I. INTRODUCTION

In this chapter, the discussion is concerned on the background, problem, objective, uses, scope, and definitions of terms. They will be discussed in order to provide an insight into research and justify the significance of research.

1.1. Background

Theoretically, writing is one of the important productive skills in English teaching. It is a skill that works as a communication way of the readable text between a writer and a reader. By using this skill, the writers try to present what the idea or the information that they want to share. Mastering writing ability also is compulsory for all of the students that are studying English as a foreign people.

In the classroom context of writing, the students take a role as the composer of the text. It means that they must be able to produce a piece of written work like recount text. The students are expected to pass the final examinations which are related to writing ability. In order to achieve those important goals, the teacher should be successful enough in making the students comprehend the text well.

Furthermore, writing can be required by the act of communication between the writer and the reader about some topics. The writing activity is very
useful for the learners because it can stimulate them to be creative people. From writing, the learners can express their idea and feeling. They can write about the unforgettable experience even the phenomena that happened in their environment in the past as recount text.

In order that the students pass the examination, the teachers have to apply the strategy of recount text which includes the appropriate materials and technique of teaching. The teachers have to prepare the materials that they want to explore in the writing class about the recount text effectively. The learning process of writing ability involves the conventional activity in which the students should understand the structure of the text and they make a text individually. The students should be able to express the idea. Then, the teachers check their work one by one. After that, the students get the score from their written work.

The previous study done by Rahman (2013) showed the effectiveness of using authentic materials in the writing classes. His research found that authentic material was definitely valuable part which had to be selected and controlled carefully by the teacher. While using the authentic materials, both the teachers and students had to enthusiastically participate equally in the classroom. It used the up-to-date materials and it refers to real communication in English language learning. That was way the material was interesting for the learners. As a result, it created the effective class successfully because authentic materials could increase the students’ potential for writing English language in communication. The authentic materials of recount text can be taken from diary or journal in internet. It will motivate the students to understand about recount text better in writing.
On the other hand, the learning process of writing involves the activity in which the students should understand the structure of the recount text as the simplified materials from the teacher. They are recommended to express the idea in the readable form of text. Then, the teacher should check the students work one by one. Materials from the teacher can help the learners to focus on language learning.

In recent days, the use of authentic materials has become widespread across educational contexts. According to Richards and Renandya (2002), course books fail to address the needs of a specific group of students in many times. In writing ability, the authentic materials are better than the textbooks to the needs of the students. Meanwhile, the textbooks have been designed to facilitate the teacher to give the material for students. For this reason, it encourages the researcher to investigate the students’ writing ability of a recount text through authentic materials and through simplified materials.

It is assumed that the students perform differently in recount text writing ability of the students who are taught through authentic materials and taught through simplified materials. Therefore, the writer is interested in conducting the research entitled “Authentic and Simplified Materials on Students’ Writing Ability of Recount Text”.

1.2. Problem

Related to the background stated before, the researcher tries to formulate the problem as follows:
Is there any difference on writing ability in recount text of the students who are taught through authentic materials and those who are taught through simplified materials?

1.3. Objective

Related to the background stated before, the researcher tries to formulate the objective as follows:

To determine whether there is difference on writing ability in recount text of the students who are taught through authentic materials and those who are taught through simplified materials.

1.4. Uses

This research is hopefully useful for both theoretical and practical use:

1. Theoretically

This research is intended to find out whether there is difference on writing ability in recount text of the students who are taught through authentic materials and those who are taught through simplified materials.

2. Practically

a. As information for all the teacher and students on how authentic materials and simplified materials have the influence on writing ability in recount text of the students.

b. As information for other researcher who is interested in investigating authentic materials and simplified materials and their influence on students’ writing ability of recount text.
1.5. Scope

This research was focused on the increase of students’ recount text writing ability between those who were taught through authentic materials and taught through simplified materials. The researcher chose the materials from internet. Then, it had been done in SMAN 3 Metro. The researcher used two classes of ten grade students in academic year 2014/2015. The classes were X IPA2 and X IPA3 that had same characteristic in writing ability. Class X.IPA2 became an experimental class 1 and class X.IPA3 as experimental class 2.

The researcher chose recount because it was a text that must be learnt by students at the first grade of Senior High School based on the syllabus. The students were asked to write recount text concerned on the five aspects of writing; content, organization, vocabulary, language use, and mechanics based on the authentic materials in experimental class 1 and simplified materials in experimental class 2. Recount text was a text that had been learned in first semester by the students. Then, the researcher conducted this research in the second semester.

In this case, the students’ recount text writing was evaluated based on five aspects of writing. There are content, organization, vocabulary, language use, and mechanics. Moreover, the writer evaluated both experimental classes in order to see whether there was difference on writing ability in recount text of the students who were taught through authentic materials and those who were taught through simplified materials. The researcher gave the pre-test and the post-test to know the result.
1.6. Definition of Terms

There are some terms used by the researcher and to make them clear and to avoid misunderstanding, there are clarified as follows:

1. **Materials** refer to subject matters or knowledge which is significantly used in language learning to affect a decision or action course.

2. **Authentic materials** refer to the texts written by native English speakers for native English speakers, not for language students. It brings the learners into direct contact in real life and natural communication.

3. **Simplified materials** refer to the texts adapted by the teacher for a particular aspect focused on what students are learning at the point.

4. **Writing** refers to the ability of communication that represents language through the inscription of signs and symbols about thoughts or ideas in a readable form.

5. **Recount text** refers to a text which retells events or experiences in the past. Its purpose is to inform the audience about what happens.