

**THE USE OF AUTHENTIC MATERIALS IN IMPROVING
WRITING DESCRIPTIVE TEXT ACHIEVEMENT OF FIRST
YEAR STUDENTS AT SMAN 5 BANDAR LAMPUNG**
(An Undergraduate Thesis)

BY

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ABSTRACT

THE USE OF AUTHENTIC MATERIALS IN IMPROVING WRITING DESCRIPTIVE TEXT ACHIEVEMENT OF FIRST YEAR STUDENTS AT SMAN 5 BANDAR LAMPUNG

by

Paullo Bastan Kitta Bangun

The objectives of this research were to find out whether there is an improvement in students' writing ability of descriptive text and what aspect of writing that improves the most after the students were taught using authentic materials. This research was a quantitative research which used one group pretest-posttest design

The population of this research was the first grade students of SMAN 5 Bandar Lampung in academic year 2015/2016. The sample of this research was X 7 which consisted of 35 students. The implementation was conducted from May 14th to May 21st 2016.

The result of this research showed that there was an improvement in the students' writing descriptive text achievement after the students were taught by using authentic materials. It can be seen from the increase of the mean score of the students result from pretest and posttest, 14.09 point, from 61.76 to 75.85. The data were analyzed by using t-test value in which the significance was determined by $\alpha < 0.05$. The research also finds that the most improved aspect of writing is the vocabulary aspect.

It can be concluded that authentic materials give a positive effect in teaching writing especially writing descriptive text. Aspect of writing that improves the most is the vocabulary aspect. Briefly, based on result, it can be said that authentic materials are good for teaching writing.

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By
PAULLO BASTAN KITTA BANGUN

A Script

**Submitted in a Partial Fulfillment of
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The Language and Arts Education Department of
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**UNIVERSITY OF LAMPUNG
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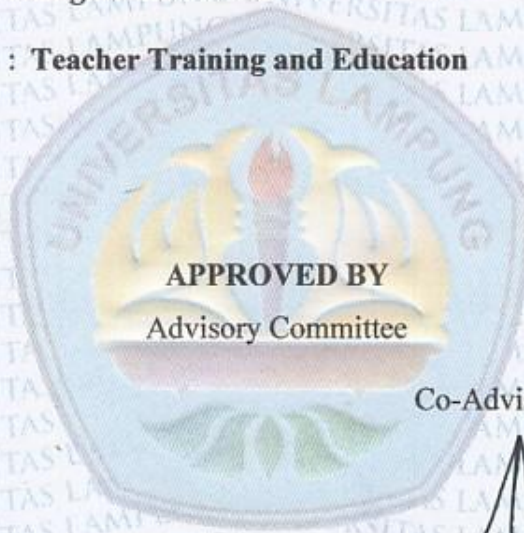
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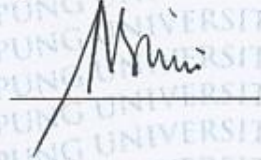
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CURRICULUM VITAE

The writer's name is Paullo Bastan Kitta Bangun. He was born on October 11th, 1994 in Bandar Lampung. He is the second child of Abadi Bangun and Endang E. Sembiring.

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MOTTO

“The way to get started is to quit talking and begin doing”

-Walt Disney-

“Just Do It”

DEDICATION

This script is proudly dedicated to:

My beloved parents:
Abadi Bangun and Endang Elisabeth Sembiring

My beloved siblings:
Florensia Evindonta Bangun, S.Pd.
Fransiska Salsalina Bangun

My Almamater:
English Education Study Program, Lampung University

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Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research.

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CONTENTS

ABSTRACT	i
CURRICULUM VITAE	ii
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
CONTENTS	vii
TABLES	ix
APPENDICES	x
I. INTRODUCTION	1
1.1. Background	1
1.2. Research Questions	5
1.3. Objectives.....	5
1.4. Uses	5
1.4. Scope	6
1.6. Definition of Terms.....	6
II. LITERATURE REVIEW	8
2.1. Writing	8
2.2. Aspects of Writing	9
2.3. Teaching Writing	12
2.4. Text	15
2.5. Descriptive Text.....	16
2.6. Authentic Materials.....	17
2.7. Authentic Materials in Teaching Writing.....	20
2.8. The Procedure of Teaching Writing.....	20
2.9. The Advantages and Disadvantages.....	21
2.10. Theoretical Assumption	23
2.11. Hypotheses	24
III. RESEARCH METHOD	26
3.1. Research Design	26
3.2. Population and Sample.....	27
3.3. Data Collecting Technique.....	27
3.4. Research Procedure	28

3.5. Scoring Criteria of Writing Test.....	28
3.6. Validity and Reliability	30
3.7. Data Analysis.....	32
3.8. Hypothesis Testing	34
IV. RESULT AND DISCUSSION.....	35
4.1. Result.....	35
4.1.1. Treatment Implementation.....	35
4.1.2. Result of Pretest.....	39
4.1.3. Result of Posttest	39
4.1.4. Normality Test.....	40
4.1.5. Hypothesis Testing	41
4.1.6. Students' Improvement in Writing Descriptive Text	42
4.1.7. Aspect of Writing That Improved the Most after The Students Are Taught by Using Authentic Materials	44
4.2. Discussion.....	50
4.2.1. Students' Improvement in Writing Descriptive Text	51
4.2.2. Aspect of Writing That Improved the Most after The Students Are Taught by Using Authentic Materials	52
V. CONCLUSIONS AND SUGGESTIONS	54
5.1. Conclusions	54
5.2. Suggestions	55

TABLES

4.1 Distribution of Students' Pretest Score	39
4.2 Distribution of Students' Posttest Score.....	40
4.3 Result of Normality Test	40
4.4 Paired Samples Statistics.....	41
4.5 Result of Paired Samples Test.....	41
4.6 Students' Mean Score in Pretest and Posttest	42
4.7 Increase of Students Ability in Each Aspect.....	44

APPENDIXES

Appendix 1 Table of Students' Writing Score on Pretest	61
Appendix 2 Table of Students' Writing Score on Posttest.....	62
Appendix 3 The Gain of Students' Score.....	63
Appendix 4 The Gain of Students' Score for Each Aspect of Writing..	64
Appendix 5 Reliability of Pretest	65
Appendix 6 Reliability of Posttest	67
Appendix 7 Lesson Plan for First Meeting.....	69
Appendix 8 Lesson Plan for Second Meeting.....	75
Appendix 9 Instrument for Pretest.....	78
Appendix 10 Instrument for Posttest.....	79
Appendix 11 Example of Students' Writing on Pretest.....	80
Appendix 12 Example of Students' Writing on Posttest.....	89

I. INTRODUCTION

This chapter will discuss about the introduction of the research which includes some points. They are background, research questions, objectives, uses, scope, and definition of terms.

1.1. Background

In teaching English, teacher usually finds that the students are bored with the materials commonly used in the classroom. Students also find that they will never use the same context like in their books in the real life. They assume that the reality will be different to the fact that is written on the book. In the classroom, it is usually hard for the students to find the real example of written products. Therefore, teachers need to consider other sources except the common books in providing the learning materials for the students. Authentic materials can be used in the classroom to give different feels in teaching English as alternative materials.

Many students consider writing is difficult. They face many problems in producing a written text. There are some factors that might influence the students' quality of writing such as; vocabulary, grammar, ideas, and motivation. Students mostly encounter a problem in writing because of lack of one of these factors. For example, when the students lack in vocabulary, they will face a problem in developing their ideas into sentences. Teacher should pay more attention in increasing these factors to increase the students' writing skill. Teacher should enrich the stu-

dents' vocabulary, teach the rules of grammar, develop the students' ability of making ideas, and increase the students' motivation.

Writing has several kinds of text such as narrative, recount, hortatory, and descriptive texts. Descriptive texts are texts which contain about details information of someone or something. Descriptive texts are considered to be important for beginner learners because they are simple and easy. Descriptive texts are simple and easy because they use simple present tense and mostly use adjectives that commonly used and also they can be made by describing anything, person, or place around the students.

Descriptive text is a text that can show the readers how the writer sees someone or something. Tompkins (1994) states that descriptive text is a painting picture with words. Readers will feel that they see an image while they are reading a descriptive text. Descriptive texts have a purpose to describe the object that the writer interested in. Therefore, the writer should know well about the object he described. He has to describe the object in clear way according to what he sees, hears, smells, or touches. In addition, Temple et al. (1998) define descriptive text as a text that helps the readers to visualize something. Descriptive text gives the reader information about the physical appearance and the nature of the object described. In descriptive text, the readers can see vividly the object that the writer described through some detail information.

There are some ways of teaching descriptive text. They differ on the media, method, or technique used in the teaching-learning process. Authentic materials can be the materials in teaching writing descriptive text. Martinez (2002) defines that authentic materials are sometimes called authentic or contextualized, real-life materials are those that a student encounter in everyday life but that were not created

for educational purposes. They include newspapers, magazines and websites, as well as driver's manuals, utility bills, pill bottles and clothing labels. These texts are created to transfer ideas, message, and information from the author to the reader. Therefore, authentic materials are real life materials that were not created for educational purposes. Furthermore, according to Kilickaya (2004), authentic materials are defined slightly different in literature. Commonly, authentic materials definitions deal with exposure to real language and its use in its own community. Authentic materials are designed for native speakers. They are not designed for language students, but for the speakers of the language. Authentic materials are significant since it can increase students' motivation for learning. They provide the learner with the exposition to the real language. In summary, authentic materials are real language produced by native speaker.

Thanajaro (2000) carried out a research about using authentic materials to develop listening comprehension. The aim of his research is to examine the influences of aural authentic materials on listening ability in students of English as the second language. This research uses qualitative approach in investigating the influences of aural authentic materials in increasing the students listening comprehension. From this research it is revealed that authentic materials helped increase students' comfort level and their self-confidence to listen to the target language. Also, from the self-evaluation questionnaire, the students believe that their listening ability is increased inside and outside of the classroom. They used to avoid conversation before taking the ESL classroom, but since they feel more comforts and confidence with their ability, students tended to use the target language with the native speaker.

Apriyani (2015) conducted a research about comparison between authentic and non-authentic material in students' reading comprehension achievement. The re-

search found that both authentic material and non-authentic material significantly improve students' reading comprehension achievement. Furthermore, it finds that authentic material is more effective than non-authentic material in increasing the students' achievement of reading skill. Authentic materials increase the students' interests in reading text because authentic materials give the student up to date information about what is happening in the world.

Putri (2015) also conducted a research about implementation authentic material and non-authentic material of procedure text students' speaking achievement. The study shows that both authentic and non-authentic material significantly increased the students speaking ability. Authentic materials found to be more effective in improving the students' speaking ability. The students who were taught through authentic material felt more confident in speaking because they can enjoy the material.

Moreover, Mardaningsih (2015) conducted a research about the use of authentic materials on teaching writing recount text. In this research, she used two experimental classes in comparing authentic and simplified materials. It is found that both authentic and simplified materials significantly improve the students' writing recount text achievement. Authentic materials are proven to be more effective in improving the students writing recount text ability in term of vocabulary and language use. Authentic materials help the students' critical thinking in writing and developing main idea and giving more newly familiar words for the students to write a recount text.

It was assumed that authentic material had been effective in increasing the students' ability in listening, speaking, reading, and writing. The authentic materials increased the students' interest that makes the learning process more enjoyable.

Authentic materials also increased the students self-confident in using the target language. Moreover, authentic material had been proven to be effective in improving students writing recount text achievement. The characteristic of recount text and descriptive text are much different. Recount text uses simple past tense and tells the reader about past event while descriptive text uses simple present tense in describing particular object. Therefore, the researcher is concerned to investigate whether the use of authentic material can improve the students' achievement in writing especially descriptive text.

1.2. Research Question

In line with the background stated previously, there comes two questions:

1. Is there any improvement of the students' writing descriptive text achievement after being taught by using authentic materials?
2. What aspects of writing would improve the most after the students are taught by using authentic materials?

1.3. Objective

By relating to the research question, the objectives of the research are:

1. To find out whether there is any improvement of the students' writing descriptive text achievement after being taught by using authentic materials.
2. To find out what aspects of writing would improve the most after the students are taught by using authentic materials.

1.4. Uses

In association to the research questions and the objectives, the finding of the research might be useful for both theoretically and practically. Therefore, the uses of the research were:

1. Theoretically, the result of this research could be useful for reference in English teaching, especially in teaching writing descriptive text. For the researchers, the result could be a reference for further investigation in similar matter.
2. Practically, the result of this research was expected to provide positive contribution to the teachers in teaching writing descriptive text.

1.5 Scope

In this research, the researcher used writing descriptive text as the material of the teaching. The population of the research subject were the tenth grade students of SMAN 5 Bandarlampung. The subject of the research was directed to create a descriptive text about person. In giving the treatment, the researchers used authentic materials as the material in teaching writing descriptive text. The authentic material used in this research were in form of visual and printed material taken from internet. The students were asked to write a descriptive text based on the materials.

1.6. Definition of Terms

There are some terms in this study that should be clarified, such as:

1. Writing

Writing is a language skill in transforming ideas, feelings, and thoughts into words, sentences, and texts in order to deliver the information from the writer to the reader.

2. Descriptive text

Descriptive text is a text which give the readers information about an object, so that, the readers feel like they see, hear, or touch the object.

3. Authentic Materials

Authentic materials are materials in which contain language that is used by the native speakers for the real purposes in the real life and not specifically designed for educational purposes.

This chapter has already discussed about the introduction of the research. The background, the research questions, the objectives, the uses, the scope, and the definition of terms have already been described above. The next chapter will cover about the literature review of this research.

II. LITERATURE REVIEW

This chapter deals with the following topics: writing, aspects of writing, text, descriptive text, teaching writing, authentic material, advantages and disadvantages, theoretical assumption and hypotheses.

2.1. Writing

Writing is one of skills of language that is learned in the classroom. Writing is believed to be the last skills learned within four skills of language (listening, speaking, reading, and writing.) Writing is an activity of combining words into sentences, and then combining sentences into a text. Writing seemed to be difficult because in the process of combining the words into a sentence and constructing sentences into a text, the learners should follow some regulation that depends of the text they want to construct. Learners also have a difficulty when they want to convert their ideas into the text. Since it is believed as the last skills of the language that is learned, a good writing skill can be an indicator of a succes of language learning. Therefore, improving learners' writing skills is important in teaching English.

Writing is a process of communication, to deliver messages, ideas, and feelings in a written form. According to Raimes (1983; 76), writing is a skill of expressing

ideas, feelings, and thoughts which is to be arranged in words, sentences and paragraph. Writing also underlines the use of sentence's syntax and tenses, idiom and vocabulary in correct way to make the reader get the information that the writer want to deliver.

Writing seems to be the most difficult skills from the others three skills; listening, speaking, and reading. Axelord and Cooper in Ma'mun (2004; 5) state that writing is a complex process and has elements of mastery and surprise. Students should have a lot of information ideas when they want to write about something, and also they should think in their mind so they will be able to carry their ideas into sentences, paragraphs, and an essay.

From the opinion above, it can be said that writing is a language skill in transforming ideas, feelings, and thoughts into words, sentences, and texts in order to deliver the information from the writer to the reader.

2.2. Aspects of Writing

There are some elements which should be given a lot of attention by the students in order to produce a good written product. Brown (2001) suggests that there are six major aspects of writing that should be fulfilled by the writers in producing a written text. The six major aspects are content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization includes the effectiveness of introduction, the sequences of ideas, and appropriate length. Discourse

covers topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Another explanation, Harris (1979: 68) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing).

Meanwhile, Greenlaw (2005) believes that there are six elements of good writing as follows:

1. Focus. The paper should have clear point, expressed as a thesis sentence, early in paper.
2. Organization. The paper should be organized logically as a series of major sub-points which lead logically to the thesis as the conclusion.
3. Solid Development. Each sub-point should be provided with relevant details to make the reader convinced of their validity.
4. Clarity, Concision, Precision. The paper should be clear in meaning. Ambiguity suggests the reader that the writer is not sure about what he writes.
5. Grammatical Correctness/Avoidance of Spelling and Typographical Errors. Grammar is a convention to improve communication. Grammatical mistakes or typos show that a writer do not know how to write correctly.

Additionally, Jacobson (2003) mentions that there are five aspects of writing that should be taken into serious attention, they are:

1. Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as a unit in developing subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of the content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring particulars of its subject in line with what is still only a half-formed notion purpose.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. Choosing words that express his meaning is precisely rather that skews it or blurs it.

4. Language use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses and sentences to bring out logical relationship in paragraph writing.

5. Mechanic

Mechanic refers to the use of graphic convention of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

According to statements above, it can be summarized that in general, writing include several aspects; content, organization, vocabulary, language use, and mechanics. Learners would make a good text if they pay a full attention to those aspects.

2.3. Teaching Writing

Teaching writing is to teach the students how to express their idea, feelings, or opinions in written forms. Teacher needs to give more attention to writing skill because writing is the most difficult subject for some students. Richards (2003) states that from those language skills (listening, speaking, reading, and writing) that are taught at schools, writing is the most difficult for teacher and students. The difficulties are in generating and organizing idea as well as translating the ideas into readable text. It is important for the teacher to provide the materials which are relevant to the students' interest and need. These materials should be able to help the students in generating and organizing their ideas into a text. Brown (1980) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. Teacher takes part as the person who provides guidance that helps them to learn the skills or knowledge.

Furthermore, Raimes (1983) mentions that teaching writing could reinforce learning in a unique way. Teaching writing is very important in students' language learning. In short, it can be stated that in teaching writing, teacher needs give more attention in guiding the students to learn the skill. Writing could be so hard for students, and teacher must provide the materials which are easy to understand for the student and deliver them in an appropriate way to overcome the problem that might come to the students.

On the other hand, Edelstein and Pival (1988) provide three steps of writing:

1. Pre-writing

Pre-writing is concerning to select the general subject, restricts the subject, generates the ideas, make the outline and organize the ideas.

2. Writing

Writing is to set on the paper the ideas in her or his mind into words, sentences, paragraph and so on.

3. Rewriting

Re-writing concerns with evaluating her/his writing, deals mainly with:

- a) Concerning the content and form.
- b) Correcting the vocabulary, punctuation, and grammar.
- c) Correcting writing errors, word duplications and omission.

Similarly, Appellebe in Mappe (2000) suggests that there are different views on the stages that the writers go through in producing a piece of writing, but typically

through model identifies four stages: pre-writing, drafting, revising, and editing. Each of the stages is described as follows:

1. Pre-writing

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encouraging them before they write their first sentence in the first draft. A typical of pre-writing in the process approach would be for learners to brainstorm on the topic being provided. By this way, students would get motivated to write because they feel that they have something matter to say.

2. Drafting

In this stage, students would select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check content and organization based on the feedback from him or herself and teacher or peers. Revision is a process in which writers do not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form, and it is focused more on audience, mood, voice, length, clarity, completeness, and consciousness.

4. Editing

In this stage, the students check their final text for some mistakes they

have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

In conclusion, the English teachers have to guide the students when composing their writing. Interesting materials can motivate the students and make them enjoy in learning, in this case by authentic material.

2.4. Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. Hyland (2004: 6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure. It is orderly arrangement of words, clauses, and sentences by following the principles which guides the correct of element.

There are two main categories of text namely literary and factual. Literary texts are text that constructed to appeal emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics' song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion. Not all the texts are same. Some factors which accounts for the differences in texts are the purpose of which the text is being used and the language features. Each kind of text is structured in different ways to achieve its purpose. It is im-

portant to understand each type of text. Besides it is needed as an academic purpose, text is also required in students' real social life.

2.5. Descriptive Text

Descriptive texts are texts which contain about details information of someone or something. Descriptive texts are considered to be important for beginner learners because they are simple and easy. Descriptive texts are simple and easy because they use simple present tense and mostly use adjectives that commonly used and also they can be made by describing anything, person, or place around the students. Descriptive text has some characteristics, such as:

- a. Tells how someone or something looks like.
- b. Has a title.
- c. Focus on specific participant.
- d. Use of being/having verbs.
- e. Use simple present tense.
- f. Use of adjectives.

Medina in Rianto (2010) suggests that the generic structure of descriptive text are identification; identifying the phenomenon to be described in general and description; describing the phenomenon in parts, qualities, or/and characteristics. They might choose vivid, fresh language, use examples, or compare it to something else.

Descriptive text can show the readers how the writer sees someone or something. Tompkins (1994) states that descriptive text is a painting picture with words. Readers will feel that they see an image while they are reading a descriptive text. Descriptive texts have a purpose to describe the object that the writer interested in. Therefore, the writer should know well about the object he described. He has to describe the object in clear way according to what he sees, hears, smells, or touches.

In addition, Temple et al. (1998) define descriptive text as a text that helps the readers to visualize something. Descriptive text gives the reader information about the physical appearance and the nature of the object described. In descriptive text, the readers can see vividly the object that the writer described through some detail information.

Example of descriptive text

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color are light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

(<http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html#ixzz43BiFkksg>)

2.6. Authentic Material

An authentic text commonly is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort of information. This assumption is supported by Day and Bamford (1998: 54) who state that an authentic material is one written language is considered, unabridged text that is written for native speaker.

Martinez (2002) defines that authentic materials are sometimes called authentic or contextualized, real-life materials are those that a student encounter in everyday life but that were not created for educational purposes. They include newspapers, magazines and websites, as well as driver's manuals, utility bills, pill bottles and clothing labels. These texts are created to transfer ideas, message, and information from the author to the reader. Therefore, authentic materials are real life materials that were not created for educational purposes.

In addition, Cook (1981) points out that, authentic materials are language produced by native speakers for some real purposes in the real life. Authentic material is not produced and designed solely for the classroom. Authentic materials can be taken from newspaper article, and advertisement, a pop song or even a bus ticket. The messages from authentic materials are usually quite unclear because authentic materials commonly are related to certain aspects of English life. It makes some authentic materials will be hard to be used for foreign students. Authentic materials are essentially ephemeral. They are relevant to the moment when they are written, but perish a moment after. They are easily outdated by the time. In short, authentic ma-

materials are language produced by the native speakers for real life purposes and their messages are related to certain aspect of English life.

Furthermore, according to Kilickaya (2004), authentic materials are defined slightly different in literature. Commonly, authentic materials definitions deal with exposure to real language and its use in its own community. Authentic materials are designed for native speakers. They are not designed for language students, but for the speakers of the language. Authentic materials are significant since it can increase students' motivation for learning. They provide the learner with the exposition to the real language. In summary, authentic materials are real language produced by native speaker.

Authentic materials need to be selected before they can be used in the classroom. There are several factors that are significant to be considered in selecting the materials. Lee (1995) suggests important aspects in selecting authentic materials as follows:

1. Textual authenticity
2. Suitability content
3. Compatibility with the course objectives
4. Exploitability

From the description above, the researcher is interested to investigate whether authentic materials can increase the students' achievement in writing descriptive text.

2.7. Authentic Materials in Teaching Writing

In teaching writing, teacher can make a very good use of authentic materials by emphasizing real language use in various real life materials like advertisements, etc. and also by assigning them tasks based on them. Teacher can use authentic materials in order to provide variety in learning activity. Authentic materials also can improve the students' interest in using target language in real life context. They can feel how the native speakers use the language in the real life.

Allwright in Block (1991) claims that, teachers sometimes need to provide different materials so that they can bring in variety into the activities. Authentic materials could motivate the learners about the real use of the language and provide interesting materials for the students in expressing their ideas.

Moreover, there are different types of writing such as essay, short stories, and paragraph. Authentic materials can be a real example of the types of writing and how the texts are used in the real life. Authentic materials could provide some new vocabularies for the students and help them in producing a written text. In short, by using authentic materials, writing skill can be effectively taught to the students. As Nunan (2001) said that authentic materials help the students learn and use the foreign language more indicative.

2.8. The Procedure of Teaching Writing

There are many procedures of teaching writing suggested by some experts, for example Yudhistira, Harmer, and Tompkins. This research adapted the procedure

suggested by Harmer (1998). He suggests several activities in teaching writing. At first as a prewriting activity, the teacher introduced the topic then he uses brainstorming and brings students' ideas about the topic as much as possible. In this step authentic materials played a role as a media for the teacher in bringing in the topic to the students in interesting way.

Next, students were asked to make a list of questions to find out the information about the topic discussed before. Students were asked to collect any information from any text or materials that they can find on the internet. After collecting the information, students discussed about how they are going to write a text based on the information and work on it, in this part teacher played an important role by providing the necessary information about the features, structure, and the content of the text that they should write.

After finishing writing, teacher collected the students' works to check their first draft. Then teacher returned the draft to the students to edit and revise for their final draft.

2.9. The Advantages and Disadvantages

There are some advantages that can be obtained from using authentic texts or materials in teaching writing.

- a. Authentic material can provide many chances for the researcher and students to understand about how to use the target language (in this case English) in the real life.

- b. Authentic material provides a large amount of the ways of using English (target language) in the real world. This text supplies a lot of ways of expressing various feelings and thoughts for the students.
- c. Authentic material contains a lot of information from all aspects of life. This advantage is very important for the student to increase their knowledge
- d. Authentic material provides a lot of happiness for students.
- e. Authentic material keeps students informed about what is happening in the world, so to have an intrinsic educational value.
- f. Students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for gist. They provide exposure to real language.

There are some disadvantages that can be obtained from using authentic texts or materials in teaching writing.

- a. Some authentic listening materials have so many different accents that it is very hard for the learner to understand.
- b. Some authentic printed materials can become outdated easily, such as news in newspapers or magazines.
- c. Authentic materials may contain items, particularly vocabulary, which is of strange and difficult for some students.
- d. In learning contexts where authentic target-language materials are not readily available, obtaining them can be time consuming and frustrating.

In the teaching learning activities, every single method or media always have the advantages and the disadvantages. It is natural, but authentic materials have more advantages than disadvantages. Because of that, the researcher uses this media in this research.

2.10. Theoretical Assumption

Authentic materials can be a good source of material in teaching writing. Authentic materials can provide new vocabularies that can be used by the students in developing their idea into a text. Authentic materials also can be the source of information. Students will be able to find new information that helps them to give more detail for their ideas. Authentic materials can also improve the students' interest because they can relate what they are learning with their life.

Writing is one of language skill that should be mastered by the students. In this case the researcher used authentic material in descriptive text writing. Through authentic material, the students would be guided and involved to write the descriptive text based on the fact, especially to let them learn to make the descriptive text in writing.

Authentic materials have been proven to be effective in teaching listening, speaking, and reading. Authentic materials increase the students comfort level and their self-confidence to listen to the target language. They feel like they are learning directly from the native speaker when authentic materials are used during the learning process (Thanajaro, 2000). Authentic materials also make the students

more interested in learning the target language. Authentic materials give the students up to date information about what is happening in the world. It gives them more effort in reading a text (Apriyani, 2015). Furthermore, authentic materials help the students cope their anxiety in speaking target language and help the students in learning speaking skill (Putri, 2015).

In teaching writing, authentic materials have been proven to be successful in increasing the students writing recount text achievement (Mardaningsih, 2015). Authentic materials help the students' critical thinking in writing and developing main idea and giving more newly familiar word. However recount text has different features than descriptive text. The authentic materials that would be used should be suited with text that would be taught. This problem can be solved because of the availability of authentic materials that can be found easily and any types of text.

Therefore, the writer assumes that there will be a different in the students writing descriptive text achievement after being taught by using authentic material. The students are expected to improve their written production, so that they could produce better writing than before. The writer also assumes that the students writing aspects that will improve the most are vocabulary and content.

2.11. Hypotheses

Based on the theoretical assumption above, the researcher formulated the following hypotheses:

1. There is an improvement of students' writing descriptive text achievement after being taught by using authentic material.
2. Vocabulary and content are the aspects of writing that would improve the most after the students are taught by using authentic materials.

This chapter has already discussed about the literature review of the research. The next chapter will cover about the method that will be used in this research.

III. RESEARCH METHOD

This chapter discusses about the research method. Everything related to the model of the research, such as: research design, data source, data collecting technique, research procedure, scoring criteria, data analysis, validity and reliability, ad hypothesis testing is discussed in this chapter.

3.1. Research Design

The researcher used *one group pretest-posttest design* in conducting this research. *One group pretest-posttest design* is a design of research that uses one group as the sample of the population. Before giving the treatment, researcher conducted a pretest in order to measures the students' current writing ability. In administering the treatment, the researcher used authentic materials in teaching writing descriptive text. After the treatment administered, the researcher conducted a posttest in order to measure the effect of the treatment on the students writing ability. The formula of the research design was:

$$T_1 \quad X \quad T_2$$

T₁ : Pretest

T₂ : Posttest

X : treatment (teaching writing by using authentic material)

The researcher gave a test of writing skill in fostering some topics into paragraph to measure students' writing achievement. The result of the posttest and the pretest were compared.

3.2. Population and Sample

The population of this research was the first year students of SMAN 5 Bandarlampung. There are eight classes of the first year student in the academic year 2015/2016. Each class has 30-35 students. The researcher used *purposive sampling technique* to choose the sample of this research. *Purposive sampling technique* is a form of non-probability sampling in which the decisions of selecting the individual in the sample are taken by the researcher. This decision is based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. Therefore, after considering the criteria class X.7 was taken as the sample of this research.

3.3. Data Collecting Technique

In collecting the data, the researcher used:

1. Pretest

In order to know the basic competence of the students' writing ability, the researcher conducted a pretest in form of writing test (essay). The writing test asked the student to make a descriptive text about someone they familiar with.

2. Posttest

After conducting the treatment, the researcher gave posttest to the students. The posttest was also in the form of writing test (essay) and still about making descriptive text. The students were asked to create a descriptive text about a person.

3.4. Research Procedures

In collecting the data, the researcher will use following steps:

1. Determining Population and Sample

In determining the sample of the research, the researcher used *purposive sampling technique* to choose the sample of this research. After considering the criteria, class X.7 was taken as the sample of this research. There were 35 students in the class, but there were only 23 valid data (some students did not participate in both pretest and posttest).

2. Conducting Pretest

This test aimed to know the students' writing ability before giving the treatment. The pretest was in form of writing test in form of essay. The students were asked to produce a descriptive text. The time given for the test was 60 minutes.

3. Administering the Treatment

The researcher taught the students writing ability by using authentic materials. The researcher gave the treatment in two meetings which take 2 x 45 minutes in every meeting.

4. Conducting Posttest

The researcher gave posttest to the students to measure their writing ability after the treatment is given. The posttest was also in form of writing test in producing descriptive text. The time given for the test was 60 minutes.

3.5. Scoring Criteria of Writing Test

Five aspects were evaluated by the researcher are content, organization, vocabulary, language use, and mechanic. The researcher used computation as follows:

1. Content was scored as much as 30% from the total sentences supporting the main idea (unity).

2. Organization was scored as much as 20% from sentences using correct grammar.
3. Vocabulary was scored as much as 20% from diction being used correctly.
4. Language use was scored as much as 25% from the total sentences being written in chronological order.
5. Mechanic was scored as much as 5% from punctuation, spelling and capitalization being used correctly.

The criteria of writing score are devised from Heaton (1998; 146) as follows:

Aspects	Criteria	Score
Content	– Excellent to Very Good: Fluent expression. Ideas clearly stated/supported. Succinct. Well organized. Logical sequencing. Cohesive.	30-27
	– Good to Average: Sure knowledge of the subject adequate range. Limited development of thesis. Mostly relevant topic but lack of detail.	26-22
	– Fair to Poor: Limited knowledge of subject. Little substance. Inadequate development of topic.	21-17
	– Very Poor: Does not show knowledge of subject. Non-substantive, not pertinent, or no enough to evaluate	16-13
Organization	– Excellent to Very Good: Fluent expression. Ideas clearly stated/supported. Succinct. Well organized. Logical sequencing. Cohesive.	20-18
	– Good to Average: Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing	17-14
	– Fair to Poor: Non fluent. Ideas confused or disconnected. Lacks of logical sequencing and development.	13-10
	– Very Poor: Does not communicate. No organization or not enough to evaluate.	9-7
Vocabulary	– Excellent to Very Good: Sophisticated range. Effective word/idiom choice and usage. Word from mastery. Appropriate register.	20-18
	– Good to Average: Adequate range. Occasional errors of word/idiom choice usage but meaning no obscured.	17-14
	– Fair to Poor: Limited range. Frequent errors of word/idiom form choice usage. Meaning confused an obscured.	13-10
	– Very Poor: Essentially translation. Little knowledge of English vocabulary, idioms, word form or not enough to evaluate.	9-7
Language Use	– Excellent to Very Good: Effective, complex construction. Few errors of agreement, tense, number, word order/function, articles, pronoun, propositions.	25-22
	– Good to Average: Effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.	21-18

	<ul style="list-style-type: none"> – Fair to Poor:Errors of negotiation, agreement, tense, number, word order/function, articles. Pronouns, prepositions and fragments, run-ons, deletion. Meaning confused or obscured. – Very Poor:Virtual no mastery of sentences construction rules. Dominated by errors. Does not communicate or not enough to evaluate. 	17-11
		10-5
Mechanics	<ul style="list-style-type: none"> – Excellent to Very Good:Demonstrates mastery of construction. Few errors of spelling, punctuation, capitalization, paragraphing. – Good to Average:Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. – Fair to Poor:frequent errors of spelling, punctuation, capitalization, paragraphing. Poor handwriting. Meaning confused or obscured. – Very Poor: No mastery of convention. 	5
		4
		3
		2

Based on the criterion above, the researcher evaluated the aspects of descriptive text writing based on content, organization, vocabulary, language use, and mechanic. The range of the score was 0 to 100.

3.6. Validity and Reliability

1. Validity

Construct validity

Construct validity concerns with the teacher and the test is actually in line with the theory of what it means to know the language that is being measured; it examined whether the test questions actually reflect what it means to know a language.

Writing has five aspects to be measured, therefore, if the test has already measured five aspect of writing, the test has been covered the aspects of construct validity. This research focused on writing ability in forms of written text; moreover, the pretest and posttest measured certain aspect based on indicators of writing descriptive text. It was examined by referring the aspects that were measured with the theories of the aspect namely, content, organization, vocabulary, language use, and mechanics. Therefore

the instrument used in this research was valid.

2. Reliability

Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985). Inter-rater reliability was used as the standard for measuring the writing test's reliability. Two raters scored the students' compositions. To measure the reliability, Pearson Moment formula was used as the means for calculation. Sugiyono (2006: 228) suggests the formula as follow:

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

- r : Coefficient of rank correlation
 d^2 : Square of differences of rank correlation
d : Sum differences between each pair of ranks
N : Number of students

According to Arikunto (2005), the criteria of the reliability are derived as follows:

- 0.8 – 1.0 : very high reliability
0.6 – 0.79 : high reliability
0.4 – 0.59 : medium reliability
0.2 – 0.39 : low reliability
0 – 0.19 : very low reliability

The reliability of this research could be seen from the description below:

a. Reliability of Pretest

$$r = 1 - \frac{6 \times d^2}{N(N^2 - 1)}$$

$$r = 1 - \frac{6 \times 513.5}{23(529 - 1)}$$

$$r = 1 - \frac{3081}{12136}$$

$$r = 1 - \frac{12144}{N(N^2-1)}$$

$$r = 1 - 0.253706$$

$$r = 0.746294 \text{ (high reliability)}$$

b. Reliability of Posttest

$$r = 1 - \frac{6 \times d^2}{N(N^2-1)}$$

$$r = 1 - \frac{6 \times 156.5}{23(529-1)}$$

$$r = 1 - \frac{939}{12144}$$

$$r = 1 - 0.077322$$

$$r = 0.922678 \text{ (very high reliability)}$$

From the test above, it can be seen that there were a big difference between the value of reliability of pretest and posttest. This might be caused by the lack of experience of the one or both raters in scoring the students' works on the pretest. However, since both values were still in good criteria of reliability, it can be stated that the result of posttest and pretest and the instrument were reliable.

3.7. Data Analysis

In order to know the students' improvement in writing text, the students' score were computed by doing three activities:

1. Scoring the pre test and post test

In scoring the student's writing product, the researcher used writing score criteria. The criteria of writing score were devised from Heaton (1998; 146).

2. Tabulating the result of the test and finding the mean of the pretest and posttest.

The mean was calculated by using the formula suggested by Hatch and Farady (1982):

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

\bar{X} : mean of the score

$\sum x$: the total number of the students' score

N : number of the students

3. Drawing conclusion from the tabulated results of the tests given, that is, by comparing the means of the pretest and posttest.

In order to know whether the students will get any improvement, the formula is as follow:

$$I = \bar{X}_2 - \bar{X}_1$$

I : the improvement of the students' writing achievement

\bar{X}_1 : mean of the pretest

\bar{X}_2 : mean of the posttest

In order to know the significant of the treatment effects, the data was analyzed by using T-test from Hatch and Farhady (1982).

The formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{D}}}$$

in which:

$$S_{\bar{D}} = \frac{SD}{\sqrt{N}}$$

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n - 1}}$$

$S_{\bar{D}}$: standard error between two means

SD : standard deviation

n : number of students

\bar{X}_1 : mean of pretest

\bar{X}_2 : mean of posttest

N : number of students

t : test

3.8. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis in this research is accepted or not. The hypothesis testing is stated as follow:

H_0 (Null Hypothesis) : There is no significant difference of the students' descriptive writing achievement after the implementation by using authentic material.

H_1 (Alternative Hypothesis) : There is a significant difference of the students' descriptive writing achievement after the implementation by using authentic material.

H_0 would be accepted if the significant value is higher than 0.05 (Sign. > 0.05).

H_1 would be accepted if the significant value is lower than 0.05 (Sign. < 0.05)

That is the method of the research. Some aspects related to research method, such as research design, data source, data collecting technique, research procedure, scoring criteria, data analysis, validity and reliability, and hypothesis testing, has been discussed in this chapter.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions of the research findings and discussion in the previous chapter. It also covers the suggestions for English teachers who want to use authentic materials in writing classroom and other researchers who want to conduct similar research using authentic materials

5.1. Conclusion

Based on the result of data analysis before, the researcher comes to the following conclusion. Authentic materials can significantly improve the students' writing achievement and also improve all aspect of writing especially the vocabulary aspect. Using authentic materials is good for teahing writing because it can increase the students' interest and motivaion in learning process. Authentic materials can make the students interested the materilas and then find some new vocabulary that can enrich their vocabulary in creating descriptive text. This process could improve their achievements in writing descriptive text. Authentic materials can also improve the students' listening, reading and speacking achievement, therefore authentic materials are good to be used in teaching English.

5.2. Suggestions

In reference with the conclusion above, the researcher gives some suggestions as follows:

1. Suggestion for English Teachers

- a.** In this study, there is an improvement in students' writing ability. Therefore, English teachers are suggested to use authentic materials as the variation in teaching materials since authentic materials are interesting and inspiring for the students.
- b.** English teachers who want to try to use authentic materials for teaching materials need to be careful in selecting the materials for the writing class. The selected authentic materials should be suited with the students' interest and have to be appropriate for the students' level.

2. Suggestions for Further Research

- a.** This study was conducted in the Senior High School level. Therefore, the further research can try to find out the effect of using authentic materials in different level of school.
- b.** Further research can try to use authentic materials in teaching another kind of text; narrative, report, or exposition, since this study focused on the students ability in writing descriptive text.
- c.** This study finds that the most improved aspect of writing is the vocabulary aspect. Further research should try to investigate the use of authentic materials in teaching vocabulary.

The conclusion and suggestion of this research have been discussed on this chapter. The conclusion has covered the findings and discussion of this research and the suggestion have covered the recommendation for English teacher and further research.

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