

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.

Chapter II

The Use of Authentic Materials in Writing Procedural Text

The aim of this chapter is to explore the fundamental literatures related to the research conducted. It provides review on authentic materials in writing and procedural text.

2.1 Definition of Authentic Materials

Authentic materials can be defined as a text or non-text that are not specifically designed for language teaching and contain example of real language in ways it would be used for communicative needs (Jacobson et.al; Harmer, in Tanti 2010). Whereas, according to Peacock in Martinez (2002), definition of authentic materials is the materials that have been produced to fulfill some social purpose in the language community. Martinez (2002) defined 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. Meanwhile, Nunan in Chen (2003) characterizes authentic materials as genuine inter-actions and authentic text, which are not planned for pedagogical purposes. There are many sources of authentic materials (Gardner & Miller in Chen, 2003), such as newspapers, magazines, user manuals, leaflets and brochures, TV and radio programmes, videos, literature, songs, etc.

From the theories mentioned above, it can be concluded that authentic materials may refer to any kind of text or non-text that is available in our surrounding and designed for real life communication, not for pedagogical purpose.

2.2 Advantages and Disadvantages

In applying authentic materials, there are several advantages and disadvantages. Those are as follows:

a. Advantages

Martinez (2002) summarized several benefits of using authentic materials. Those are:

1. Students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea.
2. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value.
3. As language change is reflected in the materials so that students and teachers can keep abreast of such changes.
4. Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information. Also, teachers can have students practice some of the micro-skills of listening, e.g. basically, students listen to news reports and they are

e asked to identify the names of countries, famous people, etc.

5. Different authentic materials such as books, articles, newspapers, and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help student extend their vocabulary and help memorize them in a number of meaningful recycling.
6. Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics of kinds of authentic materials to be used in class.

Furthermore, in writing, authentic materials also facilitate teachers to introduce various types of texts, language styles, and new vocabularies to their students (Jacobson et.al, 2003). In addition, they make learning writing more meaningful (Jacobson et.al, 2003) since they help teachers create a pleasant learning environment (Young in Yusuf & Tanti, 2010). In accessing authentic materials, both teacher and students can find the materials easily because they are available in real life (Jacobson et.al, 2003). Thus, the teacher can ask the students to bring articles, magazine, newspaper, pictures or recipes to be read, in order to get some information from them. As a positive results, the students can improve their vocabulary mastery which stimulates language production (Jacobson et.al, 2003).

Beside that, authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.” (Nuttall in Berardo, 2006). Authentic materials utilize this motivation very strongly by their ordinariness and flavor of everyday life; they seem exotic and exciting, the very stuff of strange foreign life. For students who have this motivation, authentic materials are a highly effective way of bringing the target culture closer; this is as near to participation as they will get without actually living in the country (Cook, 1981).

In the use of authentic materials as media, authentic texts which are accompanied by pictures help the students understand and predict information in the text since they are more detailed and well informed. In addition, they can bring potential to be utilized as media for writing activities as source of ideas (Canning-Wilson, Byrne in Yusuf & Tanti, 2010).

b. Disadvantages

According to Martinez (2002) the disadvantages of authentic material are as follows:

First, they maybe too culturally biased, so unnecessarily difficult to understand outside the language community. Second, the vocabulary might not be relevant to the student’s immediate needs. Besides that, too many structures are mixed so lower levels have a hard time decoding the texts. Then, the material can become outdate easily, e.g. news.

Taylor in Valkin (2013) states that the disadvantages in using authentic materials are difficulty of language, unneeded vocabulary items, and complex language structures, because it comes from the native speaker.

a. Difficulty of language

The learners get difficulty in authentic learning, because the language was taken from the real magazine, articles, newspaper and so forth, that are written by the native speaker. Here, the learners will use dictionary to understand the text and to get the new vocabulary.

The language used in authentic materials are categorized as the difficult language because the students do not know the target language as the foreign language.

b. Unneeded vocabulary items

In this case, authentic materials are making the list of vocabulary, in order that the students are not confused about the content of the text.

c. Complex language structure

The language structure of authentic text are not perfect so that it is difficult to understand for the learner since it is aimed for the native speaker. Meanwhile, non-authentic text will be easier to be understood because the structure employed are perfect, since the target of the text is for learning.

Viney in Tuanany (2007) states that authentic materials may cause the teacher to spend more hours in planning how to use it. Beside that Martinez (2002) also mentioned two other weaknesses of using authentic materials. One is

that some authentic listening materials have so many different accents that it is very hard for the learner to understand. The other is that the materials can become out dated easily, such as news in newspapers or magazines.

Based on the experts' findings about the advantages and disadvantages of the authentic materials above, the writer finds out that authentic material basically can be applied in learning writing. Moreover, its advantage in rising students' motivation in learning and helping them collecting the idea for writing are very important in learning, especially for writing activity. In the other hand, it seems that the disadvantages of using authentic materials in learning mostly relates to cultural aspect. Yet, teacher may overcome those obstacles by providing proper guidance to help the students.

2.3 Procedural Text

This parts elaborates procedure text which is a genre taught in junior high school based on curriculum in Indonesia and purposively employed in this research. The purpose of procedural text is to tell someone how to make or to do something. Derewianka (2004:27) states that procedural text or instructional text becomes as an important genre because it enables someone to get things done and it is common in oral and written mode.

The examples of procedural text are recipes, science experiment or craft instructions, games rules, appliance manuals, how-to-do-it kits, and directions to reach a destination.

The focus of procedural texts is on a sequence of actions. The generic structure of procedural text is easily recognised, usually consisting of:

- Goal

This part informs people the final goal that will be achieved after conducting the procedural steps on the text. It is usually placed in the title (especially for a recipe).

- Materials

In this part, it is listed the necessary materials and tools, it also often gives detail on the size, color, numbers, shapes, quantity, and so forth. Yusra in Sabarudin in Valkin (2013:13) states that the material of procedural text can be various, but the most important one is the materials should be conditioned with the real life, for example, how to make fried rice, how to make a cup of tea etc.

- Method

Mukarto in Valkin (2013) states that in this part of procedural text is described about the steps in logical order to achieve the goal. The steps are often marked with the numbers (1, 2, 3 ...), letters (a, b, c ...), and sometimes the steps included cautions or warnings, even there are also drawings or pictures to make the steps clearer.

On the other hand, Yusra in Sabarudin, in Valkin (2013) states that the steps of procedural text must be sequenced procedurally by giving steps such as first, second, third, next, then, firstly, secondly and finally.

As the others genre of text, procedural text has also its language features which differentiates it from others. Those are :

1. Procedural text uses temporal conjunction / linking word such as first, second, then, next, after that, finally etc.
2. The tenses that used is simple present tense. It means that it describes something happens in present time.
3. It uses the imperative sentence. Imperative sentence is a sentence that asks someone to do something.
4. Procedural text also uses action verb in the steps such as, cut, slice, pour, boiled add etc.

In my opinion about procedural text, procedural text is a text that tells about how to do, how to make or how to operate something. Procedural text uses simple present tense. The generic structure in procedural text are goal, materials and method. In procedural text also uses linking word, imperative sentence and action verb. The example of procedural text those are how to make fried rice; how to make orange juice, how to operate computer and so forth.

Remembering the purpose of procedural text is to tell someone to do or to make something, it is considered that using authentic material to teach this sort of text is fairly suitable. For the reason that most of the authentic material exists in our surrounding are also in procedural form, such as recipe, manual instruction, craft instruction, game direction and so forth. Utilizing authentic

materials in writing procedural text may provide students with real sample of the language use and its cultural context, it also facilitates them to improve their motivation in learning as aforementioned. Henceforward, expectantly, their writing will be also better, clearer, and easier to understand.

Chapter III

Research Methodology

This chapter elaborates the method of the research conducted. It covers the research design, population and samples, technique of data collection and technique of analysis data.

3.1 Research Design

The research applied is descriptive research with qualitative method as a research design since the aim of this research is to describe the effect of authentic materials on students' ability in writing procedural text. It is conducted by using teaching materials in form of authentic materials, and then investigate the outcome of students' writing after experiencing the learning by using authentic materials.

In this research design there are three steps to conduct, those are as follow.

1. Preparation

In this step, the writer determining the topic of the research. Afterward, the writer collecting and reading references that related to the topic of research. Having adequate references. Moreover, the writer visits the school to make sure that the writer is allowed to do an observation in that school. Thenceforth the writer making a set of questions for

interviewing the respondents to find out their responses toward the use of authentic material.

2. Implementation

In implementation step, the writer goes to meeting the respondents in *Sagalaherang* junior high school for searching and collecting data. In searching and collecting the data the writer applying the instruments which are observation and interview. Having completed collecting data, the writer describe and analyzing the data and make a conclusion of the research.

3. Reporting

In order to make the research useful for the others, the writer arranges the results of research and makes it into a paper. The report of final paper is based on the data that gained by the writer while conducting the research.

3.2 Population and Sample

According to Fraenkel and Wallen (1990:65) a population is the group to which the result of the study are intended to apply. In determining population, the researchers may also select it based on the possibility and feasibility to conduct the research; accordingly, they may decide their feasible population for the research (Fraenkel & Wallen, 1990:68).

After establishing the population, sample in this study is selected purposively. Purposive sampling is selected since the researcher has already

determined which sample to involve based on the consideration of its practicability. In purposive sampling the researcher use their judgment to select the sample for a specific purpose (Fraenkel & Wallen, 1990:76).

3.2.1 Population

Population selected for the research is eight classes of ninth grader in one junior high school in *Sagalaherang, Subang*. The characteristics of the population are students.

3.2.2 Sample

Sample that represent those characteristics will be selected by using purposive sampling. Moreover, the samples selection will be also based on the consideration of the suitable time in the school. Afterward, among the eight classes, the sample selected is class IX H.

3.3 Technique of Data Collection

According to Fraenkel and Wallen (1990:89) the researcher uses to collect data is called an instrument. To collect the data for the research, two kinds of instrument are utilized. Each of the instruments is important to answer the problem stated in the research; observation and interview.

a. Observation

Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting (Department of Health and Human Services, 2008). Geertz in Rodriguez et.al (2014) stated that observation can provide rich qualitative data, sometimes describe as ‘thick description’ , for example, where the relevant phenomena have been carefully observed and detailed field notes have been recorded.

Therefore, to get answer of the first question the writer focussed in observation. Through this instrument, the writer observes the activity of teaching and learning in 9th grade of SMPN 1 *Sagalaherang, Subang*. In this research the writer just as an observer not becomes participant, it causes of the writer does not involve in activity of teaching and learning. The teacher teach using authentic materials, while the writer observes, watches and describe every single thing that teacher does.

b. Interview

In qualitative research interview is one of the method that used to collect the data. In this research interview is employed to find out the answer of the second research question. It concerns to find out the students’ responses on the use of authentic materials, including the advantages and obstacles confronted by them.

3.4 Technique of Analysis Data

There are two steps of analysis data in this research. Those are the analysis for the data on observation and interview.

First analysis will be about the observation on the teacher when teaching writing procedural text using authentic materials. It is to find out the result of the use of authentic materials in writing procedural text. Whether the use of authentic materials is effective or not to improve students' ability in writing procedural text. The writer just become an observer not becomes a participants, because the writer does not involve in teaching learning activities.

The second one is interview, which is conducted to reveal the teacher's and also the students' responses on the use of authentic material in writing procedural text whether it is positive or negative.

Chapter IV

Data Analysis, Findings and Discussion

This research entitled “The Use of Authentic Material in Writing Procedural Text” was accomplished in SMPN 1 *Sagalaherang* in *Subang*. This research has been conducted to ninth grader at class IX H which consists of 35 male and female students. As the others, this school allocates four hours lesson for English subject in a week. This time allotment is divided into two meetings, and each meeting consists of two hours lesson or eighty minutes.

The students has various characters and level of English mastery, yet most of them has a lack ability in English. As the statement of the teacher, the students in this class are those whose rank are in the middle to low ability. They also live in village where English exposure is very limited, hence they only learn English at school. Most of the students in this class is also considered have low motivation in learning, not only English but also other subjects. The teacher affirms that it is fairly hard to engage the students to learn and to get them actively involved in English class.

4.1 Data Observation

The observation was done from September 22nd, 2014 until September 30th, 2014. Before observation, the writer had visited the school to ask for the headmaster’s approval for conducting observation and determining the class to

involve in the reasearch. The writer observes the clasroom that used authentic materials in writing procedural text for four meetings.

In classroom teacher teaches writing procedural text using authentic materials. Authentic materials used are noodles and drink packages. These authentic materials selected because the teacher thought that noodles and a drink packages is easy to found, thus the students can take an advantage from non-used things.

In observation, teacher gave the students pre-test and post-test to find out whether there is any significant difference after aplying authentic materials. The topic for the first meeting or pre-test is How to Make Fried Rice, and for the second meeting the teacher taught using authentic materials that is instant noodles package and coffee packages for the next meeting. In last meeting the teacher gave the students post-test, that is the teacher asked the students to write How to Make Fried Noodles.

The writer observed the teacher started while the teacher was doing class activity until the end of the class. Here are their activies.

First Day's Observation

Time : 10.40 – 11.50

Date : Monday, September 22nd, 2014.

- The teacher entered class, greeted the students by saying *salam*, the students answered it. After that the teacher checked students' attendance. "*Sudah masuk semuanya?*".
- Teacher asked the students for praying together before starts the lesson.
- Teacher introduce the writer as an observer in front of students and told the students the aim of this observation.
- Teacher started the lesson with asked the students "*Kalian sudah sarapan?*"
"*Biasanya kalian sarapan sama apa?*"
Students answered with various answers. One of their answers is nasi goreng
- "*Oke do you know how to make nasi goreng?*"
"*Nah, sekarang coba kalian tuliskan bagaimana cara membuat nasi goreng*"
"*Jangan lupa kalian tulis goal atau titlenya, kalian mau buat apa*"
"*Ingredients, coba ingredients itu apa?*"
Students answered the question with high enthusiasm.
- Teacher said "*Jangan lupa stepsnya juga*"
- Teacher prepared the students for doing pre-test. Teacher distributed worksheet to students for their writings.

- Teacher give instruction in whiteboard, and wrote:

Please make a recipe of fried rice with the following structure.

a. Goal / Title b. Ingredients c. Steps

- Teacher clear enough in giving instruction, thus the students easily understand with the task.
- Teacher checked students's task and helped their difficulties in doing pre-test.
- Teacher aswered "*Coba sekarang sebutkan biasanya kalau kalian bikin nasi goreng pake apa aja?*" when the student asked "*Bu apa aja yang harus ditulis?*" and they mentioned that one by one.
- Teacher said "*Hei Diki kamu mau kemana?, kamu juga Dani*". When there are students who can not stay in their chair.
- Teacher asked "*Have You finish?*".
- Teacher asked the students who finished their task to collected their worksheet.
- Oftentimes students asks words translation to teacher, eventhough teacher let them using dictionary. In this case, teacher responded it patiently, and before telling them the answers, she requested them to search for it on dictionary.
- asked the students wheather they have finished their task. "*Udah semua? 5 minutes left*".
- In few minutes, teacher asked students to collected their worksheet.

- *“Waktunya sudah habis, semua sudah mengumpulkan?, untuk pertemuan besok, kalian harus membawa bungkus mie instan yang ada instruksi penyajiannya”*.
- Students not understand yet with the task that teacher gave, henceforth teacher explain that students have to bring instant noodles package that there is instruction how to make it in back sides of package.
- The students were curious to the assignment given by the teacher. They asked the teacher about the purpose of using the noodle package.
- After make sure that students understood with the assignment, teacher ended class with Sallam.
- And before left the class, teacher told the students...*“Silahkan kalian sudah boleh istirahat”*.

Conclusion :

Teacher gave pre-test to students that is make a recipe of fried rice. After students collected their worksheet, teacher asked them to bring an authentic materials that is instant noodle package for next meeting.

Second Day's Observation

Time : 07.15 – 08.25

Date : Tuesday, September 23rd, 2014.

- The teacher entered the class then greeted the students by saying *salam*, the students answered it.
- The teacher checked students' attendance and the captain of the class answered that Dandi was sick.
- The teacher asked the students about the material and activity in the last meeting for review. Then, she asked them whether they brought the noodle packages or not as what she asked them to do in the last meeting. Afterward, the students shown her the noodle package.
- The students made groups of four and arranged their seating arrangement. It was taking a quite long time (for about 10 minutes) since some students were a little bit sluggish in moving.
- Having sat in group, the teacher then said "*okay, today we are going to learn about how to cook the noodle, thus yesterday I asked you to bring the noodle package*".
- Afterward, the students were asked to notice the package and analyze the ingredients needed to cook the noodle. Moreover, they also were asked to observe and mention the tools needed to cook it. The students wrote it on their English notebook.

- In group, the students also discussed the way in cooking noodle. The teacher walked around the class and guided them to notice the diction and structure. While showing the package, she said, “*When you want to explain how to make something, berarti harus jelas urutannya supaya yang mendengar tidak salah. So, you may say “firstly, first, secondly, then, lastly, dan sebagainya”*”.
- One of the students named Dani asked “*artinya apa Bu?*”, then the teacher asked the students first but none answered, and finally she explained it to the students.
- Having discussed the material on the noodle package, then the teacher asked them to make procedural text about way in cooking noodle yet it should be modified with egg or vegetables.
- Some of the students could not understand her instruction, hence she re-explained it in Bahasa, step by step.
- The students did the task in group and using dictionary to help them finding difficult words although they still asked some words to the teacher.
- The teacher also checked students’ work group per group and guided them to make a better writing.
- After (about) 15 minutes, the teacher asked “*have you all finished the task?*”, yet mostly half of them has not finished the task yet.
- The students were given 5 more minutes to complete their works.
- Having certain that all of the groups has accomplished their works, the teacher asked two groups to share their works with others by reading it aloud.

She said “*kelompoknya siapa yang mau membacakan hasil tugas kalian? Nanti dapet ‘magic star’ dari ibu*”.

- Hearing ‘magic star’ which means ‘additional mark’, the students were very interested. Five of ten groups raised their hands and shouted loudly in order to be chosen by the teacher.
- The teacher handled this by choosing one whom voiceless and fastest in raising his/her hands. At last Finam’s group and Juna’s group were chosen.
- The students were asked to give comment to their friends who share their work, but they were a little bit chaotic and blurt out. The teacher managed them to speak seriously, finally a student named Annisa gave her comment “*Bu, tadi terakhirnya kelompok Juna bilang ‘it is ready to drink’ kan harusnya ‘to eat’. Ya kan Bu?*”. Then the teacher agreed with Annisa’s opinion and asked Juna’s group to change it.
- After that, the students were asked to share their difficulties in today’s learning, yet all of them said “*udah ngerti Bu*”. Then they were asked to submit their works to be checked by the teacher.
- Before ending the class, the students were asked to bring coffee packages for the next Monday.
- At last, the teacher closed the class by saying *Assalamualaikum*.

Conclusion:

Teacher asked the students whether they brought the noodle packages

or not as what she asked them to do in the last meeting. In group students learning procedural text using instant noodles package. Teacher asked students to noticed the package and analyzed the ingredients that is needed in cooking noodles. Besides that teacher asked them to observed and mentioned the tools that is needed. In this meeting teacher also told the students about linking words.

For exercise teacher asked the students to to make procedural text about way in cooking noodle yet it should be modified with egg or vegetables. After that the teacher asked two groups to share their works with others by reading it aloud. Before ended the class, the students were asked to bring coffee packages for next Monday.

Third Day's Observation

Time : 10.40 – 11.50

Date : Monday, September 29th, 2014.

- The teacher came to the class then said “*Assalamualaikum*” to all of the students, and then said “*How are you kids? Are you doing fine today?*” The students responded by answering her greeting.
- The teacher checked students’ attendance and she found that all of the students were there.
- The teacher asked whether the students still remember the material they learnt in the last meeting. The students answered “*belajar tentang cara membuat mie, Bu*”. Afterward, the teacher and the students reviewed the last material talked about the structure and the diction used in procedural text (especially in cooking noodle).
- The teacher reminded the students of the coffee package that should be brought that day by saying “*Masih ingat gak minggu kemarin ibu minta kalian bawa apa?*” The students showed the package and then they were asked to sit in group again as what they did in the last meeting. At present, they did it quicker than before.
- Having sit in group, the students then were asked to guess about what would they learn that day, actually they could guess correctly that in that day they would learn about how to make coffee.

- The students were asked to observe the coffee package in order to analyze its structure and diction. The teacher guided them by giving some questions and instructions such as “*please take a look to your package, disana disebutin gak kalau mau membuat kopi butuh apa saja bahan dan alatnya?*”, “*now please perhatikan instruksi cara membuatnya. Diskusikan kira-kira bagaimana?*”. Afterward, the students wrote down the ingredients and tools needed to make coffee; they also noticed and discussed the proper dictions to instruct others making coffee by translating the words on package.
- The teacher asked the students some vocabularies to guide them comprehending the diction. For instance, “*Let’s see, di bungkus itu cara buat kopi itu bagaimana?*”, the students answered by reading the instruction on package “*firstly, put the coffee into the glass and then pour 200 ml of hot water into it. Mix well*”. Next, the teacher said “*okay, berarti kalo ‘masukkan kopi ke dalam gelas’ itu apa?*”. The students answered “*put the coffee into the glass, Bu*”. Afterward the teacher confirmed that the students understood the instruction and recognized the diction, such as ‘aduk rata’ is ‘mix well’ not ‘mix flat’, and ‘masukkan’ is ‘put into’ not ‘enter’ as the students thought before.
- Later, the students were asked to make the coffee milk. The students seemed effortless to accomplish this task. They could finish it in about ten minutes.

- All of the group shared their works by reading it loudly, and most of them did it well. Their pronunciation were corrected by the teacher since they still mispronounced some words.
- Lastly, the teacher directed the students to share their difficulties in learning that day's material, yet the students found no obstacle in following the materials.
- Before closing the class, the teacher asked the students to study for the next day test. Finally, she greeted the students and ended the session.

Conclusion:

The teacher reminded the students of the coffee package taht should be brought that day. Having sit in group, the students were asked to observed and analyze its structure and diction. The teacher guided them by giving some question and instruction "*please take a look to your package, disana disebutin gak kalau mau membuat kopi butuh apa saja bahan dan alatnya?*". The teacher also asked students some vocabularies to guide them comprehending the diction.

Later the students asked to make the coffee milk, all of group shared their works by reading it loudly, most of them did it well. The pronunciation were corected by the teacher since they still mispronounced some words. Before closing the class, the teacher asked the students to study for the next day test. Finally, she greeted the students and ended the session.

Forth Day's Observation

Time : 07.15 – 08.25

Date : Tuesday, September 30th, 2014.

- The teacher came in to the class, greeted students, and checked students' attendance by saying "*is everybody here?*". None missed the class that day.
- Afterward, the students were reminded that they would have writing test that day. The teacher requested them to sit comfortably, next she distributed papers for the test to the students.
- The teacher wrote the instruction on the whiteboard '*Make a recipe of fried noodle*'. She also orally asked the students to make the recipe in 45 minutes with complete structure (from the title, ingredients up to the steps to follow). She reminded them to work individually and honestly.
- 45 minutes later, the students submitted their works to the teacher and after that the teacher left the class.

Conclusions:

Teacher gave post-test to the students, she wrote the instruction on the white board "Make a recipe of fried noodle".

The Result of Pre-test and Post-test

No	Name	Result	
		Pre-test	Post-test
1	Respondent 1	59	64
2	Respondent 2	59	66
3	Respondent 3	58	64
4	Respondent 4	65	70
5	Respondent 5	64	72
6	Respondent 6	64	80
7	Respondent 7	62	67
8	Respondent 8	63	75
9	Respondent 9	63	73
10	Respondent 10	61	70
11	Respondent 11	60	73
12	Respondent 12	63	68
13	Respondent 13	60	69
14	Respondent 14	61	70
15	Respondent 15	59	66
16	Respondent 16	64	74
17	Respondent 17	60	71
18	Respondent 18	60	64
19	Respondent 19	62	79
20	Respondent 20	61	70
21	Respondent 21	60	73
22	Respondent 22	62	70
23	Respondent 23	64	80
24	Respondent 24	61	73
25	Respondent 25	61	71
26	Respondent 26	59	67
27	Respondent 27	58	70
28	Respondent 28	60	70
29	Respondent 29	62	76
30	Respondent 30	61	70
31	Respondent 31	61	70
32	Respondent 32	64	69
33	Respondent 33	59	72
34	Respondent 34	64	65
35	Respondent 35	61	81

4.1.1 Analysis of Data Observation and Findings

According to the data above and the observation that has been accomplished, it is visible that there is a difference between students' pre-test and post-test result. The data show that there is an increase of students ability in writing procedural text after they learnt by using authentic material.

In pre-test result, the students made a lot of mistakes in term of the diction, gramatical pattern, and also text structure. Repeatedly, they used improper diction, hence its meaning also became wrong; for instance using "pass" to express "lalu", using "discount" to utter "cut", and also using "mix flat" to say "campur rata". Moreover, some of them also miscomprehended the topic by writing "it is ready to drink" meanwhile the topic itself is "the recipe of fried rice".

In term of gramatical pattern and structure, it is seemed that most of the students were still influenced by their first language, Bahasa, thus they translated their task word per word. We can see it from the use of "chicken meat" to say "daging ayam", "water hot" to say air panas, "white onion" to say "bawang putih", and so forth.

Having applied the authentic material in teaching procedural text, there is a significant improvement in students' ability which is reflected by their writing score. The post-test result shows that the error conducted by the students could be minimized. They did not repeat their mistake in pre-test of

using 'pass', 'discount', 'flat', and any other anymore. Their vocabulary was also more various and they now know that they should not say "it is ready to drink" in food recipe closing.

At first, the students were confused and curious when their teacher asked them to bring noodle and coffee packages. Yet, most of them are interested in authentic material as the teacher utilize it as learning media.

4.2. Data Interview

After doing the observation of the class, the writer interviewed the teacher and some students to complete the data.

a. Teacher Interview

An interviewed between Interviewer (the writer) and Mrs. Hilda, Teacher in one junior high school in Sagalaherang, Subang.

Interviewer : *Bu sebelumnya udah pernah mengajarkan procedural text dengan menggunakan authentic materials atau belum?*

Teacher : *Belum sih kalo pake authentic materials kaya gini.*

Interviewer : *Oh jadi ini yang pertama kalinya ya Bu?*

Teacher : *Iya ini baru pertama kalinya.*

Interviewer : *Lalu bagaimana menurut Ibu dengan penggunaan kemasan mie dan kopi sebagai media pembelajaran terhadap minat dan motivasi belajar siswa di kelas?*

Teacher : *Ya kelihatannya sih anak-anak emang suka, terus mereka jadi fokus, mungkin karena media baru juga jadi anak-anak termotivasi.*

Interviewer : *Sebenarnya susah ga Bu menggunakan kemasan mie instant dan kopi sebagai media pembelajaran di kelas?*

Teacher : *Engga sih sebenarnya, soalnya yang pertama kan gampang ya nyarinya kalo cuma bungkus-bungkus kopi atau mie instant yang kaya gitu. Terus yang kedua, simple juga kan bahasanya yang ada di bungksu itu mah. Jadi anak-anak juga gampang soalnya kata-katanya tuh bukan kata-kata yang complicated, ga kaya kata-kata yang ada di buku paket atau LKS, kalo itu kan terlalu melangit terus temanya juga kalo dibungkus kopi atau mie kan anak udah tau. Nah kalo di resep-resep atau teks procedural yang ada di buku atau LKS itu biasanya mereka ga familiar kaya tropical fruite juice kan anak juga ga ngeh tuh apa tropical fruite, kaya gitu.*

Interviewer : *Bagaiman dengan hasil written test kemarin Bu, sebelum dan sesudah mereka belajar dengan menggunakan authentic materials?*

Teacher : *Kalo yang sebelum sih agak lumayan kacau ya, mungkin karena anak-anak belum kenal, belum tau mereka kata-kata yang tepatnya gimana. Kaya misalnya, waktu itu saya nemu ada emm... mereka tuh mengartikan kata "lalu" dengan kata "pass", terus misalnya "bawang putih-white onion", jadi mereka tuh lebih cenderung*

mengartikan kata perkata. Tapi setelah belajar menggunakan authentic materials ini jadi mereka tahu, oh ternyata misalnya “lalu” itu bahasa Inggrisnya kalo buat konteks ini adalah “then atau next”, terus misalnya “cut” mereka ketika bilang mau motong kalo di pre-test ada yang bilang “discount”. Nah setelah belajar authentic materials mereka tahu kalo potong itu ternyata adalah “cut”, nah dari post-test kelihatan hasilnya.

Interviewer : *Oh jadi begitu ya Bu, lalu Bu kira-kira kendala apa yang Ibu temui selama mengajar dengan media ini?*

Teacher : *Kalo kendala sih so far ga terlalu ini ya, ga terlalu signifikan. Maksudnya kendalanya bukan di authentic materialsnya itu sendiri tapi dari kemauan anak buat ngesolve atau memecahin masalah mereka, karena mereka tuh kadang ada kata-kata yang susah nih. Misalnya yah ada kata yang mereka ga tau nih ya, masalahnya itu mereka males banget cari kata di kamus. Ujung-ujungnya guru yang dijadiin kamus keliling, gitu aja sih masalahnya.*

Interviewer : *Oh, iya iya. Lalu Bu diantara semua hal-hal positif dari authentic materials yang dijelaskan tadi, kira-kira apa sih yang menjadi kekurangan dari penggunaan authentic materials itu sendiri?*

Teacher : *Ya ga ada sih sebenarnya, kekurangannya paling kurang variatif aja. Maksudnya bukan kurang variatif gimana, jadi mungkin karena simplenya itu jadi anak-anak cuma tahu dasar-dasarnya*

aja. Misalnya bikin mie, jadi anak tahu bikin mie itu kaya gitu, nah ketika saya suruh mereka bilang mie nya pake sosis, pake sayuran, pake telur segala macem, ternyata mereka agak susah gitu aja sih.

Interviewer : *Oh gitu jadi secara keseluruhan kalo disimpulkan penggunaan authentic materials ini dalam belajar menulis procedural text hasilnya positif atau negatif Bu?*

Teacher : *Ya jelas kan, hasilnya positif. Lebih banyak keuntungannya dibanding kekurangannya.*

Conclusions:

This is the first time authentic materials those are instant noodle and coffee packages are used in process of teaching and learning in writing procedural text. Students more focus while learning, it may causes they though that this is the unique way in learning thus they are interested.

Teacher stated that learning using instant noodle and coffee packages are easy understood by students than the materials in the text book or LKS (Students' worksheet book). There was no obstacle that teacher found in teaching writing procedural text, because instant noodle and coffee packages are easy to found. However the shortage of this media is not various enough and it is too simple, thus the words of that text is limited.

b. Students' Interview

Interview #1

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Iya, belajarnya lebih menyenangkan udah gitu seru juga.*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iya, soalnya kan belajarnya jadi seru.*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iya sedikit*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya lebih jadi gampang apa engga?*

Student : *Iya sedikit hehehe*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian pusing atau ribet?*

Student : *Itu tuh kalo bahan-bahannya teh disuruh ditambahin lagi sama Bu Hilda, jadi suka bingung.*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Pas nyari kata-kata bahasa Inggrisnya suka bikin pusing.*

Conclusions:

Students said that learning using authentic materials was more fun and it makes student enthusiastic in learning. This authentic materials also can improve vocabularies, and easy to understood. The obstacle that found is when teacher asked to modified the ingredients in recipe. Beside that the shortage is when seraching the meaning of words in English.

Interview #2

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Suka, karena bahannya unik hehe*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyes, kan jadi lebih tahu bahan-bahannya, terus strukturnya juga jadi tahu*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials*

membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?

Student : *Iya dong, karena menambah tahu itu apa perbendaharaan kata-kata.*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya lebih jadi gampang apa engga?*

Student : *Iyes hehehe*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian pusing atau ribet?*

Student : *Itu suka males nerjemahin kata-kata yang susahnyanya*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Engga ko, tidak ada*

Conclusions:

Student was fun while learning. Beause of fun and motivated in learning, this authentic material can increased vocabularies and made student knew the structure of procedural text. But the student lazy in translate the words in the package.

Interview #3

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Suka sekali Miss, karena belajarnya jadi mudah sih*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iya, karena lebih mudah jadi lebih pengen membuat*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iya saya kan dapet contoh-contohnya*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya lebih jadi gampang apa engga?*

Student : *Iya Miss*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian pusing atau ribet?*

Student : *Alhamdulillah engga ada ko Miss*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Engga ko, ga pusing hehe*

Conclusion:

Learning using instant noodle and coffee package are more easy, beside that increased vocabularies because there are examples in the packages.

Interview #4

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Suka Miss, seru belajarnya*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah belajarnya jadi semangat*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iya Miss, kan niru vocab yang ada di bungkus*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya lebih jadi gampang apa engga?*

Student : *Iyah Miss*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian pusing atau ribet?*

Student : *Kadang-kadang suka susah kata-katanya*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Mengartikan kata-katanya yang suka bikin pusing*

Conclusions:

Student enjoy and keep spirit in learning, authentic materials also increased vocabulary because students can copy the words from the package. The obstacle that found is when translate the words.

Interview #5

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Suka, tapi ga suka-suka banget*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah Miss, karena gampang bikinnya ada contoh*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Bisa sih tapi suka lupa lagi, karena contohnya dari bungkus*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya bisa jadi lebih gampang apa engga?*

Student : *Iyah bisa Miss*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin susah atau ribet?*

Student : *Kalo misalnya tugasnya sedikit beda dari bungkus jadi suka susah*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Kata-katanya sih kadang-kadang ga ngerti*

Conclusions:

At least student enjoy because process of teaching and learning more easy, although oftentimes forget the vocabularies that student knew before. The shortage that found is when teacher gave the different task with the example in the packages.

Interview #6

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Suka Bu, belajar menulis prosedural textnya lebih suka*

Interviewer : *Pas kemaren belajar pake authentic materials memotivasi atau ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah jadi termotivasi karena lebih gampang*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iyah, walaupun suka lupa lagi hehe*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya jadi bisa lebih gampang apa engga?*

Student : *Iyah saya bisa membuatnya, ada goal, ingredients, stepsnya juga*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Ga tahu, engga ada*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Engga ada*

Conclusions:

Utilized instant noodle and coffee package as a media makes student learning easily in order to student keep spirit on learning, and it is also increased vocabulary.

Interview #7

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Iya suka. Saya suka karena seru menggunakan bahan-bahan dari alam, sampah kaya gitu kan*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah, karena seru jadi lebih mengerti dan suka nulis gitu hehe*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iyah, saya jadi tahu kata-kata yang benar dan pantas digunakan*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya lebih jadi gampang apa engga?*

Student : *Iyah Miss*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Kalo saya sih ga ngerasain yang kaya gitu*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Menterjemahkannya yang suka pusing*

Conclusions:

Student is fun in process of learning, its process is joyful because utilized non-used things and it is increased learning's motivation since students easy understood. Beside that authentic material makes students knew about the dictions that appropriate used in procedural text, the obstacle is translated the words in the package.

Interview #8

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Iyah saya suka, karena menarik*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah meningkatkan, jadi meningkatkan motivasi karena suka belajarnya.*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iyah, meniru contoh yang ada dalam bungkus kan*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya jadi bisa lebih gampang apa engga?*

Student : *Iyah, bisa tapi sedikit*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Saya banyak ga ngerti kata-katanya*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Terjemahkan bahasa Inggrisnya*

Conclusions:

Learning used instant noodle and coffee package is attractive and it makes students get learning's motivation. Beside that it is also increased vocabulary, nevertheless student oftentimes found difficult words.

Interview #9

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Saya suka belajar dengan menggunakan bungkus, karena memanfaatkan sampah dan mudah mencarinya.*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iya, saya meningkat motivasinya karena lebih jadi gampang.*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iyah, saya tahu jadinya arti kata-kata yang harus dipakai dalam teks prosedural*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya bisa jadi lebih gampang apa engga?*

Student : *Iyah. Kan ada contohnya jadi tinggal nambah-nambahin atau ngeganti*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Engga ada*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Engga tahu*

Conclusions:

Student like learning used instant noodle and coffee package because it is utilized the trash and also it is easy to found. It also increased vocabulary since it makes student knew the right structure that used in procedural text.

Interview #10

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Iyah, saya suka sekali, alasannya soalnya lebih menarik, seru dan unik sekali*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah, saya jadi lebih termotivasi soalnya kan belajarnya lebih gampang, menarik udah gitu kan jadi ngerti ke akunya juga Miss*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iyah, misalnya saya jadi tahu kalo misalnya sendok makan itu spoonful bukan spoon eat hehe*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya bisa jadi lebih gampang apa engga?*

Student : *Iyah Miss, pokonya jelas gitu lah Miss pas belajarnya teh*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Hmmm, engga ada*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Apa ih, engga ada juga kayanya hehehe*

Conclusions:

Student is fun learning using instant noodle and coffee package, since it is fun, interesting and unique. Beside that used instant noodle and coffee package aslo is easy to understood thus student learning's motivation and student's vocabullary are increased. The use of this media let student know *sendok makan* is spoonful not spoon eat.

Interview #11

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Biasa aja Bu, tapi sedikit suka sih karena lucu soalnya*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah karena seru jadi ningkatin motivasi belajar*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Tidak hafal, tapi tahu artinya sekarang*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya bisa jadi lebih gampang apa engga?*

Student : *Iyah, pas belajar sih jadi tahu gimana cara menerangkan stepsnya*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Itu tuh tugasnya suka disuruh nambahin bahan-bahan tapi akunya tidak tahu apa Bahasa Inggrisnya*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Gak ada Bu*

Conclusions:

Students think that learning procedural text using authentic materials (instant noodle and coffee package) is funny. Authentic material also let student know the meaning of words in English, but it also has the obstacle that is student confused when teacher asked student to combine with the others ingredients.

Interview #12

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu senang atau suka ga belajar pake authentic materials?*

- Student : *Iyah suka, karena bisa lebih menarik belajarnya pake cangkang-cangkang makanan*
- Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*
- Student : *Iyah soalnya kan suka belajarnya*
- Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*
- Student : *Bisa nambahin kan ada contohnya jadi tahu terjemahan yang paling bener artinya. Misalnya “lalu” itu “then” bukan “pass”*
- Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya bisa jadi lebih gampang apa engga?*
- Student : *Iyah karena saya tahu artinya dan tahu gimana menuliskan goal, bahan-bahannya terus bagaimana cara membuatnya*
- Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*
- Student : *Yang suka bikin ribet sih suka males Miss kalo cari kata-kata di kamus teh*
- Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*
- Student : *Apa ya, itu teh kurang lengkap tulisan-tulisannya*

Conclusions:

Student like learn using food packages, because of that student's learning motivation and student's vocabulary are increased. Authentic material also let student know the correct words that should be used.

The obstacle that student found was lazy to open dictionary when found difficult words on package.

Interview #13

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Iyah suka sekali karena menyenangkan*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah Miss, soalnya kan contohnya mudah dimengerti*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Pasti nambah Miss, soalnya kan niru dari bungkusnya hehehe*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya bisa jadi lebih gampang apa engga?*

Student : *Iyah hehehe*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Tidak ada*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Engga ada Miss*

Conclusions:

Utilized instant noodle and coffee packages makes student enjoy while learning, the text that available in package is easy to understood. It also increased student's vocabullary since there are example of that words in the package.

Interview #14

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Suka, soalnya menarik belajar dengan bungkus*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah, sedikit lebih suka membuatnya karena menarik*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials*

membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?

Student : *Iyah, karena saya jadi tahu*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya bisa jadi lebih gampang apa engga?*

Student : *Iyah*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Ngartiin kata-katanya susah*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Kata-katanya cuman sedikit.*

Conclusions:

Student is interested learning using packages. These packages also increased student's vocabulary and student's learning motivation. The obstacle that found is the words in the packages are limited and too simple.

Interview #15

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Suka, soalnya unik aja gitu belajarnya pake bungkus-bungkus gitu*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iyah jadi lebih semangat nulis proceduralnya*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iya pas belajar itu jadi tahu kata-kata yang sebelumnya engga tahu*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya bisa jadi lebih gampang apa engga?*

Student : *Iyah kan tinggal niru gitu, palingan juga tinggal dirubah sedikit-sedikit gitu*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Kadang kalo tugasnya beda sama bungkusnya suka agak pusing*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Ga tahu Miss*

Conclusions:

Learning procedural text using instant noodle and coffee package makes student know new vocabullaries. Student also easier to write, because there is sample of procedural text in that package. The obstacle that found is when

teacher gave the different task with the text that available in the package thus student confused.

Interview #16

Interviewer : *Kemaren-kemaren kan kalian udah belajar pake authentic materials, gimana kamu seneng atau suka ga belajar pake authentic materials?*

Student : *Suka Bu, karena lebih mudah belajarnya terus menarik*

Interviewer : *Pas kemaren belajar pake authentic materials ningkatin keinginan kamu untuk bikin procedural text ga?*

Student : *Iya karena senang hehe*

Interviewer : *Apakah dengan menggunakan authentic materials bikin vocab kamu bertambah, maksudnya dengan belajar pake authentic materials membuat kata-kata bahasa Inggris yang kamu tahu jadi bertambah?*

Student : *Iya Bu, soalnya kan ada contohnya di bungkusnya*

Interviewer : *Belajar pake authentic materials mudah dimengerti ga sih? Terus nulis procedural textnya bisa jadi lebih gampang apa engga?*

Student : *Emmm iya agak mudah mengerti*

Interviewer : *Waktu kamu belajar pake authentic materials apa sih yang suka bikin kalian susah atau ribet?*

Student : *Ada sih Bu, suka ada kata-kata yang gak ngertinya*

Interviewer : *Menurut kamu apa sih yang bikin pusing belajar pake authentic materials?*

Student : *Iya kan Bu, kata-katanya ada yang gak ngerti.*

Conclusions:

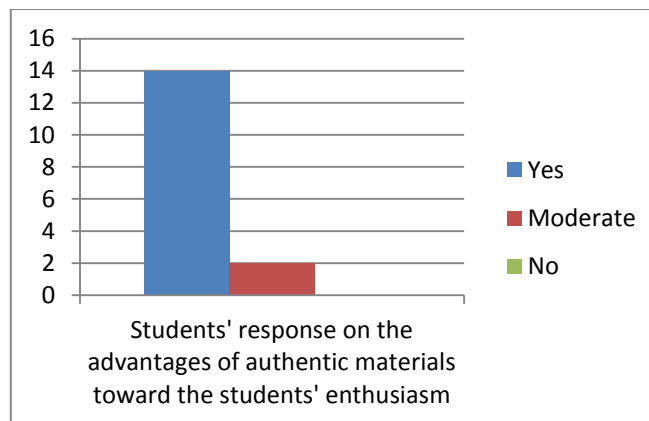
Utilized instant noodle and coffee package while learning procedural text was increasing student's vocabulary because student can copy that words from the packages. The shortage from this authentic material is sometimes student found difficult words.

4.2.1 Analysis of Data Interview and Findings

Interview was conducted individually to teacher and sixteen participants. It aims to investigate how students use authentic materials in writing and also how teacher's opinion about the use of this authentic materials. Furthermore, the interview investigated deeper information toward the advantages and obstacles confronted by the students during in learning use authentic materials.

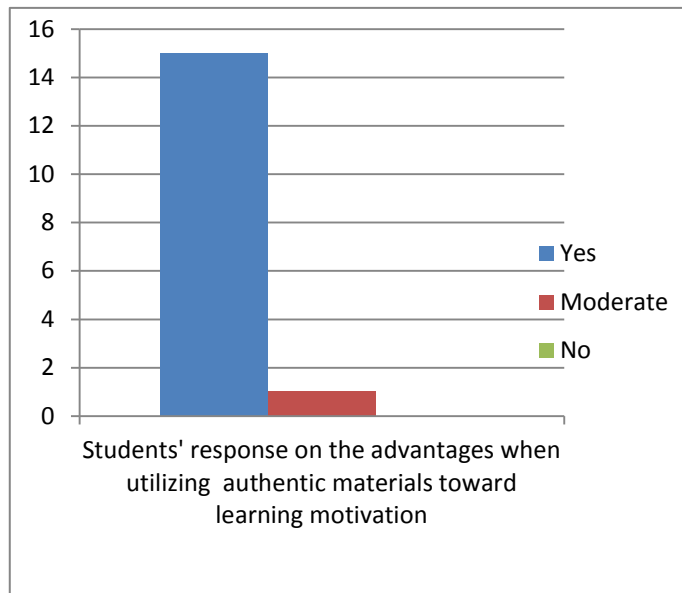
Students' Interview

a. Students' enthusiasm



Fourteen of sixteen students feels fun learn using authentic materials those are instant noodles and coffee packages. They feels strange but interesting and immediately realize that trash also can be used as a media of teaching and learnig, and that packages also easily found in their surrounding. The rest of it felt so so in utilizing authentic material, yet they also admitted that it was quite fun.

b. Increasing motivation

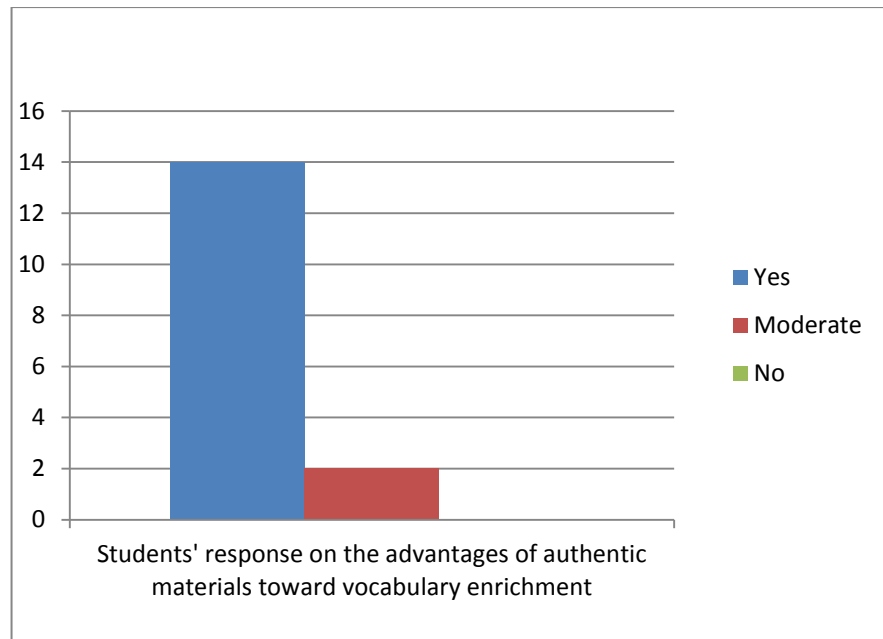


As displayed in Graph above, authentic materials could improve students' motivation to write procedural text. It was claimed by fifteen of sixteen students.

They assumed that learning was much easier and more cheerful than before, since they had never utilized such this media. However, authentic material was able to engage them learning English. It was proved while learning process occurred; the students focused on their teacher instructions and the assigned task, and they could accomplish it with pleasure.

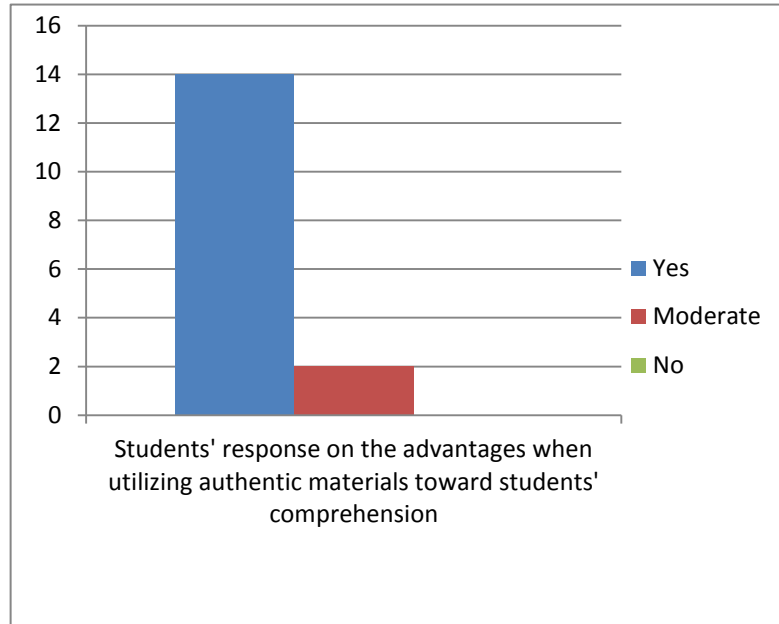
Moreover, one of sixteen students confirmed that he did not really get motivation while learning using authentic material, yet he confessed that authentic material was fairly interesting.

c. Enriching Vocabulary



Fourteen of sixteen students have the same opinion that authentic materials could enrich their vocabulary (shown in Graph). They perceive that, it is because of they can see the vocabularies in the authentic materials, in this case instant noodles and coffee packages, hence they know those vocabularies and apply it. Beside that, by observing instant noodles and coffee packages, they are able to choose proper diction to use adjusted with its context.

d. Students' comprehension

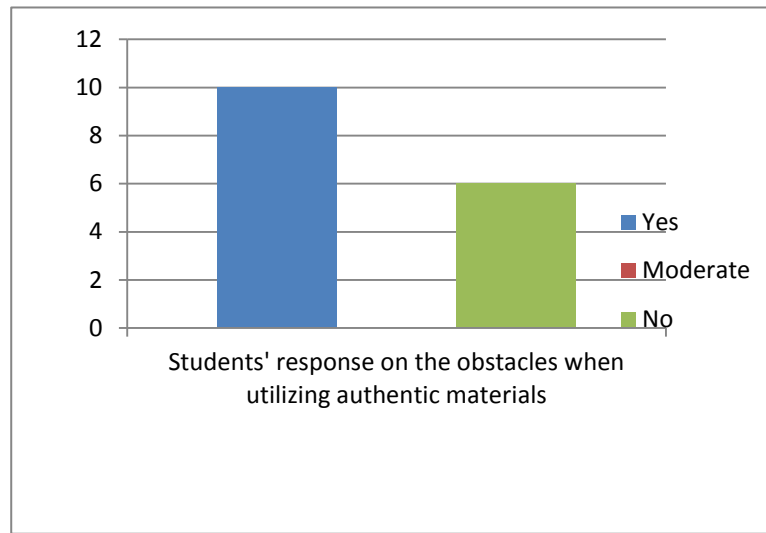


Fourteen of sixteen students assumed that learning use instant noodles and coffee packages could make them comprehend the material faster and easier. Since the samples and the structure of procedural text exist on the noodles and coffee packages were clear enough. Beside that, the students could also adopt the text adjusted with the task given by the teacher. Therefore, they recognized how the structure and what should be written when they composed procedural text.

Then, the rest of the respondents (two students) affirmed that authentic material was not that helpful to facilitate them learning.

Through the interview conducted, the students under investigation also claim the obstacles found when they utilized instant noodles and coffee packages as an authentic materials in learning procedural text.

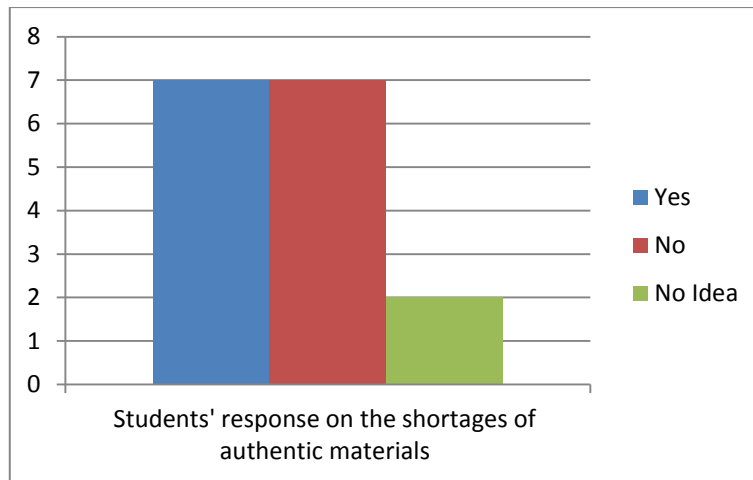
a. Learning's obstacle



Ten of sixteen students found the obstacle while learning using authentic materials. The obstacles are, the students feels a little bit confuse when they should modify the recipe by adding some ingredients into the recipe. Besides that, often times they found some difficult words, yet felt lazy to find its meaning in dictionary.

In contrary, six of sixteen students confirmed that they did not face any difficulty while learning using authentic material.

b. Shortages of authentic materials



Seven of sixteen students said that shortages of instant noodles and coffee packages as an authentic materials are they felt its fairly difficult to translate the English words on the noodles and coffee packages into Bahasa. In addition, they thought the words available on the packages was limited.

Furthermore, seven of sixteen students said that they did not find any shortage on the use of instant noodle and coffee packages as an authentic materials in process of learning procedural text.

Based on the analysis of data students interview above, in general, the students' responses toward the use of authentic materials in writing procedural text is positive. Students enthusiasm with this media and they also states that authentic materials so useful for them.

4.3 Discussions

Having obtained the data from observation and interview, it is visible that the use of authentic material was effective in improving students' ability in writing procedural text. The pre-test and post-test result of writing procedural text also say that the students' scores was improved.

The result of observation conducted in class indicates that the students were more active, attractive and motivated in learning. They answered teacher's questions quickly and actively. It can be assumed that the students were interested in using authentic material as the learning media.

Eventually, the information gathered from interview could answer why the students were joyful and interested in learning using instant noodles and coffee packages. In fact, they felt it was strange when a noodle and coffee package were used as learning media. Their interests were caught since it was a new thing for them. Moreover, they also affirmed that a joyful and cheerful learning process could increase their motivation in learning procedural text. This condition actually affect the students to comprehend the material easily. It is along with Nuttal (2006) who confirms that authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.

The effect of using authentic material in teaching learning process is enabling the students to choose and apply the diction variously. It means that students' vocabulary mastery is improved. This statement is supported by the information collected through the interview to some students who expressed that

learning using authentic material could improve their vocabulary. It was because there are proper words on the package that can be learnt and imitated by the students. This fact is in accordance with expert's opinion who states that in writing, authentic materials also facilitate teachers to introduce various types of texts, language styles, and new vocabularies to their students (Jacobson et.al, 2003). Moreover, Jacobson et.al (2003) also affirms that the students can improve their vocabulary mastery which stimulates language production.

Those are the advantages and positive side of the use authentic materials in writing procedural text, beside that, there are also some obstacle while using this media in classroom.

The result of observation and interview show that the students found some obstacles while learning using authentic material. They were fairly confused when their assignment was impartially diverse from the text exists on the package. Furthermore, the students confirmed that they sometimes found difficult words on the package which are not that familiar for them. Worse thing was the students were lazy in using dictionary to cope with that obstacle. As Taylor in Valkin (2013) argues that "The learners get difficulty in authentic learning, because the language was taken from the real magazine, articles, newspaper and so forth, that are written by the native speaker". Nevertheless, this could be easily solved by using dictionary as the aid in learning English, thus the students will know and comprehend the words' meaning.

Chapter V

Conclusion and Suggestion

This chapter consists of the conclusion of what has been discussed in the previous chapter and the suggestion for further researcher.

5.1 Conclusions

This research was aimed to find out and describe about the influence of authentic materials in writing procedural text. This research was conducted in one junior high school of Sagalaherang, Subang. The authentic that used in this research was instant noodles and coffee packages. There are two research problems that should be answered in this research, and to answers those research problems the writer was conducted observation and also interview.

After conducting the observation, the writer found out all of the answer of the research problems. Based on the findings of this research, the answer for the first question can be conclude that authentic materials was effective in improving students' writing ability of procedural text. It can be showed in the results of post-test and pre-test. In interview, the teacher said that by using authentic materials students' learning motivation are increasing, beside that authentic materials also makes students easy to understand the lesson that teacher gave. Furthermore, authentic materials also help in increasing students' vocabulary mastery.

Besides the advantages, the students and teacher also found the obstacles in using authentic materials. The students considered that they oftentimes found difficult words, however the teacher stated that the obstacles is not about authentic materials but it is caused by students' laziness in searching the meaning of those words in dictionary. For the shortage of authentic materials that used in this research, the teacher and several students have the same opinion that instant noodle and coffee package is not various enough and it is too simple, thus the words of that text is limited.

The other research problem of this research is to find out students' responses toward the use of authentic materials, and now the writer found out the answers that students' responses toward the use of authentic materials in writing procedural text in general is positive. Most of students stated that learning use authentic materials so joyful and easy to follow. The students also stated that authentic materials was very useful in teaching and learning process. That authentic materials is very simple thus the students easy to understand the lesson that teacher gave. In can be concluded that the students' responses was positive.

5.2 Suggestions

Besides so many positive value of this research result, there are some aspect which better if those are improved, there are several suggestions proposed for the further researcher in the similar field as the present research.

It is suggested for the teachers to use authentic materials for other language skills besides writing. For instance, they may utilize authentic materials to improve students' receptive skills namely increasing students' reading and listening comprehension. The teachers as facilitator in classroom have to be able to overcome students' difficulty in utilizing this media. They should engage the students to work with this media effectively, thus the learning objective will be achieved. Moreover, the teachers should be active in searching for new media as reference to teach and utilize it in class.

For further researcher, before holding an observation, make sure that the school and grade are appropriate with this reserach. If the further researcher utilize the same method in gathered the data, it is sugested to record all the thing about data. Those thing can be in form of visual and audio visual, so that will be not missed when we need the data. Utilizing authentic materials for other students' level and other language skill is recomended to enrich the reference on this media.

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