INTEGRATING AUTHENTIC MATERIALS AND BLENDED LEARNING IN TEACHING PROCEDURAL TEXT TO INCREASE STUDENTS’ LEARNING MOTIVATION AND WRITING ACHIEVEMENT

(A Thesis)

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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A Thesis
Submitted in a partial fulfillment of
The requirements for S-2 Degree

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
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ABSTRACT

INTEGRATING AUTHENTIC MATERIALS AND BLENDED LEARNING IN TEACHING PROCEDURAL TEXT TO INCREASE STUDENTS’ LEARNING MOTIVATION AND WRITING ACHIEVEMENT

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Muhammad Haris

This research was about the implementation of authentic materials and blended learning in teaching procedural text to increase students’ learning motivation and writing achievement which aimed to find out the differences of students’ learning motivation before and after the implementation of authentic materials and blended learning. In order to get the data, this research used descriptive survey method. The subjects of the research were 50 eighth grade students of SMP IT Smart Insani in the academic year 2018/2019, Lampung Tengah. The data was analyzed by using SPSS program. The result indicated that there were differences of students learning motivation and their writing achievement after being taught by using authentic materials based on blended learning. The most significant increase in motivation was intrinsic motivation. It was proven by the result of Paired Sample T-test between their pre-test and post-test of learning motivation, the two tailed significance showed \( p > 0.05 \) (\( p = 0.840 \)). Meanwhile, Language use was the most significant increase writing aspect (range score= 8.4). The result of correlation analysis also showed that the correlation of students’ learning motivation and their writing achievement from the two tailed significance showed \( p > 0.05 \) (\( p = 0.470 \)) which classified as medium correlation. Since the integrated authentic materials and blended learning were principally worthy and they could help students to be successful learners, the teachers were recommended to explore its application.

Keywords: Authentic materials, Blended learning, Procedural Text
Research Title: INTEGRATING AUTHENTIC MATERIALS AND BLENDED LEARNING IN TEACHING PROCEDURAL TEXTS TO INCREASE STUDENTS' LEARNING MOTIVATION ANDWRITING ACHIEVEMENT

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The writer, Muhammad Haris, was born on November 3rd, 1993 in Palembang. He is the last child of four children from the happy couple, Basturi Amir and Hasanah. He has one brother and two sisters, Muhammad Hasri, Hasmala Sari and Husniati Risa.

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DEDICATION

By offering my greatest praise and gratitude to Allah SWT. for His never-ending bless and guidance to the writer.

I’d proudly dedicate this thesis to:

1. My beloved parents, Basturi Amir and Hasanah
2. My beloved brother and sisters, Muhammad Hasri, Hasmala Sari, and Husniati Risa
3. My kind-hearted friends, MPBI 2017
4. My great comrades, Smart Insani
5. My great Almamater, Lampung University
Indeed Allah will help those who help Him.
Indeed Allah is exalted in Might, All-Powerful.

_Al-Qur'an_ surah Al-Hajj verse 40
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It is important to be known that this research would never come into existence without any supports, encouragements and assistances by several generous people. Therefore, the writer would like to express his sincere gratitude and deep respect to Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as his first advisor, for his support, ideas, and suggestions for the writer during the thesis process. His appreciation is also due to his second advisor, Dr. Tuntun Sinaga, M. Hum., who gave him his best guidance, suggestions, and revision in finishing this research. The writer also would like to express his deep gratitude to his inspiring examiners, Dr. Muhammad Sukirlan, M.A., and Mahpul, M.A., Ph.D., who have given his suggestions and criticism as well as their constructive ideas in improving the content of this paper. His grateful appreciation is extended to Dr. Flora, M.Pd. as the Head of Master Degree at English Language Teaching Study Program for patiently giving much time, supports, inputs, helps, and corrections to improve this thesis better.

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Finally, the writer realizes that this thesis still has some weakness. Therefore, criticisms and suggestions are invited for its improvement. Hopefully, this paper can give benefits to readers and those who want to carry out further research.

Bandar Lampung, 27 September 2019
The Writer

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I. INTRODUCTION

This chapter appraises the problem of this research. It consists of background of the problem, research questions, objectives, uses, scope and definition of terms which are used in this research.

1.1 Background

Generally, there are four basic language skills in English, i.e., listening, speaking, reading, and writing. Writing is the most difficult skill for students in every educational level. Nowadays, the teaching English only focus on reading comprehension and grammatical structure. Writing skill has not got serious attention. Another problem occurred is that teachers use modified materials in teaching learning process. Its utilization has been considered having some weaknesses. That contains inauthentic language, distort content, not reflect student’s needs, deskill teacher or reduced the teachers’ role and costly (Crawford, 2002). Martinez (2002) stated that the modified materials have burdened students and teachers due to the difficult vocabularies covered and the preparation could be time consuming.

On the other hand, the use of authentic materials is a flipside to solve the problem above. Moreover, its application in EFL has long been acknowledged to be
advantageous tolerances as it provides real-life experience in the language classroom (Tran-Thanh, 2018). Authentic materials are considered as alternative materials that serve benefit for students from the exposure to real life language practice. It makes the students highly motivated in giving a sense of achievement and encourages them for further writing. Then, the role of the teacher is to prepare the language learner and to give awareness as well as necessary skills to understand how the language is actually used. Authentic materials are designed for real life communication which can show the local culture.

In addition, there are some types of texts that can be taught by using authentic materials for developing students’ writing achievement in school. Procedural text is one of them. It is very crucial to learn more about procedural text both its generic structure and its language features. The text usually includes one or more photographs, illustrations, or diagrams to help readers visualize, or see, how to do the steps (Scraper, 2012). Procedural text brings the students into real life setting such as how to make traditional food or to play traditional games. But in the reality, many students feel that writing is a hard work to do because they do not have any attention to the materials given, neither know such a convenient way that can help them in writing process.

In line with the case, the researcher brings out the idea of the blended learning approach. It brings two teaching approaches together correcting their problems. Wu and Patel (2016) illustrated how blended learning pedagogy can be integrated into a mixed methods research course, and how blended learning could benefit
them in daily teaching practice. Implications for teaching in-service teaching students in Hong Kong are addressed. Mabuan and Ebron (2017) also found and suggested that e-mail can be an academic, social and technological tool that may help to develop students’ English writing ability, to provide a social space for students’ engagement, collaboration and interaction, and to increase students’ positive attitude and motivation towards the English language.

In short, to make authentic materials more up to date, the researcher will integrate it with blended learning. Eastman (2015) emphasized that blended learning describes a range of teaching strategies that combine face-to-face instruction with individual, student-directed, computer-based learning programs. In line with that statement, McCampell (2001) emphasized that blended learning is a good approach for those who will include online applications in their current curriculum for the first time and some parts of the course can be transferred into the online environment without executing the course fully on online basis. By avoiding complexity in online environment as much as possible, appropriate activities to students’ computer skills should be included in the curriculum. By using authentic materials, students will learn how to choose words carefully and construct sentences in logical and concise manner. Authentic materials can help students to be familiar with new vocabulary and ease them to remember that vocabulary. Besides, it makes the students enjoy learning to write and doing it everywhere.
In this case, the researcher interested in investigating a research study under the title: “Integrating Authentic Materials and Blended Learning In Teaching Procedural Text to Increase Students’ Learning Motivation and Writing Achievement”

1.2 Research Questions

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

1. Is there any difference of students’ learning motivation after being taught by using authentic materials based on blended learning?

2. Is there any increase of students’ writing score after being taught by using authentic materials based on blended learning?

3. What aspect of students’ writing increased most after the implementation of authentic materials based on blended learning?

4. Is there any significant correlation between students’ learning motivation and their writing score?

1.3 Objectives

The objectives of the research were:

1. To find out whether there is difference of students’ learning motivation after being taught by using authentic materials based on blended learning.

2. To find out whether there is any increase of students’ writing score after being taught by using authentic materials based on blended learning.
3. To reveal the most increased writing aspect of the students after the implementation of authentic materials based on blended learning.

4. To find out whether there is any significant correlation between students’ learning motivation and their writing score.

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 Junior High School. That this media is applicable or not.

2. As information for all teachers and students on how blended learning can increase students’ learning motivation and writing score in learning English.

3. As information for other researchers who are interested in investigating authentic materials and blended learning.

1.5 Scope

This research is conducted at the eighth grade of SMPIT Smart Insani of academic year 2018/2019. In this case the researcher uses two classes which consist of 20-25 students/class. This research is focused on the implementation of authentic materials (the researcher selects to utilize the authentic printed materials, the authentic listening viewing materials, the authentic visual materials, and realia) to find out students’ learning motivation and writing achievement.
1.6 Definition of Terms

Writing

Writing is a skill in which we express ideas, feeling and thought to be arranged in words, sentences and paragraph. Writing is a continuous process of thinking and organizing, rethinking, and reorganizing. (Boardman, 2002: 11).

Authentic Materials

Authentic materials are the materials that have been produced to fulfil some social purpose in the language community (Peacock, 1997). It has been made not for teaching and learning activity.

Blended Learning

Blended Learning is a combination of traditional learning (face-to-face) with web based online approach (online teaching) (Sharma, 2007).

Procedure Text

A procedural text tells how to make or to do something. Procedural text describes how to do something in such a way that other people can do it easily (Scraper, 2012). Procedural texts are organized sets of instructions; they may also be sets of advices, as in social behaviour texts (Delpech, 2008).

Motivation

It refers to the level of students’ enthusiasm in learning process or an encouragement in a person which appears consciously or unconsciously to do any
activity with some purposes. Motivation is usually defined as an internal state that arouses, directs, and maintains behaviour (Graham & Weiner, 1996).

This chapter has shed light on the introduction of the research used in this study, including background, research questions, objectives, uses of the research, scope of the research, and definition of terms.
II. LITERATURE REVIEW

This chapter deals with the following topics: the general concept of writing, general concept of authentic material, the general concept of motivation, general concept of blended learning, previous research findings, procedural text, theoretical assumption, and hypothesis.

2.1. The Concept of Writing

Writing is one of the skills of language that is studied in the classroom. Writing is an activity which is requires the students’ ability to make the words become a sentence. It is also activity of constructing sentences into a text. Writing is not easy. It is the most difficult subject in the school since the students have to produce a text by using English. It takes series of practices to develop this skill; it cannot be learnt only one time. The students have to write what they think in their mind and state it on a paper by using correct procedure. Learning to write either in the last year of Junior High School or even in Senior High School is one of the most difficult tasks encountered by learners and only few people can master.

Writing is a means of communication, to convey message, ideas, and feeling in a written form. Raimes (1983) states that as writers struggle with what to put down next or how to put down on paper, they often discover something new to write or
a new way to express their idea. Writing also reinforces the use of sentence’s structure and tenses, idiom and vocabulary correctly to influence readers clearly get the idea.

Meanwhile, the aim of a piece of imaginative writing is to entertain readers, so that means they will be trying to think of entertaining ideas. Writing sounds simple, you start with an attention-grabbing first sentence, then you move on to some really interesting stuff in the middle, and then you bring it all together at the end (Grenville, 2001). In addition, Meyers (2005) states that writing is a way to produce language that the writers do naturally when they speak. Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Then, Boardman (2002) states when English speakers read an article, they expect the article to have a beginning, middle, and an end. The beginning should say what the article is going to be about, the middle should talk about the topic of article, and the end should say what the article was about. The process of writing is a way of bringing about improvement in students’ writing by providing help at the various stages of the process instead of focusing only on the finished product. Hence, the existence of certain technique is needed to make the writing process valuable.

Writing enables students to describe their ideas in sequence and communicative way. The close relationship between writing and thinking makes writing as a valuable part of any language course (Raimes, 1983). People generally write to
either communicate something to other people (the writing is meant to be read by others) or to be used for their own personal use (the writing is not usually meant to be read by others).

So that, it can be assumed that writing is a means of communication, to convey message, ideas, and feeling from the writer to the reader in a written form. It also involves thinking process that can be a valuable part of any other skills.

2.2. Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include 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, Harmer (2007) as cited in Rasyiid (2016) stated that mastering the productive skill especially writing can be very stressful if students do not know appropriate words or grammar to express their idea. Harris (1979) 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 flavour to the writing). Similarly, Brown (2000) as cited in Rasyiid (2016) also stated that a good deal of attention was placed on “model” compositions that students would emulate and on how well their final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration. Jacobson (2003) mentions that in order to be effective, a piece of composition should meet the following qualities:

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 unit in developing a subject. Content of the paragraph do the work of conveying ideas rather that fulfilling special function of transition, restatement, and emphasis.

2. Organization

   Organization refers to the logical organization of content. It is scarily 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 materials and working to bring particulars subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

   Vocabulary refers to the selection of words which suitable with the content. It begins with the assumption that writer wants to express the
ideas as clearly and directly as he/she can. Choosing words that express his/her meaning is precisely rather than 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 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.

Based on the categories of writing aspects above, it can be concluded that generally the aspects of the writing are classified into five aspects, namely, content, organization, vocabulary, language use, and mechanic. It alleviates learners to arrange and to make well-organized text.

2.3. Procedure on Teaching Writing

Teaching writing is to teach the students how to express the idea or the imagination in written forms. It is very important for the teacher to provide the materials which are relevant to the students’ interest and need. Brown (1980) as cited in Rasyiid (2016) stated that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, teacher helps the students and guides them
to learn the material easily. Furthermore, Raimes (1983) mentions that the effort to express idea and the constant use of eye, hand, and brain are unique way to reinforce learning. It means teaching writing is essential in order to build students’ language skill. Therefore, teacher should know the problems faced by the students during teaching and learning process in order to know appropriate way to overcome the writing problem in writing class.

In order to be successful in writing, an English teacher should guide the students, in which the material presented are relevant to their interest, needs, capacities and age until they are able to make composition with few or no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for teacher to provide the materials which are relevant to the students’ interest and needs.

In writing, the writer might have enough time to express their idea in written form. There are some element of writing skills that are needed in teaching writing such as content, grammar, form/organization, vocabulary, and mechanic. These elements cannot be separated from each other. Teacher needs to execute them in writing class. In other words, teaching writing guides the students not only to write sentences in text, but also to recognize ideas in written form. From the statement above, there are three steps of writing suggested by Edelstein and Pival (1988):
1. Pre-writing

Pre-writing refers to selecting the general subject, restricts the subject, generates the ideas and organizes the ideas. In this step, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them before they write their sentences in the first draft.

2. Writing

Writing denotes to setting on the paper the ideas in her or his mind into words, sentences, paragraph and so on. In this step, students start composing their ideas into piece of writing and concentrate on getting ideas down on paper without worrying about spelling or grammar, students just full attention to develop their ideas.

3. Re-writing

Re-writing concerns with evaluating her/his writing, deals mainly with correcting the content and form, correcting the vocabulary, punctuation, and grammar, correcting writing errors, word duplications and omission. In this step, the students re-examine or re-write their writing for some mistakes they have made based on feedback given such as content, organization, language use, vocabulary and mechanic.

Briefly, the students have to follow those three steps of writing in order to guide the students not only to write sentences in text, but also to recognize ideas in written form.
2.4. Types of 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 element.

Grenville (2001) mentions the main text types are narrative, procedure, recount, report, review, historical, 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 important to understand the text types, as an academic purpose, it’s required.

2.5. Procedural Text

A procedural text tells how to make or to do something (Scraper, 2012). For examples: a recipe from a cookbook; the rules to a board game; travel directions; and learning a new math skill by following the steps in a textbook. People use procedural texts at home, in their jobs, and in their hobbies. Other names for procedural texts are technical writing, instructions, directions, or “how-tos”. Procedural text has some features, such as:

1. The title clearly identifies the topic.
2. The author includes photographs, illustrations, or diagrams to help explain the process.

3. The introduction tells why the reader will want to make or do the activity or project.

4. Supplies and equipment are listed in the order in which they are used.

5. The directions are given as numbered steps or short paragraphs with sequence words.

6. Most sentences begin with verbs. The sentences are short and direct.

Procedural texts consist of a sequence of instructions designed with some accuracy in order to reach an objective (e.g. how to use a computer). In our perspective, procedural texts range from apparently simple cooking recipes to large maintenance manuals (whose paper versions are measured in tons e.g. for aircraft maintenance). They also include documents as diverse as teaching texts, medical notices, social behaviour recommendations, direction for using something, assembly notices, itinerary guides, and advice texts. There are three definitions of procedural text:

1. Text that explain how something works or how to use instruction/operation manual e.g. how to use the video, the computer, the tape recorder, and the fax.

2. Text that instructs how to do a particular activity e.g. recipe, rules of game, science experiment, road safety rules.

3. Text that deal with human behaviour, e.g. how to life happily, and how to succeed.
In this case the researcher used the second type. The generic structures of the procedural text are:

1. Goal.
2. Material needed.
3. Method or steps.

The purpose of the procedural text is to tell reader how to do or to make something. The information is presented in logical sequenced of event which is broken up into small sequenced steps. These texts are usually written in present tense.

2.6. Authentic Materials

An authentic text is commonly defined as 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 in line with Peacock (1997) as cited in Hamed & Hilal (2014) defines authentic materials as the materials that have been produced to fulfil some social purposes in the language community. While Nunan (1999) in Hamed & Hilal (2014), has another definition for authentic materials, which is: spoken or written materials, which are not intended for use in teaching. On his part, Widdowson (1990) as cited in Hamed & Hilal (2014) believes that "authentic" would be the materials designed for native speakers of English, and used in classrooms in a way similar to the one it was designed for. Authentic materials may be written or spoken. For example, a radio news report is brought into the class, so students discuss the report on pollution in the city where learners live. The materials are those that a student encounter in everyday life but that are
not created for educational purposes. They include newspapers, magazines and websites, as well as driver’s manuals, utility bills, pill bottles and clothing labels. From these assumptions it can be said that authentic texts are made by using authentic language (a language that is only used by native speaker in conversation activity with native speaker without any facilitator for second language learner. These texts are used to transfer ideas, information and messages from the author to his readers. Besides, this text is made not for teaching a language. It is made without making its language components (vocabulary and grammar) to be able to understand easier by second language learners, it is made only for native speaker.

Although authentic text is not for language learning program, it is important for language learners or students who want to broaden their knowledge about the way of using the foreign language in the real life. Authentic materials offer real language that is contextually rich and culturally pertinent. They also provide insight into the adult learners’ new community and the services and opportunities offers.

It can be said that authentic text or material is important to learn, because it is full of language insight and related to the culture. Most of them contain a large variety of structures and vocabularies that have never been found in the school textbook. Although authentic text uses original language (language in which its sentence’s structure and the use of vocabulary is not simplified) it is hard for students to comprehend, however, it can improve students’ writing achievement.

In addition, Peacock (1997) points out that material that has been produced to fulfill
some social purposes in the language community. The source of authentic material are newspaper, magazines, internet, TV program, movies, CDs, song, brochures, literature (novel, poems and short stories), catalogues, tickets, bills, receipts, wrappings, business cards, labels, stamps and stamps.

Authentic material has some characteristics that must be known by the researcher before getting it. These criteria are important for the researcher to know. As it can enable them able to differentiate whether the text is authentic material or not.

1. Authentic material is made by writers for readers whose first language is the same as the language used in the text. Or, it can be said that this type of the text is made for native speakers. It means that a text will be authentic if it is written for readers that have the same first language as the writer of the text.

2. Authentic material is a text in which its content is appropriated to the readers’ world. It presents a lot of information appropriated to the readers’ in comprehending writing achievement.

3. Authentic material gives reliable information; in order words it can be trusted. It provides real information, not fictional information. Authentic material contains understandable news and information that can be trusted and does not mislead the learners.

4. Authentic materials contain a lot of vocabularies appropriated to the learners’ vocabularies. This text does not contain vocabularies that exceed the learners’ vocabularies limitation. A large amount of printed matter marketed to the general public is written at the fifth grade level while the
language of items produced by public safety and social welfare offices is sometimes even simpler.

2.7. Authentic Material in Teaching Procedural Text Writing

At 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 the researcher to provide student opportunity to learn according to their need and interest (Jacobson, 2003).

Brown (2001) states that teaching first language writing is different from teaching second language writing. In helping the students to produce good writing, the researcher has important duties (Brown, 2001). Besides, playing role as facilitator, resource, and demonstrator of writing types, language uses, and purpose, the researcher also acts as an assistant to reduce the students’ difficulties along writing process, and responder to content and construction and as evaluator, the researcher can provide notes as feedback and suggestion along students writing, therefore they can improve their writing product (Brown, 2001).

In relation to K-13 Curriculum implemented in Indonesia, one of the texts that should be taught to students is procedural text. It becomes an important genre because it enables pupils to get things done and it is common in oral and written mode. It is intended for individual and it influences behaviour of individuals. Procedural text is already familiar with people’s daily life, for example in giving
instructions to make something, in games rules, in recipes, manual steps, directions of destination (Derewianka. 2004). The context consists of three parts:

a. Title/goal

b. List of material

c. Steps/method/procedures

To arrange a good procedural text, we need the common text organization that should be applied in writing procedural text. Derewianka (1995) mentions, the text organization of a procedural text as follows:

a. The focus of instructional texts is on a sequence of actions

b. The structure is easily recognized

c. Each stage serves a particular function

d. The text may also include comments on the usefulness, significance, danger, fun, etc.

e. Headings, subheadings, numbers, diagrams, and photos are often utilized to make instructions as clear and easy to understand as possible.

Then, Anderson & Anderson (1997) cited in Derewianka (2004) states that the generic structure of a procedural text contains:

a. An introductory statement that gives the aim or goal. This is maybe the title of the text or an introductory paragraph.

b. A list of the materials that will be needed to complete procedure:

a.) This may be a list or a paragraph.

b.) This step may be left out in some procedures.
c. A sequence of steps in the order they need to be done:
   a.) Numbers can be used to show first, second, third, and so on.
   b.) The order is usually important; such word as now, next, and after
       this can be used.
   c.) Usually the steps begin with a command such as add, stir, or push

In short, there are three main points in making procedural text those are title or goal, list of material or ingredient, and steps or procedures.

2.8. 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 were 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 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 was natural, but authentic materials have more advantages then disadvantages. Because of that the researcher uses this media in this research.

2.9. General Concept of Blended Learning

A lot of scholars share similar definitions of blended learning. Here the writer discusses three similar definitions defined by three scholars. The first one is defined by Sharma (2011). According to Sharma (2011), blended learning is a
combination of traditional learning (face-to-face) with web based online approach (online teaching). Blended learning can be defined as the mixing of face-to-face teaching and online learning. Students have some choice over where they study (at school, at home or somewhere in between) and when they study (during school hours, in the evening or on weekends). But it is still the teacher who decides the extent of the choice, as well as which elements of the student’s education are completed online and which elements are completed in the class. Then the last, Zhingan (2014) define blended learning as the combination of traditional classroom-based approach and e-learning for delivering instruction. Based on the definitions stated previously, the writer sees blended learning as a model of teaching and learning activity which combines face-to-face and online learning.

The term of blended learning is used to describe any course that incorporates the web into the curriculum, Ko and Rossen (2004) defined blended as falling into three subcategories:

a. **Web enhanced**, these are category of courses with associated web sites or course management system classrooms that contain materials relevant to the course (perhaps a syllabus, a list of web-based resources, a course calendar, a reading list, lecture notes or video lectures, discussion board, and/or real-time online meeting functions and chat). Actual online activities may be required or optional.

b. **Media enhanced** courses where relevant course material such as videotape lectures or associated graphics are posted to a website for use by students as a form of review. Often such sites recreate the activities in a classroom, such as the lecture and ensuing discussion. Media-enhanced courses are often to use to support web-augmented classes.
c. **Web augmented**, any course in which a portion of class work is done exclusively on the web, augmenting, and often replacing, work that normally be done in traditional classroom. Generally, such work is both posted and completed using course management system. It consists of a number of disparate mix-and-match elements. For example, students may be asked to view a digital video, and then asked to post a short response about the video on electronic bulletin board. Or students may be asked to assemble a web page of their own on a certain topic, which they then must themselves post on the course website. For some reasons, some people may confuse in differentiating the terminology of blended learning with some others likes e-learning, distance learning and face to face which always comes out when we talk about blended learning. Education is a broader term which includes aspects of distance and online education, as well as blending with face-to-face learning.

From paragraphs above can be seen that blended learning is a learning model which is combination of face-to-face learning and online learning. Blended learning itself defines into three specific categories which are web enhanced, media enhanced, and web augmented. The term of blended learning not only is as part of distance learning but also consists of face to face/traditional learning in the scope of distributed education the largest term.

### 2.10. Integrating Authentic Material in Teaching Procedural Text

In this research, the researcher integrates the procedure of teaching authentic materials by Edelstein and Pival (1988) with blended learning via Whatsapp software by Marsh (2013) as follows:
Based on the graph above the researcher can explain as follows:

1. **Pre-writing**

   The researcher decides to conduct the pre-writing as a classroom activity. Face-to-face learning that represents a traditional method when the teachers and students meet during classes. In this step the teacher should present the authentic material such as watch a video or show directly how to make something in front of the class. After that, the teacher divides students in some group and gives different topic or theme in each group. Then, every group of students should make some outlines of the topic and organize the idea into some part of procedural text (Ingredients, materials and steps).

2. **Writing**

   In this part, the teacher brings the students into online class which invite them into a Whatapp group for doing some online activities. First, the teacher asks the students to develop the ideas from the outline that they
had been making in the class into a procedural text. Next, they upload the procedural text into the group. The teacher asks them to do peer-correction which makes them to assess their friend’s work. Then, the teacher gives feedback about those works.

3. Rewriting
The last step, the teachers explain the procedural text in the classroom and the students evaluate their works based on the teacher explanations (correcting the content, form, vocabulary, grammar, punctuation, etc). Then, the students rewrite their works as the final result and the post test.

2.11. General Concept of Motivation
Motivation is a complicated problem in teaching English in the world because most of educators agree that motivating students is one of the critical tasks of teaching. In order to learn, students must be cognitively, emotionally, and behaviourally engaged in productive class activities. Motivation is usually defined as an internal state that arouses, directs, and maintains behaviour (Graham & Weiner, 1996). Gardner and Lambert (1984) stated that motivation is one of important aspects of learning language. Motivation becomes an important aspect of learning which can make the students have awareness about the importance of studying or learning. So that, the researcher assumes that it can make the teaching-learning process in the class run more effective and well.

Theoretically in literature motivation comes from the word motif that can be interpreted as a power in every individual which makes that individual takes steps or acts. Motif cannot be observed directly, but can be interpreted in the behaviour, like stimulation, encouragement or energy generation to emerge some certain behaviour. Motivation is inner power reinforcing any person to do something (Oxford and Shearin, 1994). In line with those statements, Brown (1987) also
stated that motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action.

So that, it can be assumed that in this case, motivation is a strong power or positive power which every people to show the desire or awareness to achieve the main goal such as; a student who learn English seriously in order to get a better result of his or her examination. In relation with the previous statement, students need motivation in order to achieve the main objectives in language learning and it can come from themselves or from their environment.

2.12. Classification of Learning Motivation
Motivation and learning process is two aspects which mutually affect each other and cannot be separated. Learning motivation can be influenced by two kinds of factor. Those are intrinsic factor and extrinsic factor. Intrinsic factor can be form as desire and willingness of success, a necessity of learning, and also expectation of dream. Extrinsic factor can be form as appreciation, learning environment, and interesting learning activities. In addition Setiyadi, Mahpul and Anggit (2019) in a case study in Indonesia found that there are 3 classification of motivational orientation. Those are intrinsic, extrinsic and international orientation.

International orientation can be classified as reasons for learning English to integrate with people from other countries. In line with that statement, the researcher distinguishes 3 kinds of motivation, they are:

- **Intrinsic Motivation**
  Intrinsic motivation is defined as doing an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards (Deci
& Ryan, 1985). When we are intrinsically motivated, we do not need incentives or punishment, because the activity itself is rewarding. Intrinsic motivation is motifs do not need help from outside. Because in each individual was had encouragement to do something, encouragements from inside appeared consciously and guided to achieve the goals that was set.

Intrinsic motivation is self generated factors (responsibility, freedom to act, scope to use and to develop skills and abilities, interesting and challenging work, opportunities for advancement) which have a deeper and longer-term effect. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behaviour, where it was discovered that many organisms engaged in exploratory, playful, and curiosity-driven behaviours even in the absence of reinforcement or reward.

- **Extrinsic Motivation**

  In contrast, when we do something in order to earn a grade, to avoid punishment, to please the teacher, or for some other reason that has very little to do with the task itself, we experience extrinsic motivation. We are not really interested in the activity for its own sake; we care only about what it will gain us. Deci and Ryan (1991) Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. So, extrinsic motivation means what is done for people to motivate them (promotion, punishment) and they have an immediate and powerful effect, but won’t necessarily last long.
International Orientation Motivation

Setiyadi, Mahpul and Anggit (2019) in their journal explained that international orientation of motivation is associated with developing a global identity that gives students a sense of belonging to a worldwide culture. This motivation includes reasons not only related to interacting with members of the L2 groups as suggested in Gardner and Lambert (1972), but also getting along with other speakers of English from non-L2 groups. Students who have international orientation motivation will prefer with reasons for learning English to integrate with people from other countries.

The essential difference between the two types of motivation is the student’s reason for acting, that is, whether the locus of causality for the action (the location of the cause) is internal or external, inside or outside the person. Students who read or practice their backstroke or paint may be reading, swimming, or painting because their freely chose the activity based on personal interests (internal locus of causality/intrinsic motivation), or because someone or something else outside is influencing them (external locus of causality/extrinsic motivation) (Reeve, 1996).

Meanwhile, International orientation affected by global era. The EFL learners in the current study have “integrative” international orientation, but they need to integrate with people from other countries by using English as a lingua franca.

2.13. Previous Research Findings

Wu and Patel (2016) found that blended learning pedagogy can be integrated into a mixed methods research course, how these in-service teaching-students’ learning outcomes can be improved, and how blended learning could benefit them in their own daily teaching practice.
YAPICI (2012) the research results revealed that the blended learning model contributed more to the students’ biology achievement than traditional teaching methods did and that the students’ attitudes towards the Internet developed statistically significantly.

Ahmed (2017) it is found from this study that authentic and culturally appropriate materials play a vital role in teaching a foreign/second language. They enrich the traditional lessons and can be very interesting to the learners.

Fatima (2016) the authentic material adapted for this study will increase the motivational level of the ESL learners and give more exposure to learners to use language in real world.

Qamariah (2016) This authentic material helps bring the contact to life, and ultimately makes learning and using language more meaningful, and, ultimately, easily for students.

Madarina (2018) Looked for the highlight impacts of blended learning on students’ writing performance. The result shows that blended learning has a positive effect to most of students in experimental group.

Study was conducted by Fazri and Dwi (2010), where they employ quasi experimental design and statistically analyze using independent t-test and they
found out that there was significant difference in the results of the students who were assigned authentic material and the students who were not.

Based on those findings, the researcher can conclude that the integration of authentic material and blended learning have benefits in teaching learning process.

2.14. Theoretical Assumption

Writing is one of language skills that should be mastered by the students. In this case the researcher used authentic material to write procedural text writing. Through authentic material, the students would be guided and involved to write the procedural text based on the fact, especially to let them learn to make the procedural text in writing. By using authentic material, the students are expected to improve their written production, so that they could produce better writing than before. The quality of good (effective) writing is not only defined by its correctness on grammatical structure and vocabulary. There are other aspects which also determined its quality: content, organization and language use. In learning contexts where authentic target-language materials are not readily available, obtaining them can be time consuming and frustrating. So it would be fixed only by using blended learning, the teaching learning process can be done in everywhere and every time.

2.15. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:
H₁: There is any difference of students’ learning motivation after being taught by using authentic material based on blended learning.

H₀₁: There is no difference of students’ learning motivation after being taught by using authentic material based on blended learning.

H₂: There is any increase of students’ writing score after being taught by using authentic material based on blended learning.

H₀₂: There is no any increase of students’ writing score after being taught by using authentic material based on blended learning.

H₃: The mechanic aspect of students writing show significant increase after being taught by using authentic material based on blended learning.

H₀₃: The mechanic aspect of students writing does not show significant increase after being taught by using authentic material based on blended learning.

H₄: There is any significant correlation between students’ learning motivation and their writing score.

H₀₄: There is no any significant correlation between students’ learning motivation and their writing score.

In this chapter, the researcher has shed light on the literature review of the research used in this study. The theories focus on the general concept of writing, general concept of authentic material, the general concept of motivation, general concept of blended learning, previous research findings, Procedural text, theoretical assumption, and hypothesis.
III. RESEARCH METHODS

This chapter presents the method that is used in collecting the data of the research such as design, population and sample, data collecting technique, instrument, procedure, data analysis, and hypothesis testing.

3.1. Design

This research is a quantitative research. Quantitative research is associated with social survey technique like structured interviewing and self-administered questionnaire, experiments, structured observation, content analysis, and the analysis of official statistic. This research was made to investigate whether there is any correlation of authentic material based on blended learning towards students’ learning motivation and their writing achievement or not. The research is conducted by using descriptive survey method. Surakhmad (1982) stated that descriptive survey method is a method which simply analyzes, classifies, and reveals an investigation by using techniques such as interview, questionnaire, observation or by using test technique, case study, and comparative study.
In this research, the researcher presents research design which is proposed by Setiyadi (2006) as follows:

\[
\begin{align*}
K_1 &: T_1 \times X \times T_2 \\
K_2 &: T_1 \times O \times T_2
\end{align*}
\]

Remarks:

K1: Experimental group

K2: Control group

T1: Pretest

X1: Integration authentic material and blended learning

O: Original Authentic Material

T2: Post test

3.2. Population and Sample

The population of this research was the eighth grade of SMP IT Smart Insani of academic year 2018/2019. There were 4 classes of the eighth grade in that school. But, in this case the researcher used two classes only as experimental and control group. The number of the students of each class was about 20-25 students. The researcher used purposive sampling in this research. The researcher chose the sample based on appropriate criteria for the study. The eighth grade of SMP IT Smart Insani were the classes that the students chosen equitably. There is no superior class or inferior class in the school. The researcher conducted the research in this school
because there was never any English research, especially about authentic materials and blended learning in that school.

3.3. Data Collecting Technique

To collect the data, the researcher uses two questionnaires which administered as follows:

1. Administering the first questionnaire
   The first questionnaire is about learning motivation which consists of a list of statements and questions to be answered by the students to measure students’ learning motivation.

2. Pretest
   The researcher administered the pretest in order to find out the students’ basic ability. It required 90 minutes for the pretest. In this test, the researcher provided some topics to be chosen by the students to write. The topic in this test was how to make something which is close to their culture. The students were asked to write procedural text

3. Treatment
   The researcher gave some treatment in teaching procedural text by using authentic material and also blended learning.

4. Posttest
   Posttest are administered after treatments to find out what are the aspects of writing skills increased by using of authentic material. It could be seen from the average scores of pretest and posttest.
5. Administering the second questionnaire

The second questionnaire is about learning motivation which consists of a list of statements and questions to be answered by the students to measure students’ learning motivation after giving a treatment.

3.4. Instrument

In this study, the researcher used two kinds of research instrument. Those are learning motivation questionnaires and writing test. Research instrument is necessary and plays important role in a research. Research instrument is the generic term that researchers use for a measurement device.

Since this study concerns on the students’ learning motivation, the researcher used Learning Motivation questionnaire which are proposed by Setiyadi (2019) because those materials are suitable and relevant for this research. The questionnaire of motivation consists of 12 items of statements with 5 choice of response in every item to measure type of learning motivations. The range of response is from “never true of me “to “always true of me” and the scores range from 1 to 5. The students’ native language (Indonesian) was used in the questionnaire to prevent the participants from misunderstanding the questions.

Meanwhile, the researcher conducted writing test to find out how far teaching procedural text writing by using authentic material increased students’ writing achievement and what aspects of writing skill could be increased by using authentic
material. The students are asked to write procedural text by the researcher. The students had been given a chance to write for about 90 minutes. Five aspects evaluated by the researcher were content, language use, form, organization, vocabulary and mechanic. The researcher used computation based on Jacobs et al (1981) as follows:

1. Content scored as much as 30% from the total sentences support the main idea (unity).
2. Organization scored as much as 20% from sentences which use correct grammar.
3. Language use evaluated as much as 25% from the total sentences written in chronological order (coherence).
4. Vocabulary scored 20% as much as from vocabularies used correctly.
5. Mechanic evaluated as much as 5% from the use of punctuation, spelling and capitalization correctly.


**Table 3.1. The Criteria of Evaluation for Writing Test**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td><strong>Excellent to very good:</strong> Knowledge able, substantive, through development of thesis, relevant theory.</td>
<td>30-27</td>
</tr>
<tr>
<td></td>
<td><strong>Good to average:</strong> Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.</td>
<td>26-22</td>
</tr>
<tr>
<td></td>
<td><strong>Fair to poor:</strong> Limited knowledge of subject, little substance, inadequate development of topic.</td>
<td>21-17</td>
</tr>
<tr>
<td></td>
<td><strong>Poor:</strong> Does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate.</td>
<td>16-13</td>
</tr>
<tr>
<td>Language Use</td>
<td>Excellent to very good. Effective complete constructions, few error of agreement, tense, number, word order, function, pronouns, and preposition.</td>
<td>25-22</td>
</tr>
<tr>
<td>- Good to average. Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured/</td>
<td>21-18</td>
<td></td>
</tr>
<tr>
<td>- Fair to poor. Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.</td>
<td>17-11</td>
<td></td>
</tr>
<tr>
<td>- Very poor, virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.</td>
<td>10-5</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent to very good. Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.</td>
<td>20-18</td>
</tr>
<tr>
<td>- Good to average. Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
<td>17-14</td>
<td></td>
</tr>
<tr>
<td>- Fair to poor. Non-fluent, ideas confused or disconnected, lack logical sequence and development.</td>
<td>13-10</td>
<td></td>
</tr>
<tr>
<td>- Very poor. Does not communicate, no organization, not enough to evaluate</td>
<td>9-7</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Excellent to very good. Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.</td>
<td>20-18</td>
</tr>
<tr>
<td>- Good to average. Adequate range, occasional errors of idiom choice, usage but meaning not obscured.</td>
<td>17-14</td>
<td></td>
</tr>
<tr>
<td>- Fair to poor. Limited range, frequent errors of idiom/words, meaning confused or obscure.</td>
<td>13-10</td>
<td></td>
</tr>
<tr>
<td>- Very poor. Essentially translation, little knowledge of English vocabulary, not enough to evaluate</td>
<td>9-7</td>
<td></td>
</tr>
<tr>
<td>Mechanic</td>
<td>Excellent. Few errors of punctuation, spelling, and capitalization/ used correctly</td>
<td>5</td>
</tr>
<tr>
<td>- Good. Occasional errors of punctuation, spelling, and capitalization.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>- Fair. Numerous errors of punctuation, spelling, and capitalization</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>- Poor. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization</td>
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3.5. Validity of the Instrument

Validity is a very important aspect of the design of any measurement instrument in a research. Validity is the extent to which an instrument measures what it is supposed to measure and to perform as it is designed to perform. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. There are numerous statistical tests and measurement to assess the validity of quantitative instruments.

1. Validity of Motivation Questionnaire

The validity of questionnaire is measured to find if the components are suitable and related to the relevant theories of students’ learning motivation. According to Hatch and Farhady (1978), there are at least two validities which should be fulfilled; content and construct validity. Since the questionnaire was adopted from questionnaire of learning motivation which is constructed by Setiyadi (2019), the researcher considers that the content and construct validity of the questionnaires have been standardized.

2. Validity of Writing Test

In writing test, content validity is concern with whether or not the content of the test is sufficiently representative and comprehensive for the test to be valid measure it is supposed to measure. In content validity, the materials would be given by the curriculum K-13. In this case, the researcher gave procedural text that supposed to comprehend by the second year students of junior high school. To get the content validity of writing test, the researcher tried to arrange the materials based on the
objective of teaching in syllabus for second grade of junior high school students, and the students were making a procedural text writing based on teacher instruction (how to make your favorite food or drink).

Construct validity concerns with the teacher, the test is actually in line with the theory of what it means to know the language that is being measured, it would be examined whether the test questions actually reflect what it means to know a language. If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill. In this case, to find out the construct validity of the test, the researcher formulated the test by the concept of writing skill.

Because the researcher arranged the materials based on the objective of teaching in syllabus for the eighth grade students of junior high school, and formulated the test by the concept of writing skill, the test is valid.

3.6. The Reliability of the Instruments

Reliability measures accuracy consistency, dependability, or fairness of scores resulting from administration of particular examination.

1. Reliability of Motivation Questionnaire

The items of questionnaire were translated into Indonesian. To measure the reliability of questionnaire items, Cronbach’s Alpha in the application of SPSS was used
The previous researcher (Setiyadi, 2019) found that the reliability of the motivation questionnaire was 0.73 which means the items of the questionnaire classified as high reliability. The reliability of the each aspect in the questionnaire was assessed by correlating each item with its construct in SPSS. The alphas of the motivational orientations are .70, .53, and .77 for extrinsic orientation, intrinsic orientation, and international orientation respectively.

2. Reliability of Writing Test

Here, the researcher used inter-rater reliability by Cohen’s Kappa. Inter-rater reliability used when score in test was independently estimated by two or more judges or rater. In this case the first rater was the researcher himself, and the second rater was the English teacher in that school. To determine the level of reliability of scoring system, the Pearson Product Moment is applied the data. The criteria of the reliability are 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

(Arikunto, 2005)
3.7. Procedure

In doing this research, the researcher uses some procedures as follows:

1. Determining the subject of the research

   In determining the subject, the researcher chooses two classes of the eighth grade of SMP IT Smart Insani of academic year 2018/2019 as the research subject. There were 4 classes which consist of 20-25 students.

2. Preparing the Instruments

   In this research, the researcher prepares questionnaire of learning motivation and also writing test.

3. Administering the Questionnaire

   The questionnaires of this research are questionnaire of motivation. The items are administered to measure students learning motivation chosen. The items of the questionnaire of learning motivations limited with 5 choices.

4. Administering Pre Test

   The researcher conducted the pretest before giving the treatments and it has been done in 90 minutes. The pretest was conducted to know the students’ ability about procedural text writing text. The students chose one topic to be written in their text writing. They should write their task at least one piece of paper. Before the meeting was over, the researcher asked the students to revise their text.

5. Conducting treatment by using authentic material.

   After giving the pretest to the students, the experimental class has been given treatments twice. The time of the treatments was 90 minutes. The
experimental class has been given the treatment by using authentic material as
the media and has been explained about the procedural text. The treatment
also involved pictures, realia (real things), and demonstration as part of
teaching and learning process.

6. Administering Post Test
The posttest was conducted after treatment. The researcher gave the same
topics to the students and the students chose one from the topics.

7. Administering the Questionnaire
The questionnaires of this research are questionnaire of motivation. The items
are administered to measure students learning motivation chosen.

8. Analyzing the Data
After conducting the questionnaire to the students, the researcher analyzes the
data. The data are analyzed by using Paired Sample T-test of SPSS program.

9. Making a Report and Discussion of Findings
After having gained all the data, the researcher makes a report and discussion
on findings of integration of authentic material in teaching procedural text
based on blended learning.

3.8. Data Analysis
In order to find out the effect of the integrating authentic material towards students’
learning motivation and their writing achievement, the researcher passed the
following steps in analyzing the data as follows:
1. The researcher made a scoring of students’ pretest, posttest and learning motivation.

2. After the researcher got the raw score of pretest, posttest and learning motivation, the researcher tabulated that result of the test and calculated the score of pretest and posttest. The researcher used paired sample T-test of SPSS to calculate it, and then found the score that indicate whether there was an improvement on students’ writing achievement after the treatment by using authentic material.

3. The researcher compared students’ score of pretest and posttest based on the aspect of writing to find out what the aspect of writing are improved after the treatment by using authentic material.

4. The researcher constructed the conclusion. The conclusion could be developed from the result of statistical computerization that was in SPSS and researcher observation during the teaching and learning process.

In this chapter, the researcher has shed light on the methods of the research used in this study, including design, subject, and data collecting technique, instrument, validity, reliability, procedure, and data analysis.
V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the result of the research and suggestions from the researcher to the other researcher and English teachers who want to conduct a research related with learning motivation, blended learning, authentic materials and writing.

5.1. Conclusions

In line with the analysis of the data gained during the research, the findings and the result of the present study in the previous section, the researcher made this conclusion:

1. The result of students’ learning motivation in pre-test is significantly difference from their post-test. It means that there are differences of students’ learning motivation after the treatment based on authentic materials and blended learning.

2. There were significant differences of students writing test after being taught by this integration. It means that online learning or blended learning is beneficial for the students and most of them interested on it.

3. The correlation of students’ learning motivation and their writing score shows a significant correlation. It means that students’ learning motivation gives significant effect for students’ writing score.
5.2. Suggestions

Related to the problem of this research and the information from the discussion of this research, the researcher suggests:

1. Since the integration of authentic materials and blended learning are principally worthy and they could help students to be successful learners, the teacher are recommended to learn them and teach their students by using online platform which is in line with this modern era.

2. Since this research was conducted with limited amount of students, the writer suggests the other researcher who wants to point out remaining issues to be explored by future research in identifying students’ learning motivation and those effect in writing score, the research should be conducted with bigger amount of sample which covers all proficiency level in order to get more significant data.

3. Just suggested that the research may be more valuable and effective if the instruments of the research are not only a questionnaire. The other research can use field activities such as interviews or another way to find out the result.

In this chapter, the researcher has shed light on the conclusion and suggestion of the research used in this study.
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