

Chapter I

Introduction

This chapter elaborates the background of the research, research problem, limitation of problem, aims of the research, objectives of the research and significances of the research.

1.1 Background of the Research

In 2015, Indonesia will take part in AFTA which stands for ASEAN Free Trade Area. Subsequently, the traffic of Indonesian trade area will be widely opened for other countries. As the consequences, Indonesia has to be able to adapt with this condition and be ready to compete. Among them, Indonesian is required to master foreign language, particularly English as its importance role of international language. As the international language, English is used in many sectors of life, for instance technical, scientific, technology and education.

In term of education, one of the preparations that we should accomplish is by equipping students with English. It is expected that by mastering English, the students will be facilitated to gain more knowledge and skill, therefore everything will be easier to achieve. To master English means to be fluent in applying all of the language skill, which are reading, listening, speaking and writing for communication.

Alwasilah in Maulana (2008) states that compared to listening, speaking and reading, writing is perceived as the most difficult language skill to acquire

for some reasons. No ideas to be developed in students writings is one reason that put writing into the most difficult skill to learn. Beside that, incapability in arranging words into meaningful and well-arranged text may also become the obstacle in writing.

Whereas, writing is important because at present the need of writing is much higher in line with technology improvement. We can see many people produce texts in their daily life; from the simplest one up to the complexest one (Hansen, 2004). We may also noticed that every day we make use of many texts, for instance letter, memo, recipe, email, blog, news, prose, thesis, report and so forth.

Therefore, by considering the importance of writing and its social function, government establishes writing as one of the skill which should be comprehended by students. By allocating a fairly lot of time, it is expected that the students will be able to compose many kinds of text properly and correctly, in which will be useful for their daily life.

In addition, Harmer (2007:4) states that writing is used for a wide variety of purposes; it is produced in many different forms. Along with his thought, there are also several genre of texts in which teachers taught in school. One of the texts which frequently emerge in high school's curriculum is procedural text, it is taught both in senior and junior high school. Procedural text is enormously needed because it is more often applied in real life context

than the other texts. We can easily find out this sort of text in our daily life, it can be food recipe, manual book, or instruction to do something.

Procedural text itself is talking about a set of instruction to do or make something. Henceforth, in writing procedural text, the writer should give clearance both in composing and arranging the materials and the instructions, since it will affect the readers' understanding and their final result. In fact, it is rather difficult for the writer to produce a good and clear writing, especially to less-experienced writer, for instance students (Byrne, 1995).

Most of the students face a difficulty in generating idea to write and they do not know how to start writing. For this reason, some students feel frustrated when there are no ideas in their mind. Another reason why writing is considered difficult for ESL learners according to Cimcoz in Runi (2007:2) that they are not able how to write, feel foolish when they could not find the most suitable words, and want to keep themselves away from the experiences of having a topic and a blank paper. Because of that, it is important for teacher to stimulate their student to be a creative person when they do writing activity.

In accordance with that, teachers as the instructor and one of the learning source should give relevant material for the students in which along with their necessity in real life. To meet that requirement, teachers may utilize authentic material, which is defined by Harmer in Tanti (2010) as any text or non-texts that available in real life context which are designed not for language teaching but for the native speakers of the language.

Actually, authentic materials provide some benefits, both for students and teachers. The first benefit is, it may give an exposure of real language used in daily communication for students. Authentic material can be easily found in our surrounding (Jacobson et. al, 2003 in Tanti: 2010) and it makes students get learning spirit because learning process will be much more interesting.

The fact of the low in student's enthusiasm in writing engages the writer to observe the problem and its cause by looking through several points of view. Those points of view are including teacher's point of view as the instructor; student's point of view as the receiver of lesson; and the last is method's point of view utilized in teaching and learning process.

1. Teacher's side : Whether the way of teacher extends the lesson to the student is attractive or not.
2. Students' side : Whether the students are less motivated or not in studying writing.
3. Method's side : Whether the method utilized in teaching learning process is appropriate and effective applied in that place or not.

Moreover, in trying to solve the problem, this study will be conducted to observe the use of authentic material in teaching writing, but it will be limited only to teach procedural text.

1.2 Research Problem

Based on the identification of problems above, the researcher formulates the problem as follows:

1. Is the use of authentic materials effective in improving students' ability to write procedural text?
2. What are the students' responses toward the use of authentic materials in writing procedural text?

1.3 Limitation of Problem

To sharpen the focus of the research, the writer will emphasize on investigating the use of authentic materials in improving students' writing ability. It concerns on the writing procedural text to the 35 students at ninth grade of SMP Negeri 1 Sagalaherang in Subang. Furthermore, the research will be also conducted to find out the students' responses to the use of authentic materials in writing procedural text.

1.4 Objectives of the Research

Based on the aforementioned problems, the objectives of the research are:

1. To find out the effectiveness of using authentic material in improving students' ability to write procedural text.

2. To find out the students' responses toward the use of authentic material in writing procedural text.

1.5 Significances of the Research

The writer will classify the significance of the reasearch into the following four main parts.

- a. The significance for students

By applying authentic materials in teaching learning activity, it is expected that students' interest in learning English will be increased because the media is more fun and attracting. Moreover, hopefully the students's result of writing will also be better, clearer, and more well-arranged.

- b. The significance for teachers

The research will enrich teachers' references in teaching writing, with the intention of making their teaching varies, attracting and more meaningful for the students.

- c. The significance for the readers

The research will be capable of giving information for the readers about the way of teaching writing to students by using authentic materials. Additionally, it will also inform them about the impact of the authentic material on students' achievement.

d. The significance for further researchers

The research is expected to provide useful reference for further researchers that investigates the similar problem.