

## **CHAPTER V**

### **DISCUSSION**

In this chapter, the writer would like to discuss the findings of the research, the problems that she faced and how did she solve it. As mentioned in the previous chapter that in this research, the writer wanted to know the implementation of using authentic materials as media to improve students' skill in writing recount text. Its purpose was to know whether there was improvement of students' skill in writing recount text or no after taught using authentic materials. In these findings, the writer presented the result of research and the analysis of the data collected which were conducted through pre-test, four times of treatment and post test. Pre-test was considered as the preliminary reflection. Four times of treatment were the teaching and learning processes and the assessment tests which were considered as implementation. Post test was considered as the final result because the writer had to compare the students' result of pre-test and post-test to know if there is improvement in students' writing skill in writing recount text or no.

The descriptions of the result of all tests were the teacher was doing teaching practice as usual. The teacher gave students the triggering questions about their experiences like "Have you ever climb Tangkiling Hill?". After that, the teacher explained about recount text including; the definition, generic structure, and lexical grammatical features. Then, teacher gave an explanation to the students about how to make recount text writing by giving them some examples of recount text. The teacher

gave a piece of paper and the students were asked to make a simple sentence about their experience when holiday. In this case, the teacher asked students to remember their experience or some events that happened and applied it into a sentence in form of past tense off course. Based on the observation in this activity, most of the students had difficulties in writing a simple sentence. It could be seen from their writing result. The students did not know the English of the words that they wanted to write so that they often asked the writer/teacher or looked up the dictionary to translate the words. In this activity, the teacher allowed them to open their dictionaries.

Furthermore, when the writer did a research, she had observed that the students in experimental class are more motivated to learn English than students in control class. It is caused the students in experimental class were taught using authentic materials while the students in control class were taught using non-authentic materials. Authentic materials have varied vocabularies, gives authentic cultural information, and expose students to the real language so that the students were motivated to learn English. While learning process, they found new vocabularies and culture of the real language so that they were active to learn English. In other word, they were enthusiastic in learning English. It is supported by Chavez's theory about the main advantages of using authentic materials. They are authentic materials have positive effect on students' motivation, give authentic cultural information, expose students to the real language, relate more closely to students need, support a more creative approach to teach, and increase students' vocabularies.(Chapter II, page. 23)

The students in experimental class were also faced some problems while learning English. They had difficulties in understanding or translating the sentences of the text because the text has complex language structure or the structure used are not perfect. It is proven by Taylor's theory that is the disadvantages in using authentic materials is difficulty of complex language structures, because it comes from the native speaker. The language structure used are not perfect so that it is difficult to understand. (Chapter II, page.24)

Besides, the students in control class were bored to learn English. It is caused they were taught using non-authentic materials. Non-authentic material does not have varied vocabulary and it does not give students authentic information about the culture. It can be said that this is the factor why the students' scores of experimental class are higher than the students' scores of control class.

In order to know there is significant difference or no between students' scores who taught using authentic materials and those who taught using non-authentic materials the writer had conducted pre-test and post-test to both classes (experimental and control class). From the result, the writer known that teaching students by using authentic materials can improve students' skill in learning English especially in writing English. It is known from data that collected from students' scores in pre-test and post-test of both classes that had been calculated by the writer.

The data shown that students' scores in post-test of experimental class are higher than the students' scores in post-test of control class. So, it proves that  $H_a$  that stating there is significant difference between students' scores who taught using

authentic materials and those who taught using non-authentic materials is accepted, and  $H_0$  that stating there is no significant difference between students' scores who taught using authentic materials and those who taught using non-authentic materials is rejected.