving students' writing skill at the eighth grade students of MTs Islamiyah Palangka Raya.
3. The material itself is personal recount text which is based on the syllabus.
4. The kind of writing is completion, the students were asked to complete a recount text using suitable words that provided.

F. Assumptions of the Study

There are two assumptions in this study, they are:

1. Authentic material like an English magazine or Ebook (Electronic Book) could be applied as media in teaching writing.
2. There is a significant different in students' scores when using authentic materials and without using authentic materials media.

G. Objective of the Study

Related to the research problem, objective of the study is as follow:

To measure and describe whether or not the use of authentic materials is effective in writing recount paragraphs at the eighth grade students of MTs Islamiyah Palangka Raya.

H. Significances of the Study

This study will have some usages either theoretically or practically.

1. Theoretically

- a. Provide the English teachers a scientific study on the effect of using authentic materials to improve students' abilities in writing recount paragraphs for Junior High School.
- b. Provide the English students an additional reference in searching the teaching of English for Junior High School.

2. Practically

- a. Help the learners of English to improve their abilities in writing.
- b. Motivate the English teacher to apply a practical use of authentic materials in teaching English.

I. Operational Definition

The most important things that the writer has to explain here from the subject of the study are:

1. **“Authentic materials”**, Alejandro G. Martinez quoted from Peacock that authentic materials are materials that have been produced to fulfill social purpose in language community.¹⁶ In this study, the authentic materials are materials which used by the writer as instructional materials in teaching English. They also show the real of English in use or English in the real life.
2. **“Recount paragraph”** is paragraph which retells past events or experience for the purpose of informing or entertaining. This could include personal events, factual incidents or imaginary incidents.¹⁷ At this point, the writer asked students to complete a recount text with suitable words that provided in order to analyze whether students can improve their abilities or not after taught using authentic text.
3. **MTs Islamiyah Palangka Raya** is education institute which has Islamic individuality to carried out by Ministry of Religious Affairs in order to elementary education success 9 year. As education institute which has Islamic religion individuality, MTs Islamiyah Palangka Raya does not only have teaching education of Religion, but also Common Lesson which is its wight

¹⁶Alejandro G. Martinez, *Authentic Materials: An Overview*, Karen's Linguistics Issues, 2002, online document at URL <http://www.metu.edu.tr/~kilickay> (accessed April 19, 2012).

¹⁷National Library of Education, *“Recount Text,”* <http://recount-paragraph.html> (accessed June 15, 2009).

also equal to common school which under Departmental hand of National Education.

J. Frame of Discussion

The framework of the discussion of this study as follows:

Chapter I: Introduction, that consists background of the study, previous study, problem of the study, hypotheses of the study, delimitation of the study, assumptions of the study, objective of the study, significances of the study, operational definition, and frame of discussion.

Chapter II: Review of related study, that consists the nature of writing, the nature of authentic materials, important factors in choosing authentic materials, the use of authentic materials, aspect of using authentic materials in the classroom, teaching English writing recount text using authentic materials, the nature of recount text, scoring method, and experimental study.

Chapter III: Methodology, that consists research type; research design; variables of the study, place and time of the study; population and sample; research instruments; data collection; and data analysis.

Chapter IV: Result of the Study, that consists description of the data and result of the data analysis.

Chapter V: Discussion, that explains the finding of the research, the problem that the writer faced and how did she solve it.

Chapter VI: Closure, that consists conclusion and suggestion.