

I. INTRODUCTION

This chapter tells about the problem of this research. It consists of background of the problem, research problem, objectives, uses, scope and definition of terms that are used in this research.

1.1 Background

English plays an important role in the world because it is the most widely spoken language. English is a spoken for most international events and as a medium of information in science, culture and technology. So we can call that English is the first (international) language. Besides, it must realize that most scientific books are written in English. Accordingly, in order to be able to comprehend the books for getting knowledge, everyone must adequate mastery of English and so must the Indonesian students.

Furthermore, to achieve the communicative function, we need not only knowledge, but also skills of English and its components. According to the curriculum, English has been taught from elementary school until university level (KTSP, Depdiknas: 2006). The students have to master the four basic language skills, they are reading, listening, speaking and writing.

Writing is the most difficult skill for students in Senior High School. Teaching English which has been done in the school is specialized in reading comprehension and grammatical structure. Writing skill has not got serious attention. However the problem is the curriculum 2006, which is now used in the system of Indonesian education, demands the students of Junior High School and Senior High School to reach communicative function that is being able to communicate in oral and in written form to solve their daily problem.

The use of existing material has been considered to have some weaknesses (Crawford, 2002). Firstly, it does not present the real language model in real context, it also reduces teacher's role in the classroom from the classroom managers to the teachers who rely on other people ideas (Crawford, 2002). In addition, it does not accommodate local materials and brings about local culture. Martinez (2002) states that the existing materials have burdened students and teachers due to the difficult vocabularies covered and the preparation could be time consuming. They rarely offer real language example used in real life context (Jacobson, 2003). In the meantime, authentic materials support EFL learning environment in which exposure to the target language is needed as in the first language acquisition (Krashen, 1986). Furthermore, they help teacher provide their student opportunity to learn according to their need and interest (Jacobson, 2003).

In history media and technology had influence towards education. There are so many media that can be used by the English teacher to teach writing. One of the

media is authentic material. One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible (Omaggio-Hadley, 1993). But some of the problems are determining what authentic materials are, why is it important to use authentic material in the classroom, and what are the sources for authentic materials? Taken from Peacock (1997), the definition of authentic materials is the materials that have been produced to fulfill some social purpose in the language community. Martinez (2002) defines that “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for.

Teacher nowadays, provide material that can encourage students’ interest in writing. In relation to the statement above, the researcher used authentic materials in the classroom to overcome the problem above. Authentic materials are considered as alternative materials that provide benefit for students from the exposure to real language being used in a real context. The other reason why authentic materials, because the students are highly motivated in giving a sense of achievement when understood and encourage further writing. Then, the main reason for using authentic materials in the classroom is that the learner did not encounter the artificial language of the classroom and how they are really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used.

There are some types of texts that can be taught by using authentic material for developing students' writing achievement in their school. Procedure text is one of them. It is very crucial to learn more about procedure text both its generic structure and its language features. Students who are writing certain genre also need to consider a number of the topics, the convention and style of the genre, and the context in which the writing will be read (Harmer, 2001:206). But the reality is, many students feel that writing is a hard work to do. Based on the researcher's pre observation the reason for their inability to write is caused by several factors. i.e 1). Poor vocabulary, 2). Difficulty in generating their idea, and 3). Poor grammar. Besides, they do not have attention to the material given, or they also do not know such a convenient way that can help them in writing process.

Regarding the factors above, the researcher would like to purpose one of the alternative media that can be used to help the teacher solve the teaching writing problem. This media is authentic material. By using authentic material, it will make the students learn how to choose words carefully and construct sentences in logical and concise manner, because authentic material can help students to be familiar with new vocabulary and make them easy to remember the new vocabulary (Siti, 2001). Besides, it makes the students learn writing in enjoyable way.

1.2 Research Question

Considering the background presented above, the researcher formulated following research problem:

1. Is there difference of students' writing achievement after the implementation by using authentic materials?

1.3 Objective

The objective of the research was:

1. To find out whether there is difference of students' writing achievement after the implementation by using authentic materials.

1.4 Uses

The use of this research was:

1. Practically, the result of this research can be used as information sharing for English Teachers in Senior High School that this media is applicable or not.

1.5 Scope

This research was conducted at the second year of SMAN 8 Bandar Lampung of academic year 2013/2014. In this case the researcher used one class only that was class XI science one which consisted of 29 students. This research was focused on the implementation of authentic material (the researcher chose to use instant coffee packages and instant fried noodle packages as the authentic printed material, videos as the authentic listening viewing material, picture as the authentic visual materials, and water, strawberry, blender, sugar, glass, spoon, ice as realia or real things) in improving students' procedure writing achievement. There were five aspects of

writing measured in this research they were content, organization, vocabulary, language use and mechanic (Harris, 1979: 68)

1.6 Definition of Terms

Writing

Writing is the representation of language in a textual medium through the use of a set of sign or symbols (known as a writing system). Writing is a process of composition in the sense of making or building which involves constant reconstruction.

Materials

The word materials can be defined as the substances out of which something is or can be made. The term can also be used to refer to the properties that someone who is qualified or suited for a particular position or activity has.

Authentic Material

Authentic material is the material that has been produced to fulfill some social purpose in the language community, and it has been made not for teaching and learning activity.

Procedure Text

Procedure text is a kind of text about how to do task or to make something. It can be a set of instruction or direction.