

**THE USE OF AUTHENTIC MATERIALS  
IN TEACHING WRITING AT MAN 3 BANYUMAS**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
As the Requirement for Writing an Undergraduate Thesis**

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*Assalamu'alaikum Wr.Wb.*

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**THE USE OF AUTHENTIC MATERIALS  
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**ABSTRACT**

Writing is one of the most important skills to form a language based on knowledge and vocabulary. Writing skills are very complex and difficult to learn and master. Therefore, authentic material can be used as a reference for teaching writing and language learning. This study aims to analyze the implementation of the using authentic materials and the advantages and disadvantages of using authentic materials in teaching writing at MAN 3 Banyumas. This research uses a field research approach. Data collection techniques are carried out by interviews, observation and documentation. The subjects in this study were one teacher and three students from classes X IPA 1, X IPA 2, X IPA 3 at MAN 3 Banyumas. The data analysis technique used is descriptive qualitative. The results of this research show that the implementation of using authentic materials in teaching writing at MAN 3 Banyumas is prepare a lesson plan, which includes, the material to be delivered, learning objectives and learning activities. Selecting the authentic materials is also included in the preparation before teachers apply them in learning. Furthermore, the advantages of using authentic materials in writing learning such as motivating students and supporting more creative learning. In addition, the disadvantage of using authentic materials is that they require special time to prepare and contain complex words and sentence structures.

**Keyword:** *Teaching Writing, Authentic Material*



## TABLE OF CONTENT

STATEMENT OF ORIGINALITY .....	ii
APPROVAL SHEET .....	iii
OFFICIAL NOTE OF SUPPERVISOR .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT .....	viii
TABLE OF CONTENT .....	ix
LIST OF FIGURES .....	xi
LIST OF APPENDICES .....	xii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study .....	1
B. Clarification of Key Terms.....	3
C. Research Questions .....	3
D. Objectives and Significances of the Study .....	3
E. Previous Studies .....	4
F. Organization of the Paper .....	6
CHAPTER II .....	8
LITERATURE REVIEW.....	8
A. Authentic Material.....	8
1. Definition of Authentic Material .....	8
2. Sources of Authentic Material.....	9
3. Implementation of Authentic Material.....	10
4. Criteria of Selection Authentic Materials .....	12
5. The Advantages and Disadvantages of Authentic Materials.....	13
B. Writing .....	15
1. The Definition of Writing .....	15
2. Types of Writing.....	16
3. Writing Process.....	17
4. The Purpose of Writing .....	18
C. Teaching Writing .....	18

1. The Definition of Teaching Writing.....	18
2. Approach of Teaching Writing .....	19
3. Sequences of Activities in Teaching Writing .....	21
<b>CHAPTER III .....</b>	<b>23</b>
<b>METHODOLOGY.....</b>	<b>23</b>
A. Research Design.....	23
B. Research Site and Participants .....	23
C. Subject and Object of Research .....	24
D. Data Collection Techniques .....	24
E. Data Analysis .....	25
<b>CHAPTER IV.....</b>	<b>28</b>
<b>FINDING AND DISCUSSION .....</b>	<b>28</b>
A. The Implementation of Using Authentic Materials in Teaching Writing 28	
B. The Advantages and Disadvantages of Using Authentic Material in Teaching Writing.....	45
<b>CHAPTER V .....</b>	<b>51</b>
<b>CONCLUSIONS AND SUGGESTIONS .....</b>	<b>51</b>
A. Conclusion.....	51
B. Suggestions.....	52
<b>REFERENCES.....</b>	<b>53</b>
<b>APPENDICES .....</b>	<b>57</b>

## LIST OF FIGURES

<b>Picture 1</b> : <i>The teacher opened the class</i> .....	30
<b>Picture 2</b> : <i>The teacher shows an advertisement</i> .....	34
<b>Picture 3</b> : <i>Students in discussion group</i> .....	36



## LIST OF APPENDICES

<b>Appendix 1</b> Research Instruments .....	58
<b>Appendix 2</b> Result of Observation .....	61
<b>Appendix 3</b> Result of Observation Guide .....	64
<b>Appendix 4</b> Result of Interview .....	67
<b>Appendix 5</b> Documentation Guide .....	72
<b>Appendix 6</b> The Result of Similarity .....	87
<b>Appendix 7</b> Certificate of Having Conducted Research .....	88
<b>Appendix 8</b> Curriculum Vitae .....	89



## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In English, the four main skills through language means listening, speaking, reading, and writing. Writing is included in productive skills. Productive skills are skills that are acquired through the author's knowledge and vocabulary. In the skills, students actually have to form their own language based on their knowledge and vocabulary. It means, when students write texts, they will write in their own language or what's on they mind. According to Heaton learning English means studying its two aspects: skills and components. Tarigan (1986:185) in study Rahmawati (2015), state that writing is a crucial skill because if we get the opinion that books are full of knowledge, the conclusion is writing and the author is the place and person who makes this knowledge, without writing skills the books will be empty. In addition, one needs to have good writing skills.

Writing skills are more complex than other skills. Therefore, writing requires not only mastery of grammar and rhetoric, but also conceptual tools and judgment (Prawati, et.al). Writing skills are more complex and difficult to teach, need, and master not only tidy up the language as well as rhetorical devices but also conceptual and evaluation elements. Harmer (2004) cited by Sari' (2022) state that writing skills are extra complex and tough to educate, require, and master. Not only best grammar and theoretical tools, however also conceptual elements and issues. Therefore, authentic material is used for students in writing ability. David Gardner and Lindsay Miller argues that authentic material may be utilized by teacher as references. The authentic material must be saved without a doubt commands for the usage of it to improve language skill.

Material means the most important component in the teaching and learning process. According to Nunan state that the material is actually an important element in the curriculum and do more than just lubricate the

learning wheel (Arifa, 2011). As we know that curriculum changes are intended to improve the quality of education. But one thing that is no less important is about the teaching materials used in schools because these materials will help students to learn about English. There is no material, there will be no education. The logic is that if the material is not contextual, students will not be able to use it in real life. They will be anxious to apply these materials and therefore a research is needed to find effective materials for teaching English.

In some schools is there are many English teachers use textbooks to teach. Textbooks are preferred to use them to save time on preparing materials for teaching. According to Demircan, they convey a clear framework of subjects with objectives and syllabus: activities, assignments and exercises, attracting and supporting as well as guidance to teachers and giving autonomy to students (Arifa, 2011). The material in the textbook is not authentic because the material was edited by the author. Since textbooks have been found to be inadequate in many ways in presenting language, a new concept of “authentic material” has been established.

Some schools in Sumpiuh sub-district have implemented authentic materials in teaching English, one of them is MAN 3 Banyumas. In MAN 3 Banyumas, the teacher uses another way to teaching English, especially in teaching writing. The teacher not only refers to the textbook in delivering the material, but also uses authentic material is presented in learning to facilitate the delivery of teaching English. Therefore, the author is interested in conducting research at MAN 3 Banyumas. In addition, researcher want to know how the implementation of using authentic in teaching writing. Based on this statement, the researcher will conduct a study with the tittle **“THE USE OF AUTHENTIC MATERIALS IN TEACHING WRITING AT MAN 3 BANYUMAS”**.

## **B. Clarification of Key Terms**

The following definition is provided to make readers have similar understanding between researcher and readers. It is also aimed to avoid ambiguity or misunderstanding. There is one term, that is:

### **1. Authentic Material**

According to Harmer (2002:137) in study Rahmawati (2015), authentic material can be defined as text or non-text that does not specifically designed for language teaching and contains real-world examples language in a way that will be used for communicative needs. Peacock (1997) cited in Widyastuti (2017) stated that, authentic material is created materials that serve to meet social goals in the language community.

### **2. Teaching Writing**

Barli Bram (1995:7) in study Rahmawati (2015), said that writing means trying to shape or reproduce written message, which is it must have something meaning to convey. To put a message successful, the author applies some the art of writing management. In addition, according to Dyah (2017), writing is the best step for someone to express ideas in written form.

## **C. Research Questions**

1. How is the implementation of using authentic material in teaching writing at MAN 3 Banyumas?
2. What are the advantages and disadvantages of using authentic material in teaching writing at MAN 3 Banyumas?

## **D. Objectives and Significances of the Study**

1. The Objectives of the Research
  - a. To analyze the implementation of using authentic material in teaching writing at 10<sup>th</sup> of MAN 3 Banyumas.
  - b. To find out advantages and disadvantages of using authentic material in teaching writing at 10<sup>th</sup> of MAN 3 Banyumas.

## 2. Significances of the Research

### a. Theoretical significances

- 1) The researcher expects this research can provide more interesting media in learning English at school.
- 2) This research is expected to improve the quality of students in teaching writing.
- 3) The researcher expects this research can be used as a reference for the further research.

### b. Practical significances

#### 1) For teachers

The results of this study expectedly will be useful in teaching English to attract students to learn in writing.

#### 2) For school

The results of this study may be useful for school in improving student achievement in the future.

#### 3) For other researcher

It is expected that other researcher will get new insight and conduct next research about other writing learning media.

## E. Previous Studies

Based on several sources related to this research, several journal, articles, and previous research related to the research topic that the researcher discusses. The following are the results of comparison with previous research studies:

1. The article journal by Arifa (2011) entitled "*The Effects of Authentic Materials on Students' Writing of Procedural Text*". In this study, the researcher conducted an experimental study. The subject in this study was all 10<sup>th</sup> students at MAN Model Palangkaraya by taking two classes in which each consisted 30 students. There would be two group in this study; experimental group and control group which is the experimental group taught using the authentic material, while the control group taught using non-authentic material. The result of the study show that the



experimental group shows better performance in making procedure text as compared to the control group. It means that using authentic material in teaching writing procedure text was more effective than using non-authentic material in teaching writing procedure text. The different from this study is that it uses an experimental design with taking two classes in which each consisted 30 students. The similarity from this study is that uses authentic material in teaching writing and the subject the students of senior high school.

2. The journal by Efrini & Eva (2018) entitled "*The Effect of Real Media on the Students' Ability in Writing Procedure Text of the Eighth Year Students of SMP Swasta Dewantara Putra Sebertung at Academic Year 2018/2019*". In this study the researcher was conducted by experimental research design. The subject is the 8<sup>th</sup> students at SMP Swasta Dewantara Putra Sebertung. The population was 70 students consists in two classes which is each pf class consisted of 35 students. One class taught by applying real media which was called as experimental group, while the other class taught applying not real media which was called as control group. This research used a random sampling technique through lottery and the researcher had no criteria toward the chosen sample. The result of this study the writer concludes that there is a significant effect of real media on students' ability in writing procedure text. The different from this study that is uses experimental design and random sampling technique. In addition, the research subject is Junior High School.
3. The journal by Lestari & Sony (2019) entitled "*Authentic Materials for Teaching Writing: A Critical Look*". In this study the researcher focused to find out what and how the authentic materials were presented in the classroom context for teaching writing. The subject is Senior High School level and university. This study used qualitative approach which is focusing in content analysis design. The instrument used is human instrument and documentation and the data collection take four months from February until May 2019. The similarity based this study is to used

qualitative method and the subject is Senior High School level. The different based on this research is the research focused on the use of authentic material in teaching writing.

4. The journal by Sundana (2017) entitled "*The Use of Authentic Material in Teaching Writing Descriptive Text*". The study conducted to find out the effectiveness of using authentic materials in teaching writing descriptive text and was carried out at private Universities in Bandung. This study was conducted uses qualitative and quantitative methods to gather the data. The data were collected by pre-tests, post-tests, and questionnaires. The result of this study according significance of questionnaire is the participant showed positive opinions and give beneficial contribution to be used in learning writing descriptive text using authentic materials. The similarity of this study is to use authentic material media in writing learning. In addition, the difference is that this study collects data using qualitative and quantitative methods or mixed methods.

#### **F. Organization of the Paper**

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explain as follows:

Chapter I explains of introduction. it consists of background of study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods and structure of research.

Chapter II explains of Authentic Material theories which divided into some sub sections.

Chapter III consists of research method which deals with the research design, time and place of the research, population and sample, instruments for obtaining data, techniques of collecting data, and techniques of analysing data.

Chapter IV presents the result of the research which discusses about The Use of Authentic Material in Teaching Writing.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Authentic Material**

##### **1. Definition of Authentic Material**

Authentic material is things presented and used by a teacher in class to imitate real-world situation. Basically, the use of authentic material in learning activity have been applied. In addition, using authentic material is expected to bring the students into direct contact with reality (Primadona et.al. 2018). Authentic material also focused to help students put out the feeling of failing or other negative association they may have toward teaching activity. Authentic material refers to use of texts, photographs, video and other resources that not especially prepared for pedagogical purposes in learning.

Authentic material is a material that have been created to fulfil some social purpose in the language community. Besides that, authentic materials are plan not to transmit declarative knowledge about the target language but rather to serve an experience of use in language (Widyastuti, 2017). Authentic material can be defined as oral and written material created in the course of real communication and not exclusively for the purpose of language teaching. Authentic material can be defined as text or non-text not especially designed for language instruction, containing examples of authentic language for communicative purposes (Rahmawati, 2015).

Based on the above explanation, it can be concluded that authentic material is instrument of teaching which is not modified in any way for students. Authentic material as a media refers to oral and written language material in used daily situations by native speakers of the language. In addition, authentic materials are an establishment to real language and use in real humanity. The

purpose is to encourage students' idea, stimulate them to relate themselves with real-life experiences and build topics in ways that articulate and applicate their idea correctly.

## **2. Sources of Authentic Material**

In study Rahmawati (2015), some examples of real material: newspapers, magazines, shopping flyers, advertisements, brochures, product packaging, menu cards, train timetables, emails, announcements, brochures, invitation cards, etc.

In addition, Sugianto (2016:148) also state that, classified authentic materials into three categories as follows:

- a. Authentic listening materials, such as radio news, cartoon, songs, movies, ads, novels, etc.
- b. Authentic visual materials, such as street signs, picture from magazines, post cards pictures, paintings, stamps, etc.
- c. Authentic printed materials, such as sports reports, newspapers article, restaurant menus, train tickets, maps, greeting cards, etc.

Teachers can use technology to teach authentic materials in the classroom easily and efficiently. Not necessarily with a computer or other large devices, but being able to use gadgets or smart devices is quite adequate. Therefore, using adequate technology can help teachers achieve learning goals. According Aqly (2017:61-69) state that there are several authentic materials that teachers can use to teach writing, including: can be printed materials, such as; fiction, images, web-based materials or materials such as, Youtube videos and websites. Setyowati (2019) concluded that there are two types of authentic material in teaching writing, including:

- a. Printing materials consist of; printed newspapers, magazines, invitations, letters, novels and other printed materials or documents.

- b. Web-based materials consist of; images, Youtube videos, e-books, movie clips, and other web-based applications.

### **3. Implementation of Authentic Material**

Using authentic material in learning activity can help students to be creative, innovative and active during learning activity, especially in learning English. In education, authentic material contains to objects used by teacher to increase student's knowledge of other cultures and real-life situations. According Setyowati (2019), states that post intermediate level, the use authentic materials is ready for use in classroom. This might be attributed to the fact that at the level, many students master a wide range of vocabulary in target language and all the structure. In addition, the use of authentic materials is a load for the instructors learning beginning students as they have to spend a lot time to organize for authentic materials on the ability level students. Students excited to use authentic material since students to socialize with the real language in use it. So, they do not examine authentic materials innately difficult (Rokmawati, 2009:11).

In the procedure of using the authentic material, selecting is the first step to using the authentic material. Before teaching, the teacher must determine the course objectives and abilities that students want to achieve. The findings show that teachers consider curriculum objectives when choosing authentic materials used. It clearly states that certain concrete information can be used to help students achieve the objectives of this course. Teachers discuss with their team teachers to coordinate the material to be taught, learning objectives, and learning activities to achieve the goals (Putra, 2022:42).

According Putra et.al (2022) the teachers outlined the criteria they considered might be involved in authentic material. The

teacher selects authentic material according to considerations based on the syllabus. Teachers argue that any authentic material used should include several aspects that correspond to the core competencies required by the Kurikulum 2013. As taken from Permendikbud No. 69 Tahun 2013 that core competencies should include spiritual domain, social domain, knowledge domain and skills domain. Furthermore, teachers believe that any authentic material should be able to provide something that students can learn from it. There are no best criteria in choosing authentic materials. However, teachers have almost the same criteria for choosing authentic material. The criteria mentioned by the teacher depend on the level of the student, the needs of the student, the objectives of the teaching, and the syllabus of the equipment.

In addition, Belaid (2015) states that all teachers in his study prefer to use authentic materials in their language classes for different purposes. In preparing authentic materials is thinking about choosing authentic materials accordingly. Teachers must be able to analyze student abilities, student preferences, and curriculum. This is to make students easy to understand and also to make students enjoy during class lessons. If students do not get interest with authentic material or even too difficult for students, they will even lose motivation and get bored in class. Kilickaya (2004) believes that the use of authentic materials at lower levels causes students to feel frustration because students at this level lack many lexical items and structures used in the target language. This means that the authentic material chosen by the teacher should be appropriate based on the student's, level ability, student likes, and curriculum.

Not only preparing materials and media, one thing that teachers must prepare is activities during class. Since authentic material comes from social life, teachers should create their own lesson plans in advance to ensure what they will do with the

authentic material. In using authentic material, some teachers need to be creative in developing lesson plans (Berardo, 2006:60-69). That's because the original material is taken from the real field of English itself. When teacher use the authentic materials in the classroom, there are several aspects that they should pay attention to such as choosing appropriate authentic materials, how to realize them into the classroom, and how to evaluate them (Anam, 2012). For example, when teachers use advertisement in the classroom, teacher should think about what they will discuss with the advertisement. The teacher can use the picture of the advertisement as an activity for the students in the classroom. And then, they can discuss whether the social function of the advertisement or the meaning of the advertisement content (Munir, 2019:6)

#### **4. Criteria of Selection Authentic Materials**

According to Widyastuti (2017) state that the basic considerations when selecting authentic materials are:

- a. By choosing topics that are relevant and interesting to students.
- b. The material presented must be practical and applicable.
- c. Can help students to connect themselves with real life.
- d. Create exercises that are engaging and help students think critically to prepare students about the topic.
- e. Provide opportunities for students to challenge their abilities in order to gain valuable experience in data interpretation.

There are some selecting criteria for using authentic materials according Kholik (2016), as follows:

- a. Adequate  
Materials containing language and information selected according to the course.



b. Motivation

Material that presents interesting content in helping students become active and interested in understanding.

c. Sequence

Material related to the department must be related to previous texts, activities, and topics so that meaning in learning is not missed.

d. Diversity

The material should lead to classroom activities, as a means of teaching language structure and vocabulary as well as promoting strategies.

e. Acceptability

The material must contain cultural customs and language that are easily acceptable.

**5. The Advantages and Disadvantages of Authentic Materials**

a. The advantages of authentic material

There are some advantages of authentic material according Rasi et.al (2017), as follows:

- 1) Give positive effect on student motivation. Authentic material basically more interesting and give motivation than created materials. Because the sources are interesting for language learner that relate to the interest of students.
- 2) Give authentic cultural information about the target language and give establishment to real language than artificial texts in created materials.
- 3) Provide students' needs that are closely related to the class and real-world needs of the students.
- 4) Contribute more creative approach in learning.

Similarly, Qamariah (2016) states that using authentic material have some advantages below:

- 1) Language uses is natural. Means, simple or modifying language it for learning purposes (limiting structure or controlling vocabulary).
- 2) Provide students with opportunities in authentic language dealing with material that contains both complete and important messages.
- 3) Help students in using non-linguistic clues such as pictures, colours, symbols to find out the meaning easily.

b. The disadvantages of authentic material

There are some disadvantage using authentic material:

- 1) Authentic materials may be too culturally, to unnecessarily difficult to understand outside the language community.
- 2) The vocabulary might not be relevant to students' immediate needs.
- 3) Too many structures are mixed so lower levels have a hard time decoding the text.
- 4) Specials preparation in necessary which can be time consuming.

The use of authentic material, make confused especially for lower level of students. Unless the simplest authentic material carefully selected by the teacher. Therefore, the materials selected should maintain the learner's sense of response and engage the learner's interest. As mentioned by the authors, it seems difficult when any simplification of the text is justified. Authentic material is only used when students reach an intermediate level in grammar teaching.

Because it is considered that authentic material is difficult for beginners (Saraph, 2011).

Kholik (2016) also state that some disadvantages of using authentic materials as follows:

- 1) Authentic materials are too culturally biased.
- 2) Vocabulary that is irrelevant to the needs of students.
- 3) Too much mixed structure makes low-level students have difficulty deciphering a text.
- 4) Spend a lot of special time preparing authentic ingredients.
- 5) Too many accent differences in listening.
- 6) Easily outdated like news.

Using authentic materials can increase the burden for teachers, because the material contains difficult vocabulary and complicated language structures. Therefore, it takes a lot of effort to explain and simplify so that students can understand it.

## **B. Writing**

### **1. The Definition of Writing**

Writing is one basic skill in learning English beside listening, speaking and reading. To write means to communicate using written language. In writing, all information is delivered through text. Writing means producing or creating a piece of text. Language production means that students should use all and any language at their disposal to achieve a communicative purpose rather than be restricted to specific practice points. Writing is more difficult rather than other language skills because it needs well knowledge and hard thinking when they are produced words, sentences and paragraphs with a good grammatical (Rahmawati, 2015).

Written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation. In other word, writing is first and foremost an intellectual activity. Writing is also a social process.

According to Sari' et.al. (2022), writing is a skill and process of discovery. In other words, writing basically consists of making a point and then presenting proof to support or elaborate on that point. Writing is an expression to communicate the author's idea to readers by using written text. Writing requires the knowledge of vocabulary, grammar, syntax, etc. which are used to create sentences into clearly written texts.

Writing is a fundamental skill that is necessary. Through writing, people can exchange information with others, such as to communicate and describe what they feel and understand in order to organize their thoughts, ideas and lives (Erdawaty et.al). Writing as a result and writing as a step. Writing as a result means student write based on a certain topic without assistance and feedback from the teacher. Meanwhile, writing as a part of the process, the teacher gives advice and guides students to write by providing steps to write, starting from choosing and finding a topic, drafting, revising, and editing (Elsulukiyah, 2019).

## **2. Types of Writing**

According Rahmawati (2015), state that naturally, the type of writing system exists in the native language in an important factor in determining to easy of speech with which students learn to write, there are two types of writing:

### **1) Factual or Practical Writing**

Writing deals with facts. The writer can find it in the writing of letter and summaries.

## 2) Imaginary Creative Writing

This type of writing usually exists in literature. The type of writing this are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When teacher sets a task for young learners' students, teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.

## 3. Writing Process

Writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a product. There are four components of a writing process:

### 1) Inventing

Inventing is the crafting before write a first draft. Inventing, a prewriting stage, includes choosing a topic or issue, discovering about the topic, narrowing and shaping ideas into a plan, and framing a generalization that sets forth perspective on topic and suggest how the text will present perspective and ideas.

### 2) Drafting

Drafting includes proposing a thesis statement, deciding on tone, and outlining ideas-everything involved in actually writing first draft.

### 3) Revising

Revising includes rethinking the content, organization, and level of formality of the text. Revising is the key to success because the process of rewriting gives work originality and substance.

#### 4) Editing

Editing includes check revised draft for misspellings, grammatical confusion, clichés, or incoherence and putting text in a format suitable for audience.

#### **4. The Purpose of Writing**

The goal of written language is to convey information accurately, effectively, and appropriately; and to do this written language has to be more explicit than spoken discourse. Purpose writing is to persuade an already knowledgeable audience that can interpret factual information in a way that shows the information is now part of academic experience (Rahmawati, 2015). Besides that, at the purpose of a piece of writing determines the rhetorical form chosen for it. A persuasive essay will be organized in one way and an expository essay in another way.

### **C. Teaching Writing**

#### **1. The Definition of Teaching Writing**

Teaching writing are often seen as a way do your homework and assignments, especially in elementary and elementary schools' intermediate stage. Classroom learning activity output lessons are explained by the teacher, students take notes and listen the teacher. Teachers must select and apply appropriate learning methods to teach this material. Literally specifying what method to use in learning is important for teachers because methods are defined as one's perspectives on the learning process (Indrilla & Ciptaningrum, 2018).

The goal of language teachers in writing teaching is to make students write fluent, understandable, accurate and appropriate written English. English teachers typically offer three writing stages in their writing classes: (1) controlled writing, (2) directed writing, and (3) free writing. Controlled writing is a writing activity whose final product and content are determined by the teacher during the exercise. Next,

Simpson cited in Ma'rufah et.al. (2021) states that "A guided writing lesson is a lesson in which the teacher demonstrates the process of writing sentences or paragraphs using appropriate rules of English. Students who they have the opportunity to apply these strategies in their own work. Otherwise, imagine free writing, when the teacher only gives the topic and everything is done by the students. Furthermore, writing has three main features a process that includes pre-writing activities, writing activities, and rewriting activities. Thus, teaching writing is a productive skill, and students use three main writing processes to produce written texts. Additionally, teachers can use the three stages to provide writing activities.

## **2. Approach of Teaching Writing**

### **a) Teacher-Centered Approach or Conventional Approach**

According Indrilla et.al (2018), teacher centred approaches typically use traditional approaches, namely based on behaviourist theory. The concept of behaviourism is said to be suggested stimulus responses have emerged as a prominent paradigm in learning systems in the last third of the twentieth century. This approach is still attractive some teachers use it during teaching. For example, in teachers still dominate the teaching process in Indonesia classroom, mainly writing classes.

Al-Zu'be state, the teacher-centered approach represents both passive learners and active teachers, students take notes and listen to the teacher, who transfer knowledge to them. So, learners do not have the opportunity to engage in activities of their wishes and interest. Students have different abilities and characteristics, teacher-centered approach is not suitable to be applied in the teaching process, especially when teaching writing skills.

### **b) The Students-Centered Approach or Scientific Approach**

According Indrilla et.al (2018), states that in this 2012 class, Indonesia is known for using the scientific method in education. originally, this method was used in science, but recently it is used in almost all school subjects. Academic approaches are defined as learning pathways that facilitate the acquisition of knowledge and skills by students. The scientific method is based on the scientific notion that people know what they are doing, how to do it, and what goal or result they are trying to achieve.

Hosnan said that, the scientific approach is suitable to educate the English, especially writing ability, because it aims to educate the scholars in speaking ideas, especially in writing. It means, this method is effective to sell the scholars' language abilities, especially in writing skill. That is bolstered through the effects of research which stated that using the clinical technique is extra powerful than that of the conventional approach and it may enhance the scholars' studying activities and broaden their characteristics of obligation.

This approach can help students inside the learning process becomes the active beginners and the teacher. Therefore, using the scientific approach is predicted which will affect the scholars' potential in writing and to make the approach of coaching and studying writing turns into powerful.

According to Prawati, there are 3 types of approaches in teaching writing, including:

#### **1. Product-Based Approach**

This approach is seen as a simple linear model in the process of writing systematically. Writing in this approach essentially serves to reinforce L2 writing in syntactic and grammatical form. According to Prawati, other names of this approach are referred to by several names; a non-



controlled approach, a text-based approach and guided composition.

## 2. Process- Based Approach

Writing in this approach is done by writing from the initial stage to the end. This approach is carried out by teachers to motivate students to see writing not as a grammar exercise, but rather the creation of ideas and meanings. Teachers can use 5 steps in the writing process with Herwins' model, including; Pre-writing, first draft composing. feedback, second draft writing, and the last proofreading.

## 3. Genre-Based Approach

This approach is considered an extension of the product-oriented approach because students have the opportunity to learn a wide variety of writing patterns.

### **3. Sequences of Activities in Teaching Writing**

According to Puspita (2017), there are fourth typically the sequence of activities in teaching writing:

#### 1. Familiarization

In this activity, students can learn about vocabulary and grammar through writing.

#### 2. Controlled Writing

This activity aims to overcome students' writing errors by manipulating fixed patterns from the substitution table. That way the habit of writing can be developed correctly.

#### 3. Guided Writing

Guided writing is an activity that aims to improve and build text in the form of writing in the process of writing. This activity is not only individual, but also a group activity where students can organize ideas and write them down (Handayani et.al, 2013).

#### 4. Free Writing

In this activity, students can write paragraphs, sentences, and others freely using patterns that have been developed. The student can write whatever comes to mind without making corrections within a certain period of time (10-20 minutes).



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

The research design that to apply is qualitative. Ary, Jacobs et al (2013) state that qualitative research is different kind of research in training and the social sciences which could produce vibrant and richly detailed accounts of human experience. This research will be used the field research approach, because Field research can also be considered either a broad approach to qualitative research or a method of gathering qualitative data. In essence, qualitative research is an activity system to find existing theories in the field. This research is a field research with descriptive qualitative method. Researchers will describe recurring events and events regarding the implementation of using authentic material in teaching writing. This research will be conducted at MAN 3 Banyumas, especially in the class X IPA 1, X IPA 2, X IPA 3.

#### **B. Research Site and Participants**

The researcher chooses the research location at MAN 3 Banyumas because considered the school worthy to be used as a research location. In addition, teacher at MAN 3 Banyumas have used authentic material as a medium and delivery of material. So the strategies used by teacher in delivering material are very interesting to study. Therefore, researcher is interested in conducting research at the school to find out how the implementation of using authentic material in teaching writing.

In addition, the availability of data with so many students in MAN 3 Banyumas which would make it easier for researcher to conduct the research. An English teacher and X IPA 1, X IPA 2, X IPA 3 students with a total of 30 students of MAN 3 Banyumas will be the participant of this study. Besides that, the location of the school is also close to the researcher residence which is

located on Jl. Lap. Kebokura, Karangjati Kidul, Kebokura, Kec. Sumpiuh, Kab. Banyumas, Central Java, 53195.

### **C. Subject and Object of Research**

#### 1) Subject of The Research

The subject of research data is people who are in a research are that has a relationship with an institution that is the focus of research researcher and people who are able to provide valid information about the study being studied. The subject in this study is English teacher and X IPA 1, X IPA 2, X IPA 3 students in MAN 3 Banyumas.

#### 2) Object of the Research

The determination the object of the data sources in this research is the process of learning English education. In this study was conducted to analyse the implementation of using authentic material in teaching writing at MAN 3 Banyumas. In addition, this research also was conducted to find out the advantages and disadvantages of authentic materials in writing teaching at MAN 3 Banyumas.

### **D. Data Collection Techniques**

According to Abdussamad (2021:142), data collection techniques are the most strategic step in research, since the main goal is to obtain data. In order to collect data and focus on research, the following data collection methods are used:

#### 1. Observation

According to Abdussamad (2021:147), observation is a data collection technique that is carried out systematically and intentionally through observation and recording of the symptoms investigated. Observations are made to obtain data directly at the place to be studied. The purpose of this observation is to analyze how to implementation of using authentic materials in writing learning at MAN 3 Banyumas. This stage is carried out for 3 times in class X IPA 1, X IPA 2, and X IPA 3.

The results of observations were obtained from field notes and observation guide (checklist) conducted by researcher.

## 2. Interview

According Abdussamad (2021:143), an interview is a form of verbal communication that is carried out with a question and answer between the researcher and the object under study. The purpose of conducting an interview is analyze the implementation of using authentic material in teaching writing and find out advantages and disadvantages of using authentic material in teaching writing. The interviews were conducted after the researcher conducted classroom observation. Then, the interview results can be recorded and interpreted from each respondent's answers through an interview guide in the form of questions. Researchers conducted interviews with English teacher and students of MAN 3 Banyumas.

## 3. Documentation

According to Abdussamad (2021:149), documentation is the collection of data by viewing or analyzing documents that others have created about the subject. Documents can take the form of writings, drawings or monumental works of a person. Documentation is carried out to supplement the data obtained from the results of the observation and interview. Some data will be used by researcher as documentation, such as lesson plan and materials used by teacher in teaching writing using authentic materials. The lesson plan is used by researcher to combine data obtained from observations, interviews, and documentation to get relevant data. The purpose of the documentation is to analyze the implementation of authentic materials in writing teaching at MAN 3 Banyumas.

## **E. Data Analysis**

In data analysis, the researcher performs descriptive qualitative. This analysis uses a pipeline process approach; obtained from learning actions, the learning process until quality learning is obtained. This

analysis technique refers to the opinion of Miles (1992); Data analysis in the form of words collected through observation, interviews, questionnaires and learning models. Miles and Huberman (1992:15-21) state that this analysis consists of 3 activities such as:

a. Data Reduction

According to Subadi (2006) stated that, data reduction is the process of selecting, focusing attention in simplifying, abstracting and transforming data that arises from written records in the field. In this study will be conducted with the stages of observation, interviews and documentation. The researcher combines three techniques or called data triangulation. In this case the researcher selects the relevant data. The researcher in data reduction technique takes from every action taken grade 10<sup>th</sup> students, students and teachers of MAN 3 Banyumas who the researcher chooses to complete and facilitate the data.

b. Data Presentation

Data presentation is a composed information that provides possibilities in the existence of drawing conclusions and taking action (Subadi, 2006). The presentation of this data is in the form of a record of the results of the observation and interview. In presenting this data, the researcher prefers to describe events or cases that have been studied in the field. This is in accordance with the technique taken by the researcher, namely qualitative descriptive techniques. This technique is taken based on research activities that have been carried out by researcher in the field.

c. Verification (Conclusion)

Subadi (2006) stated that this activity is the most important activity. This activity is a process of interaction between data collection, data presentation until the research activity is completed. Data validation was carried out by researchers from

activities at MAN 3 Banyumas, starting from the beginning of the study to the end of the study. Thus, the researcher can be present and check the correctness of the data that has been obtained. The technique used by researchers in data verification is a data triangulation technique.



## CHAPTER IV

### FINDING AND DISCUSSION

The chapter presents the finding and discussion of the use of authentic materials in teaching writing at MAN 3 Banyumas. This study was conducted with the aim of finding how to use authentic materials in teaching writing. In this chapter the researcher presents the results of research conducted in class X IPA 1, X IPA 2 and X IPA 3 at MAN 3 Banyumas, where teacher at the school have applied authentic materials in teaching English, especially in teaching writing. The results consist of the implementation of the use authentic materials in teaching writing and the advantages and disadvantages of using authentic materials in teaching writing.

#### **A. The Implementation of Using Authentic Materials in Teaching Writing**

Based on the results of observations and interviews was conducted by researcher at MAN 3 BANYUMAS, things that are prepared before teaching include, learning plans which include the material to be taught, learning objectives and learning activities. Furthermore, authentic materials are used by teachers to help students become creative, innovative and active during learning activities. Setyowati (2019) agrees with the statement that, using authentic materials in learning activities can help students to be creative, innovative and active when learning takes place.

Similarly, Kholik (2016) states that, there are several criteria in choosing authentic material, one of which is to present interesting content and help students become active and interested in learning it. Therefore, in choosing authentic materials must be adjusted based on the need students and learning objectives to be achieved. Because the authentic material used should provide something that can be learned and motivate students. Belaid (2015) states that, in choosing authentic materials must be in accordance with the abilities and needs of students. This is to make students easy to understand and enjoy during the learning process. To reinforce the above statement, researcher conducted interviews with Mrs. Anung, as follows:



### **Excerpt of Interview 1**

**Teacher:** *“Lesson plan, material or topic will be delivered, and authentic materials to be used”.*

### **Excerpt of Interview 2**

**Teacher:** *“Depending on the topic to be delivered. It can be advertisements, pictures or video YouTube”.*

The implementation of using authentic materials is not only preparing materials and media, but one thing that teachers must prepare is learning activities during class. That's because the authentic materials used come from students' real-life. Therefore, teachers create lesson plans to ensure the activities that students will do with authentic materials. Anam (2012), agrees with the statement that, when teachers use authentic materials in learning, there are several aspects that must be considered such as, choosing appropriate authentic materials, how to practice them in the classroom, and how to evaluate them. Based on observations and interviews conducted by researchers at MAN 3 Banyumas, teachers apply authentic materials in learning to write in several materials, including:

#### **1. The implementation of using Authentic Materials in Teaching Writing Advertisement**

Based on the results of observation was conducted 2 times in class X IPA 1 and X IPA 2 at MAN 3 Banyumas, the teacher carried out the stages in implementing of teaching writing activities as follows:

##### **a. Opening Activity**

- 1) The teacher opens the class

Based on the observation, the teacher entered the class by greeting, “Assalamu’alaikum warahmatullahi wabarakatuh, Good morning, students”. Then all students answered, followed by the class leader to leads the prayer together. Next, the teacher

asked for condition and checked the students' attendance by saying, "who is absen today?". After that, which one of the students answered, "all present, Mrs". The teacher gives an ice breaking so that class atmosphere becomes relaxed and enjoyed being ready to receive the material. Furthermore, the teacher gives a motivation and advice to students to increase their enthusiasm for learning. Teacher and student interaction are harmonious. In addition, students look enthusiastic and ready to receive learning.

The interaction that the teacher initiates with the students by greeting them is a positive politeness activity. According to Rahayuningsih et.al (2020), politeness is considered to provide a lively and friendly atmosphere, and create harmonious interactions between teacher and students in the learning process. Zaenul (2015) agrees with the statement that, prioritizing politeness is very important in the interactions that occur between teacher and students.



**Picture 1**  
The teacher opened the class

Based on the explanation above, this opening stage is very important in building harmonious interactions between teacher and students. The harmonious interaction in this stage is by the teacher saying greetings and asking about the condition and feelings of the students at that time. Thus, without realizing it, teachers can teach students about politeness and positive habits before starting learning. Senowarsito (2013) agrees with the statement that, in the learning and teaching process, politeness strategies used by teachers and students can play an important role in the classroom. Then, teachers provide ice breaking before learning begins is also very important so that students feel relaxed and enjoy. After that, students are given motivation to increase their enthusiasm for learning.

2) The teacher introduces the material through apperception

In this activity, before the teacher explains the material to be learned, the teacher reviews a little material from last week. Then, the teacher relates the material to be taught to the students' experience. Which are before the material will be taught the teacher asks students to study the material at home. The teacher asks students about their experiences regarding advertisements. "Have you ever seen an advertisement?". The question certainly got the students want to answer. Most students answered that they often see advertisements. They said that they often see advertisements on television. In fact, there are also those who say they see advertisements when they are watching videos on YouTube. Then, the teacher asked, "what things are in the advertisement?". The class was silent for a moment. Then, the teacher asked again by showing authentic materials in the form of examples of advertisements, "look at this advertisement! What is in the advertisement?". One of students answered, "*judul produk, Mrs*". followed by another student, "there are is discount, Mrs". then, the

teacher explained again that what the student mentioned included the structure text of advertisement. Thus, using authentic materials in this activity makes it very easy for students and makes students motivated to learn. Before going into the next activity, the teacher conveys the learning objectives that will be achieved at that time.

Based on the explanation above, the teacher can explore students' knowledge and experience about something. In addition, the teacher can easily convey the material that is in accordance with the experience and needs of students. In fact, the use of authentic materials can make it easier for students to accept the material presented. So students are not only focused on the module book and motivated to learn about certain materials. Maroko (2021), agrees with the statement, that authentic materials can bring a variety of learning methodologies in the classroom, so as to increase student motivation in learning. In addition, the use of authentic materials can make the interaction between teachers and students meaningful. Shukurellaeva & Raimova (2022) said the same thing, that authentic materials can bring the real world into the classroom and attract and motivate students in learning process.

**b. Main activity**

1) The student observes an advertisement

In this stage, the teacher explains the materials to be delivered is about advertisements which they have often encountered before. To make it easier for students to receive the material, the teacher shows authentic material in the form of advertisement then asks students to observe it. Next, the teacher explains a little about the outline of the advertisement. First, the teacher explains the meaning of advertisement. The teacher appointed one of students to explain the meaning of advertisement in their own language. Farel, the student appointed

by the teacher, answered, “something that is promoted”. The teacher give appreciation to Farel for answering. Then, the teacher appointed other students to express other opinions about the definition of advertisement. Maya, the student who was appointed, answered, “promotion of a product”. Then, from these two opinions, the teacher summarizes the meaning of advertisement in a language that is easy for students to understand.

Next, the teacher explains the social function and structure text of advertisement by writing it on the white board. Then, the teacher conducts questions and answers with the students to make the class active. Starting from discussing the social function, the teacher asked, “Does anyone know what is the social function of advertisement?”. One of students named Galih tyas answered, “to promote a product, Mrs”. followed by other students answering the same thing. After the social function was discussed, the teacher continued to discuss the structure text of the advertisement. Next, the teacher shows authentic materials in the form advertisement to make students understand in identifying the structure text. Then, the teacher asked, “what is the title of the product advertisement this?”. Silvia answered, “Beef n’ Pepper delicious food, bu”. followed by other students, “MCDonal, Mrs”. then, teacher appreciates students who actively answer. Next, the teacher asks, “Good job. Then, what is the content of the advertisement?”. The class was silent for a moment. Then, teacher gave a keyword to encourage students to answer, “*Produk yang ditawarkan apa?*”. Then, one of the students answered, “*burger dengan kelezatan terbaru*”. To find out the content of advertisement, the teacher and students translated it into Indonesia. And then, teacher explained the content of advertisement with the sentences that were easy for students to understand. After that, students are given the

opportunity to ask if there is something they don't understand. "So far, any questions?". One of the students answered, "No, Mrs". Thus, the social function and structure text can be conveyed clearly and easily.



**Picture 2**

*The teacher shows an advertisement*

Based on the observation above, the learning was going well. Before starting the lesson, the teacher asked students to study it first. So that when learning takes place students already have an overview of the material to be taught. So that no time is wasted to explain again in detail. Therefore, the teacher uses authentic material as learning media to facilitate the student understanding. Not only that, the teacher also provides opportunities for students if there are things they do not understand. That way, learning objectives are achieved and the learning process is active and efficient.

Willikins (1976; as cited in Guariento and Morley, 2001) cited by Rahman (2013) agrees with the statement above that authentic materials can create a connection between students' knowledge in the classroom and students' ability to be active in real-world activities. On the other hand, teachers must ensure activities

drawn from different sources can fulfill the learning goals and objectives. Shova (2019) also said the same thing, that using authentic materials can make it easier for students to relate their knowledge and experiences in real-life. In addition, authentic materials that are more familiar and comfortable will help teacher and students in learning process.

## 2) Students divided a group discussion

In this stage, students are divided into discussion groups, one group consists of 4-5 people. Then, the division of the group is determined by the teacher. "So you will form into a group consist of 4-5 people". After the discussion group is formed, the teacher explains about the things to be discussed by showing authentic material (advertisements). Students are asked to identify the advertisement by mentioning the social function and structure text. *"Jadi kalian akan mengidentifikasi isi dari iklan tersebut. Nanti masing-masing kelompok akan ibu beri iklan tentang produk makanan, kemudian nanti kalian diskusikan bersama. So far, any question?"*. Each group answered, "No, Mrs". After the students understand what will be discussed, the teacher gives an advertisement to each group. Then, students are given 15 minutes to discuss it.

After 15 minutes passed, the teacher again checked the results of each group's discussion. "Time is up, are you finished?". Group 2 answered, "not yet, Mrs". Then the teacher gives an additional 5 minutes to complete it. After each group finished discussing, the teacher asked one of the group members to present the results of the discussion. Starting from group 1 to the last group. Because the answers from each group are different, teachers and students discuss together the results of discussions from each group. *"Oke, tadi perwakilan tiap kelompok sudah mempresentasikan hasil diskusinya, Now, we are discuss together*

related to the advertisement. What is the title of the advertisement?" (while the teacher is holding the advertisement). Group 3 answered, "Donut, Mrs". Followed by another group, "Lovin Donut, Mrs". Then the teacher asked, "Good. Then, how can we buy the product". The students were silent. Then the teacher asked again in Indonesian, "*bagaimana caranya jika kita ingin beli produk tersebut?*". One of the students answered, "visit to the store in San Diego, USA or can be online through [www.lovindonuts.com](http://www.lovindonuts.com)". Then the teacher and students applauded the students and groups who were already actively answering. The discussion was conducive and students actively participated in the activity. Thus, the discussion activities were going well and the material presented was easily understood by students.



**Picture 3**  
*Students in discussion group*

Based on the explanation above, with the make a group discussion, students become active and interesting in learning. An interesting learning style that makes students not feel bored while learning. To reinforce the data above, the researchers conducted interviews with the students, as follows:



### **Excerpt of Interview 3**

Student 1: *“I feel happy. Because Bu. Anung is very creative in explaining the material. So, I am very interested in learning”.*

### **Excerpt of Interview 4**

Student 2: *“Emm, it’s fun. Mrs. Anung when deliver the material is not boring. Sometimes show the picture or video. And make a group discussion”.*

### **Excerpt of Interview 5**

Student 3: *“Easy for me to understand. So, I feel interested to always participate her lessons”.*

Based on the observations and interviews above, it shows that students enjoy in learning when using authentic materials. In addition, it makes students not feel bored and interested to always participate in learning. Panjaitan (2018) agrees with the statement that one of the fun learning styles is that can make students happy and active and eliminate boredom in learning. In addition, students can also share their thoughts with other students. so that it creates discussions between students to solve problems together. Harmer (2001) cited by Shova (2019) agrees with this statement, that learners open up to each other and share the problems where the achievement and method of the whole learning together is as a group action. Then, the use of authentic materials as a media, also can helping students be active in learning and understand the materials.

3) The teacher gives homework to the students.

After the discussion activity is over, students return to their seats. Then, the teacher asks the students to write a summary of what they have learned. Each student wrote the summary in their notebooks. After that, students are given homework by the teacher. The homework was for each student to create an advertisement. "I will give you homework so that you learn more. The task is to make an advertisement about a food product. It can be in the form of a picture or print out. As creative as you are". Then the task is collected at the next meeting.

Based on the explanation above, after students finish the discussion, the teacher asks students to write back the material they have obtained. Furthermore, the teacher gives homework according to the material. Rahman (2013) agree with the statement above that a teacher in teaching writing can utilize authentic materials by focusing student materials that are in accordance with real life, such as advertisements and so on. In addition, teacher can also give assignments to students based on the material taught.

### **c. Evaluation**

In the last stage, the teacher and students summarize the material about advertisements, starting from the definition, social function and structure text of advertisement. In this stage, the teacher appoints several students to re-explain the material that has been delivered. Then, the teacher also gives appreciation to students who have been active in learning. After that, the teacher informs about the material that will be taught in the next meeting. The lesson ended with the teacher saying, "Thank you for today's, keep up to be enthusiastic of learning. Don't be bored and never get tired of studying, let's say Hamdalah together". Then the teacher said Salam and the lesson ended.

Based on the observation above, in this last stage the teacher and students make conclusions from what has been taught. Then, the teacher gives appreciates students who have been active and participated in the learning process. After that, the teacher conveys the material for the next meeting and closes the lesson by saying Salam. Zaenul (2016) agrees with the statement above, that the general activities carried out the teacher in the classroom are giving instructions, motivating and evaluating.

## **2. The Implementation of Using Authentic Materials in Teaching Writing Report Text**

Based on the result of observation was conducted in class X IPA 3 at MAN 3 Banyumas, the teacher carried out the stages in implementing of teaching writing activities as follows:

### **a. Opening Activities**

#### **1) The teacher opening the class**

Based on the result of the observation was conducted by the researcher, in this activity the teacher begins to open the class. The teacher enters the class, then say, “Assalamu’alaikum warahmatullahi wabarakatuh. Good morning, class”. After that, the students answered, followed by the leader class to lead the prayer before the learning activity will be start. “Let’s pray together”. The teacher and students pray together. Then, the teacher asked about the students’ condition, “How are you? What do you feel?”. some students answered with the enthusiasm, “Alhamdulillah, I am good and very very happy, bu”. after that, the teacher checked the attendance. All students are present and ready to follow the learning, “I am ready to study now, bu?”. next, the teacher motivates the students to increase their learning and participate in learning process. The interaction between teacher and students is active and the class is ready to receive the material.

Alief (2022) agrees with the explanation above, that the interaction between teacher and students includes language activities, because the nature of language is as a communication. Similarly, Johnson (2017) also state that, motivation can influence student learning. Students will be able to achieve the goals that have been set, either from the students themselves or from the teacher.

Based on the explanation above, this activity begins when the teacher open the class by greeting students. in this activity, the teacher has taught positive habits and politeness before starting the learning process. Alief (2022) agrees with this statement, that politeness in language is very important to be done by teacher and students. the language politeness conveyed by the teacher will create a good response from the students, so that there will be good communication between the teacher and the students. After that, the teacher asks the condition of students and checking the attendance. Before going into the next activity, the teacher motivates the students to increase their enthusiasm for learning process.

2) The teacher introduced the materials through apperception

In this activity, the teacher reviews a little material from the previous meeting. After that, the teacher starts this activity by relating the students' experiences to the material to be presented. "Have you ever heard of report text before?". The class was silent for a moment, and one of the students answered, "No, Mrs. but I have read the material before". After that, the teacher related the report text with descriptive text to make it easier for students to understand later. "Okay, now look this picture!". The teacher shows 2 similar pictures, but the context is different. After that, the teacher and students discuss to regarding the social function, structure text, and language features of the report text. Next, the

teacher conveys the learning objectives that will be achieved in learning of report text.

Based on the explanation above, the teacher makes an apperception with the material that has been taught before. Then, to make it easier for students to understand the material, the teacher shows authentic materials. The interaction between teacher and students was good. After that, the teacher conveyed the learning objectives. Arief (2022) agrees with the statement above, that good communication between teacher and students will support the learning objectives to be achieved optimally. In addition, in learning process there are goals to be achieved and many lessons to be learned. That way, this activity is going well and students are ready to receive the materials.

#### **b. Main Activities**

##### **1) Students observe an example of report text.**

In this activity, before students are asked to observe an example of report text, the teacher ensures students that they have read the material to be taught. “What is the definition of report text?”. One of students answered, “Present information about something generally”. Then, students asked to observe a video shown by the teacher. “*Amati video berikut!*”. ([www.youtube.com/watch?v=Kila2mB-UJM](http://www.youtube.com/watch?v=Kila2mB-UJM)). After that, to raise students’ curiosity, the teacher also shows a picture. Next, students identify structure text and social function. The teacher ensures that they are already know the structure text. “What is the text structure of a report text?”. One of the students answered, “General classification dan description”. Then, the teacher asked again, “What is the general classification? Anyone know?”. The class was silent. Then one of the students answered, “*Tidak, bu*”. Next, the teacher writes the structure text in the white board using language that is easy to understand. Then, the teacher shows the

picture. *“Amati gambar radio berikut!”*. After the students observe the picture, teacher and students identify the structure text of the picture. *“What is the general classification from the picture? Silahkan boleh menjawab in Indonesian”*. Student answered, *“Emm, radio adalah salah satu alat teknologi populer, begitu bu?”*. followed by another student answered, *“Radio adalah alat yang dapat mengeluarkan suara berupa berita”*. The teacher gives appreciation to students who have answered. *“Great! Then, what is the description?”*. Without stalling for time, the student answered, *“Detail information about the radio”*. Followed by other student, *“Tentang sejarah radio, bu”*. furthermore, the teacher and students discuss the structure text and social function of the picture. Thus, the structure text and social function can be conveyed clearly and effectively.

Based on the explanation above, the teacher uses authentic materials in form of video and pictures. Videos and picture are used to stimulate students' curiosity and picture to solve problems related to structure text and social function. Then, students observe the video and picture. So that all students can see clearly, the teacher displays picture and video using a laptop connected to the LCD projector. Styati (2016) agrees with the statement above, that the pictures and videos used as authentic materials will increase students' enthusiasm in paying attention to the material and writing paragraph. In the line with this, Suwartono (2022) agrees with this explanation, that creativity in education must develop and be ready to accept the world that continues to advance in solving problems systematically.

## 2) Students are divided into a group discussion

In this activity, students are divided into a group discussion consist of 4-5 people. Group members are determined by the teacher by counting 1-5. *“Sekarang waktunya kalian berdiskusi,*

*silahkan bentuk kelompok dengan cara berhitung dimulai dari Nisya*". After the group is formed, the teacher explains thing that will be discussed. The teacher gives a picture to each group, then the students are asked to make a report text according to the picture. *"Buatlah teks report berdasarkan gambar yang sudah diberikan pada masing-masing kelompok, after that identify the structure text, social function, and language features. You may open dictionaries and handphone to get information more complete"*. The teacher gives 15 minutes to finish the discussion. After that, the teacher is mentoring each group to ensure that they have understand the task.

After 15 minutes had passed, the teacher asked each group to present the results of their discussion. "After the discussion was finished, please each group present the results, by forward to the front of the class. Starting from group 1, please!". After all groups presented the results, the teacher give appreciation to each group because the discussion could be conducted well. Next, the teacher summarizes the social function, structure text, and language features by showing picture that have been done in group discussion. Thus, the activity was going well and the learning objectives can be achieved as planned.

Based on the explanation above, students are participated in this activity. Students are asked to divided group discussion determined by the teacher. After that, the teacher and students discuss together about the social function, structure text and language features of the result of discussion. Furthermore, after the discussion is finished, students are asked to present the result of their discussion in front of the class. Because, each group will have different results. After that, the teacher gives appreciation to students and concludes together regarding the result of the discussion. Hidayati (2018) agrees with the statement above, that

the teacher must be a facilitator who can direct and help students to participate in the discussion. Similarly, Johnson (2017) also state that, effective learning strategies can encourage students to be active in learning process. Suwartono (2022) also agrees with them statement, that teacher should be able to create a creative learning, by motivating students to be active and develop a sense of community. Because students will be motivated and involved in the learning process, so that it can increase students' enthusiasm for learning.

### 3) Students are given homework

After the group discussion ended, students were asked to write a summary of the material that was presented. The result of summary is written in their book, then the teacher appoints one of the students to read the result. After that, students and teacher conclude the material that was taught. Next, to ensure that students really understand the material, students are given homework related to the material. “*Ada tugas rumah untuk kalian. Make a report text, then identify the structure text, social function and language features!*”. Each student must do it. Then, collected on the next day.

Based on the explanation, the teacher asks students to write a summary of the material. Furthermore, some students are appointed to read the result. After that, students are given homework so that the teacher can find out the ability and progress of students in mastering the material that was taught. Ja (2017) agrees with the statement, that giving assessments before or after the learning process can help teachers know students' abilities and progress the material taught.

### c. Evaluation

In the last stage, the teacher and students summarize the report text; identification, structure text, social function, and language



features. Furthermore, the teacher provides an evaluation of the activities that was carried out. In addition, appreciation is given to students who actively participate in learning process. Then, teacher also motivates students to further improve their of participation, and enthusiasm in learning process. Before the class activity ended, the teacher provides information to the activities in next meeting. Finally, the lesson ended with the teacher saying “See you next week, InsyaAllah. Thank you for today, wassalamu’alaikum warahmatullahi wabarakatuh”. Thus, the learning process ended.

Johnson (2017) agrees with the statement above, that when students are motivated directly by the teacher, they will do their learning well and be more enthusiastic. On the other hand, the appreciation given by the teacher can also encourage students to study hard. Similarity, Ja (2017) also agrees with the statement, that the appreciation given by teachers to students has a positive impact on students. Because the students will be confident and encourage to be active in learning process.

## **B. The Advantages and Disadvantages of Using Authentic Material in Teaching Writing**

Based on the result of observation and interview was conducted by researcher with the English teacher, there are advantages and disadvantages of using authentic materials as follows:

### **1. The Advantages of Using Authentic Materials**

According the result of observation and interview with English teacher, there are some advantages of using authentic materials such as give positive effect on student motivation, support a more creative learning approaches, and related to interest of students.

#### **a. Authentic Materials are Give Positive Effect on Student Motivation.**

According to the result of interview and observation with English teacher, the advantage of using authentic materials is that give a

positive effect on student motivation. As well as the statement from Philips and Shettleswoth et.al (2001) cited by Rasi and Aseptiana (2017) states that, authentic materials basically more interesting and give motivation than created materials. Because the sources are interesting for language learner that relate to interest of students. Then, Martinez (2002) cited by Shova (2019) also said the same statement that authentic materials are important because it can be increase students' learning motivation and expose students to real language. To support the result of the observation, the researcher also conducted an interview with Mrs. Anung as an English teacher, as follows:

#### **Excerpt of Interview 6**

Teacher: *“If he likes, he will like it then. Well, I have implemented it and until now the students are motivated in learning, even sometimes the time is over they still want to learn”*.

According the interview above, authentic materials can increase students' interest in learning English. That means, using authentic materials can help teachers to foster students' enthusiasm in learning. Besides, it also makes students interested and motivated to learn English. Besides, Kilickaya (2004) cited by Kholik (2016) also agreed that using authentic materials give a positive impact on students learning motivation. Then, Ekasari et.al are agreed that authentic material is there are many types but they can have a positive effect in learning activities.

#### **b. Authentic Materials are Support a More Creative Learning Approaches.**

Based on interview and observations, authentic materials can also support a more creative approach to learning, so students don't just sit

and watch the teacher explain, but also participate in the learning process. Maroko (2010) agrees with the statement that authentic materials can add variety to classroom activities and also supports a more creative learning approach. Therefore, students can have the opportunity to hone the skills they learn in accordance with real-life situations. Kilickaya (2004) cited by Kholik (2016) also stated the same thing, there are some advantages one of which is supporting a creative learning approach.

**c. Authentic Materials are Related to Interest of Students.**

In using authentic materials should be appropriate the needs of students' interests. Because can give motivate of students in learning. Then, authentic materials used also come from real-life situations. Gower (1995) cited by Rahman (2013) agrees with this statement that the materials that students use can be related to real-life situations. Therefore, students get information about what happens in their lives. Thus, students can have educational value that is appropriate their needs. Similarly, Philips et.al cited by Rasi & Aseptiana (2017) argues that authentic materials are provide students' needs that are closely related to the class and real-world needs of the students. To support the data, the researcher also conducted an interview with Mrs. Anung as an English teacher, as follows:

**Excerpt of Interview 7**

Teacher: *“In my class, the children are very enthusiastic about learning. Sometimes, I also use videos in learning, sometimes I also use pictures or print out, it depends on the material and the needs of the students. so that they are not bored, sometimes I also form them into a group (while showing videos and some photos in smartphone)”*.

Based on the interview above, it shows that the advantages of authentic materials not only have a positive effect on students' motivation, but also support a more creative learning approaches and the material provided in accordance with student's needs. Rahman (2013) agree with the statement above that the use of authentic materials in learning, especially writing can be taught effectively to students. Similar opinion is also given by Nunan (2001) cited by Rahman (2013) stated that authentic materials can help students in learning languages, especially foreign languages with more indicative. So, students will feel enthusiastic and interested in learning English. Besides, teachers also not only refer to teaching materials but also authentic materials are applied in the teaching process.

## **2. The Disadvantages of Using Authentic Materials**

Based on the results of observations and interviews was conducted by researcher in MAN 3 Banyumas, the use of authentic materials also has disadvantages including take special time to prepare and containing difficult vocabulary and complicated language structures.

### **a. Authentic Materials are Take a Special Time to Prepare.**

Based on interviews conducted by researchers with teachers in MAN 3 Banyumas, before learning is given, teachers must consider authentic materials that are in accordance with the learning topic. Therefore, take a special time to prepare. Alejandro (2002) who was cited by Kholik (2016) agrees with that the weakness of authentic materials one of them is that it requires special preparation that consumes a lot of time. To strengthen the data, researchers have conducted interviews with Mrs. Anung, as follows:

#### **Excerpt Interview 8**

Teacher: *"I have to adapt authentic materials to the material to be delivered, therefore special time is needed to prepare".*

Based on the result of the interview above, one of the disadvantages in using authentic materials is that it takes special time to prepare them. In addition, the authentic materials to be used must also be adjusted to the material to be taught. So that the topic and authentic materials are related. Maroko (2021) agrees with this statement, that in preparing authentic materials, teachers must adjust the material that students may need to know. In addition, in determining authentic materials, it must also be in accordance with the needs of students. Thus, it takes special time to prepare authentic materials before the material is delivered.

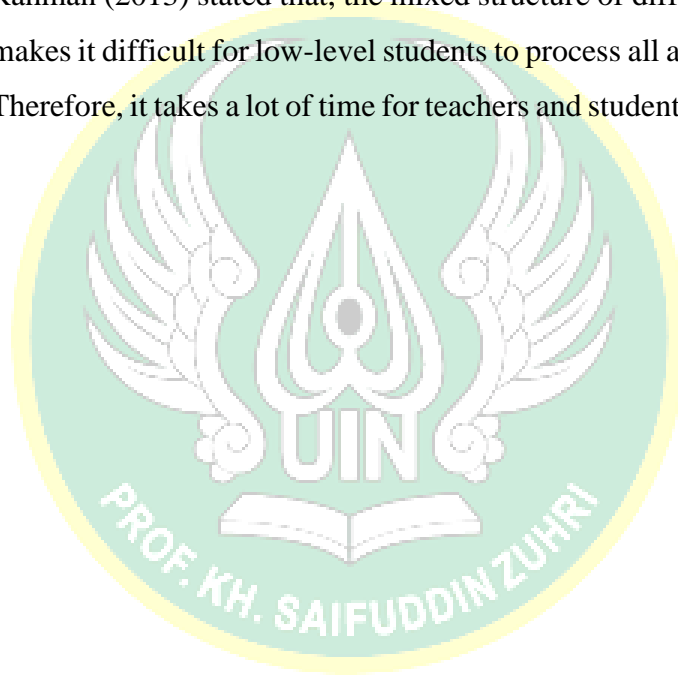
**b. Authentic Materials Contain Difficult Vocabulary and Complex Language Structures.**

The disadvantages in using authentic materials is not only that take a special time to prepare, but authentic materials contain difficult vocabulary and complicated language structures. So, teacher must try to explain and simplify so that students can understand it. Kilickaya (2004) cited by Kholik (2006) agrees that using authentic materials can increase the burden on teachers, because the material contains vocabulary and language structures that are difficult for students to understand. Therefore, the teacher must simplify and re-explain the material. To support this statement, the researcher also conducted an interview with Mrs. Anung as follows:

**Excerpt of Interview 9**

Teacher: *"Sometimes there are some words and language structures that I think are difficult for students to understand, so I have to explain it again as simply as possible so that students understand."*

From the results of the interview above, it shows that besides taking a special time to prepare, authentic materials also contain difficult vocabulary and complex language structures. Therefore, teachers must explain and simplify complex sentences so that students can understand them. Maroko (2021), agrees with the statement, that authentic materials present language structures that students cannot be sure they can understand. In addition, it can also inhibit students to understanding it well. Thus, the teacher must explain and simplify again with language that is easy for students to understand. Similarity, Rahman (2013) stated that, the mixed structure of different languages makes it difficult for low-level students to process all at the same time. Therefore, it takes a lot of time for teachers and students to understand.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Based on finding and discussion in the previous chapter, this section explains the overall conclusion about this research. This conclusion is regarding to the description of the use of authentic materials in teaching writing at MAN 3 Banyumas, which consists of the implementation of using authentic materials in teaching writing and the advantages and disadvantages of using authentic materials in teaching writing at MAN 3 Banyumas. In addition, there are suggestions for the teachers, students, and further researchers.

#### A. Conclusion

Based on the results of the data obtained, in procedure of using authentic materials, the preparation that the teacher conducted before teaching is to prepare a lesson plan, which includes, the material to be delivered, learning objectives and learning activities. Selecting the authentic materials is also included in the preparation before teachers apply them in learning. In selecting the authentic materials must be adjusted to the needs of students, the material taught and the learning objectives to be achieved. Authentic materials are used by teachers to help students become active, creative and motivated in the learning process.

Furthermore, teachers not only prepare materials and media that will be used in learning, but one thing that teachers must prepare is learning activities. The teacher must create a lesson plan that matches the authentic material to be used. Because the authentic material used should provide something that can be learned and motivate students. In using authentic materials, teachers must also pay attention to the suitability of the material with the media used, how to practice it and evaluate it. Thus, learning objectives can be achieved.

Lastly, the advantages of using authentic materials in teaching writing are that it has a positive impact on students' motivation, support more creative learning, and related to students' interests. Meanwhile, the disadvantages of using authentic

materials in teaching writing are that it takes a special time to prepare, and contain difficult vocabulary and complex language structures.

## **B. Suggestions**

### **1. For the teacher**

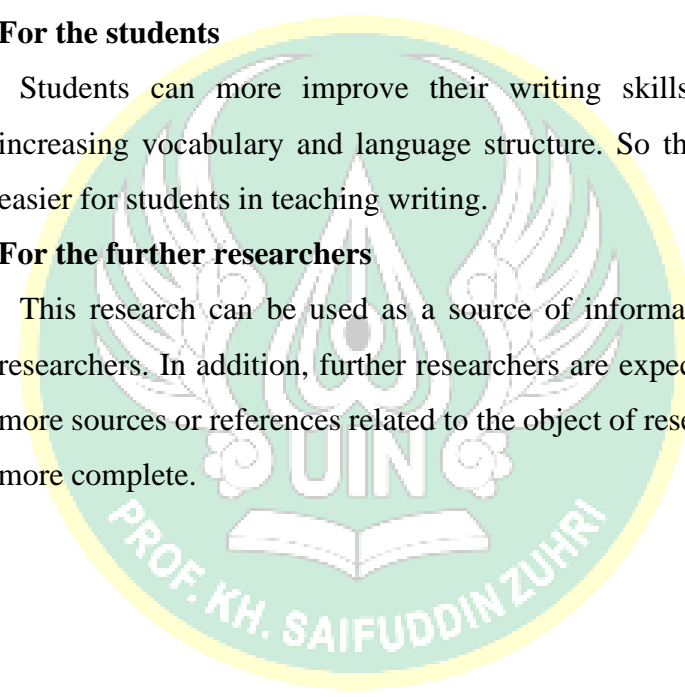
This research is expected to increase teacher creativity in learning process. In addition, the teacher to give more attention for students' writing process, such as language structure and vocabulary. Thus, students can develop their writing skills.

### **2. For the students**

Students can more improve their writing skills, at least can increasing vocabulary and language structure. So that it will make easier for students in teaching writing.

### **3. For the further researchers**

This research can be used as a source of information for further researchers. In addition, further researchers are expected to examine more sources or references related to the object of research to make it more complete.





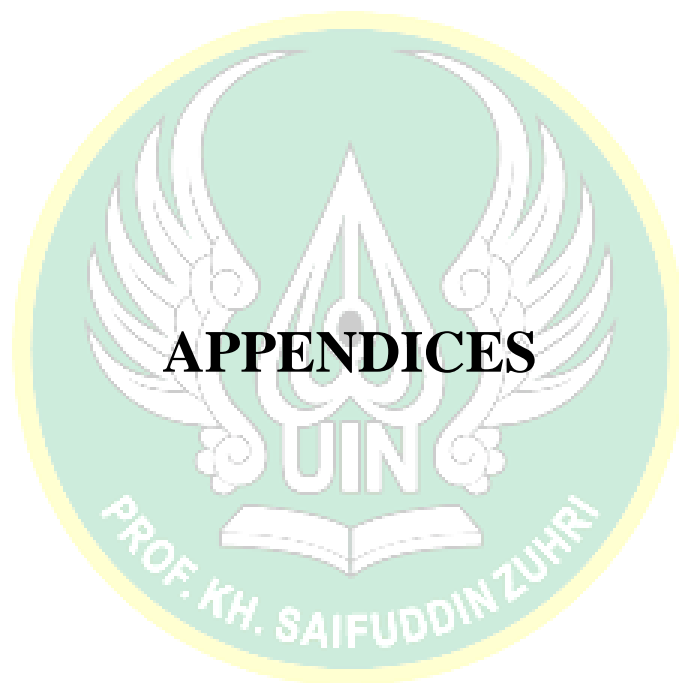
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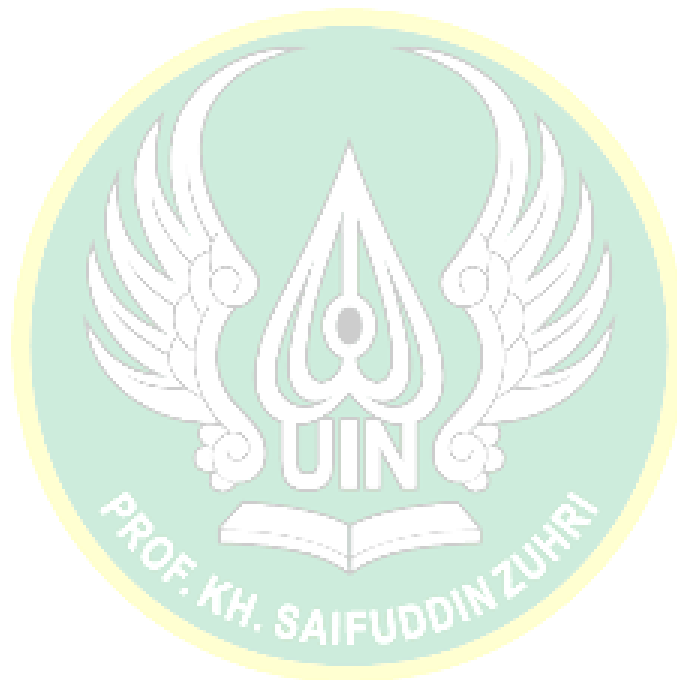


## Appendix 1 Research Instruments

### 1. Observations Guide

#### a. Field note

Date :  
Teacher : Dra. Anung Mumpuni  
Class : X IPA  
Title : The Use of Authentic Materials in Teaching Writing at  
MAN 3 Banyumas  
Content :



b. Observation guide (checklist)

Teacher :

Class :

Date :

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Types of authentic materials in writing	<ul style="list-style-type: none"> <li>Printing materials (Printed newspaper, magazines, invitations, letters, novels, and other printed materials or documents)</li> </ul>			
		<ul style="list-style-type: none"> <li>Web-based materials (images, Youtube videos, e-books, movie clips, and other web-based applications)</li> </ul>			
2.	Criteria of selection authentic materials	The material presented is practical			
		The material contains language and information appropriate to the topic			
		Material that leads to various classroom activities			
3.	The advantages	Students look more creative in learning			
		Students are motivated by using authentic materials in learning			
4.	The disadvantages	The language is difficult for students to understand			
		Vocabulary and structure that are difficult for students to understand			
5.	Stages implementing in	Opening			
		Main activity			
		Evaluation			

## 2. Interview Guidelines

### a. For teacher

Date :

Class :

Interviewer :

1. Since when you use authentic materials in learning activity?
2. What things that you prepare before the class?
3. What kind of authentic is used in learning?
4. Why you choose the authentic material in teaching English?
5. What the advantages of using authentic materials in the class?
  - Does it have a positive impact on student learning motivation?
  - Can using authentic materials make a more creative contribution to learning?
6. What the disadvantages of using authentic materials in the class?
  - Does it take a special time to prepare?
  - Does authentic material make low-level students feel confused in understanding it?

### b. For students

Date :

Class :

Interviewer :

1. What is your opinion about the learning process??
2. What is your opinion about the learning process when use the authentic material?
3. Does the use of authentic materials help you to understand the material?
4. Did the teacher use authentic materials help you to understand the material?

## 3. Documenting Guide

### a. Lesson plan

### b. Learning materials



## Appendix 2 Result of Observation

### 1. Observation Result

#### Field Note

Date : Friday, 5 May 2023

Teacher : Dra. Anung Mumpuni

Class : X IPA 1

Title : The Use of Authentic Materials in Teaching Writing at MAN 3 Banyumas

Content : After conducting observations, the results obtained were that the learning process was going well. In the opening activity, the teacher opened the class by giving greetings, and asking conditions, and checking the presence of students. In addition, the teacher also gave an ice breaking before the learning begin. After that, the teacher reviews the material in the previous meeting and gives apperception about the material to be taught. In this stage, the teacher also uses authentic materials in form of examples of advertisement about food product to foster curiosity about the material to be taught. Then, in the main activity, students are asked to observe examples of advertisements. Students are asked to explain the social function and structure text according that advertisement. The teacher and students discuss to get information about the structure text. After that, students are divided into group discussions, which are 1 group consists of 4-5 people. Each group is given an advertisement, then they are asked to identify it. Students are given 15 minutes to discuss it. After the discussion process is complete, each group presents the results in front of the class, because each group must have different results. After the presentation is finished, the teacher and students discuss related to the results of the discussion. Then, students are asked to summarize the learning outcomes that day. Students are also given homework to make example of advertisements, then identify the structure text, and the last stage is evaluation. The teacher and students summarize the material that has been taught. Some students are appointed by the teacher to re-explain the material. Furthermore, the teacher gives appreciation to groups and students who have been active in the learning process. Before the lesson ended, the teacher informs about the material that will be learned in the next meeting. The learning ended with the teacher saying *Salam*. Students seemed to enjoy and enthusiastic in participating the learning process.

## 2. Observation Result

### Field Note

Date : Wednesday, 10 May 2023

Teacher : Dra. Anung Mumpuni

Class : X IPA 2

Title : The Use of Authentic Materials in Teaching Writing at MAN 3 Banyumas

Content : After conducting observations, the results obtained were that the learning process was smoothly. In the opening activity, the teacher opened the class by giving greetings, and asking conditions, and checking the presence of students. After that, the teacher reviews the material in the previous meeting and gives apperception about the material to be taught. In this activity, the teacher used authentic materials in form example of advertisement about food product to foster curiosity about the material to be taught. Then, in the main activity, students are asked to observe of advertisements. Students are asked to explain the social function and structure text of the advertisement. The teacher and students discuss to get information about the structure text. After that, students are divided into group discussions, which are 1 group consists of 4-5 people. Each group is given an advertisement, then they are asked to identify it. Students are given 15 minutes to discuss it. After the discussion process is complete, each group presents the results in front of the class. After that, the teacher and students discuss related to the results of the discussion. Then, students are asked to summarize the learning outcomes that day. Students are also given homework to make example of advertisements, then identify the structure text. The last stage is evaluation. The teacher is concluded the material that has been delivered. Furthermore, the teacher gives appreciation students who have been active in the learning process. Before the lesson ended, the teacher informs about the material that will be learned in the next meeting. Thus, the learning ended with the teacher saying Salam.

### 3. Observation Result Field Note

Date : Saturday, 20 May 2023

Teacher : Dra. Anung Mumpuni

Class : X IPA 3

Title : The Use of Authentic Materials in Teaching Writing at MAN 3 Banyumas

Content : After conducting the observation, the results obtained were that the learning process was active. At the beginning activity, the teacher opened the lesson by saying greetings, asking condition, and checking attendance. In the opening stage, students look enthusiastic in accepting learning. Next, the teacher introduces the material through apperception and showing 2 pictures with different context. Then students are asked to analyse the picture. After that, the teacher and students discuss the social function, structure text and language features. The teacher conveys the learning objectives to be achieved in learning report text. In the main activity, students are asked to observe examples of report text. The teacher shows video and picture related to report text. After that, the teacher and students discuss the structure text of the video and picture shown. In this activity, students are also divided into groups. They are asked to create a report text based on the picture given by the teacher. Then, students identify the structure text of the report text that has been made. Students can open dictionaries and handphone to get complete information in making report text. After that, each group presented the results of their discussion. Next, students are asked to summarize the material that has been delivered, then the teacher also gives appreciation to students who have participate in learning. In addition, the teacher also provides motivation to increase enthusiasm and participation in the learning process. Then, the teacher closes the lesson by saying greetings. Thus, the learning process ended.

### Appendix 3 Result of Observation Guide

#### a. Observation Guide (Checklist)

Teacher : Dra. Anung Mumpuni

Class : X IPA 1

Date : Friday, 5 May 2023

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Types of authentic materials in writing	<ul style="list-style-type: none"> <li>Printing materials (Printed newspaper, magazines, invitations, letters, novels, and other printed materials or documents)</li> </ul>	✓		
		<ul style="list-style-type: none"> <li>Web-based materials (images, Youtube videos, e-books, movie clips, and other web-based applications)</li> </ul>	✓		
2.	Criteria of selection authentic materials	The material presented is practical	✓		
		The material contains language and information appropriate to the topic	✓		
		Material that leads to various classroom activities	✓		
3.	The advantages	Students look more creative in learning	✓		
		Students are motivated by using authentic materials in learning	✓		
4.	The disadvantages	The language is difficult for students to understand	✓		
		Vocabulary and structure that are difficult for students to understand	✓		
5.	Stages implementing in	Opening	✓		
		Main activity	✓		
		Evaluation		✓	

b. Observation Guide (Checklist)

Teacher : Dra. Anung Mumpuni

Class : X IPA 2

Date : Wednesday, 10 May 2023

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Types of authentic materials in writing	<ul style="list-style-type: none"> <li>Printing materials (Printed newspaper, magazines, invitations, letters, novels, and other printed materials or documents)</li> </ul>	✓		
		<ul style="list-style-type: none"> <li>Web-based materials (images, Youtube videos, e-books, movie clips, and other web-based applications)</li> </ul>	✓		
2.	Criteria of selection authentic materials	The material presented is practical	✓		
		The material contains language and information appropriate to the topic	✓		
		Material that leads to various classroom activities	✓		
3.	The advantages	Students look more creative in learning	✓		
		Students are motivated by using authentic materials in learning	✓		
4.	The disadvantages	The language is difficult for students to understand	✓		
		Vocabulary and structure that are difficult for students to understand	✓		
5.	Stages implementing in	Opening	✓		
		Main activity	✓		
		Evaluation		✓	

c. Observation Guide (Checklist)

Teacher : Dra. Anung Mumpuni

Class : X IPA 3

Date : Saturday, 20 May 2023

No.	Classification	Aspect of the Observation	Yes	No	Note
1.	Types of authentic materials in writing	<ul style="list-style-type: none"> <li>Printing materials (Printed newspaper, magazines, invitations, letters, novels, and other printed materials or documents)</li> </ul>	✓		
		<ul style="list-style-type: none"> <li>Web-based materials (images, Youtube videos, e-books, movie clips, and other web-based applications)</li> </ul>	✓		
2.	Criteria of selection authentic materials	The material presented is practical	✓		
		The material contains language and information appropriate to the topic	✓		
		Material that leads to various classroom activities	✓		
3.	The advantages	Students look more creative in learning	✓		
		Students are motivated by using authentic materials in learning	✓		
4.	The disadvantages	The language is difficult for students to understand	✓		
		Vocabulary and structure that are difficult for students to understand	✓		
5.	Stages implementing in	Opening	✓		
		Main activity	✓		
		Evaluation		✓	

## Appendix 4 Result of Interview

### 1. Interview Guidelines

#### a. Interview Guidelines for Teacher

Date : Saturday, 20 May 2023

Class : X

Interviewer : Dra. Anung Mumpuni

Researcher : Since when you use authentic materials in learning activity?

Teacher : Around 2011 until now. It's just that I sometimes change the method. So I look at the condition of the students. If the students are enthusiastic, I am more enthusiastic, and more creative.

Researcher : What things that you prepare before the class?

Teacher : Of course, lesson plan, material or topic will be delivered, and authentic material to be used.

Researcher : What kind of authentic is used in learning?

Teacher : Depending on the topic to be delivered. It can be advertisements, pictures, or video YouTube.

Researcher : Why did you choose to use authentic material in learning process?

Teacher : Because to make students interested in learning English. If the teacher fun and creative in learning process, then the students will like the teacher, and the impact is that students will also like the subject.

Researcher : What the advantages of using authentic materials in the class? Does it have a positive impact on student learning motivation?

Teacher : If he likes, he will like it then. Well, I have implemented it and until now the students are motivated in learning, even sometimes the time is over they still want to learn. In my class, the children are very enthusiastic about learning.

Researcher : Can using authentic materials make a more creative contribution to learning?

Teacher : Of course. Sometimes, I also use videos in learning, sometimes I also use picture or print out, it depends on the material and the needs of the students. So that they are not bored, sometimes I also form them into a group (while showing videos and some photo in smartphone).

Researcher : What the disadvantages of using authentic materials in the class? Does it take a special time to prepare?

Teacher : Yaa of course. I have to adapt authentic materials to the topic to be delivered, therefore special time is needed to prepare.

Researcher : Does authentic material make low-level students feel confused in understanding it?

Teacher : Yes, of course. Sometimes there are some words and language structures that I think are difficult for students to understand, so I have to explain it again as simply as possible so that students understand.





b. Interview Guidelines for Students

For Students I

Date : Monday, 22 May 2023

Class : X IPA 1

Interviewer : Silvia Fatimatuz Zahra

Researcher : What is your opinion about the learning process?

Student : It was fun. I want to always attend in learning process.

Researcher : What is your opinion about the learning process when use the authentic material?

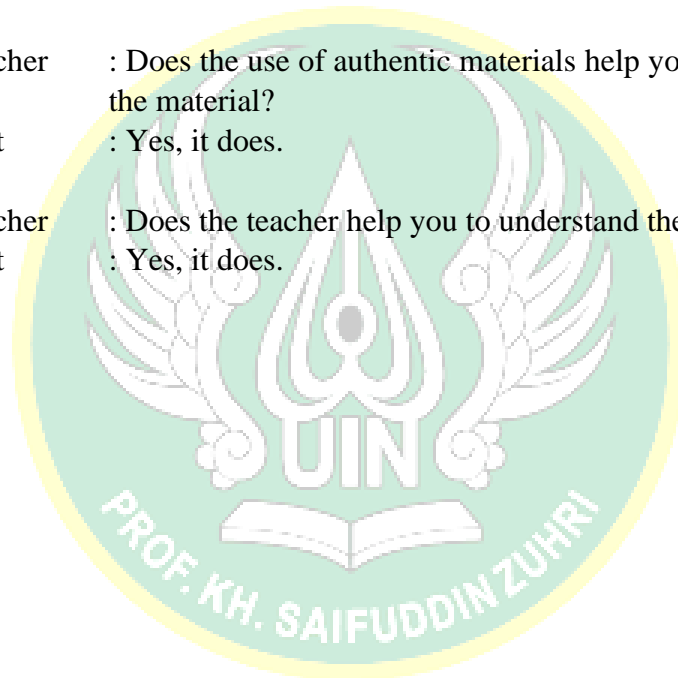
Student : I feel happy. Because Bu Anung is very creative in explaining the material. So, I am very interested in learning.

Researcher : Does the use of authentic materials help you to understand the material?

Student : Yes, it does.

Researcher : Does the teacher help you to understand the material?

Student : Yes, it does.



For students II

Date : Monday, 22 May 2023

Class : X IPA II

Interviewer : Nisya Alfiah

Researcher : What is your opinion about the learning process?

Student : Emm, it's fun. Bu Anung when deliver the material is not boring. Sometimes, show the picture or video, and make a group discussion.

Researcher : What is your opinion about the learning process when use the authentic material?

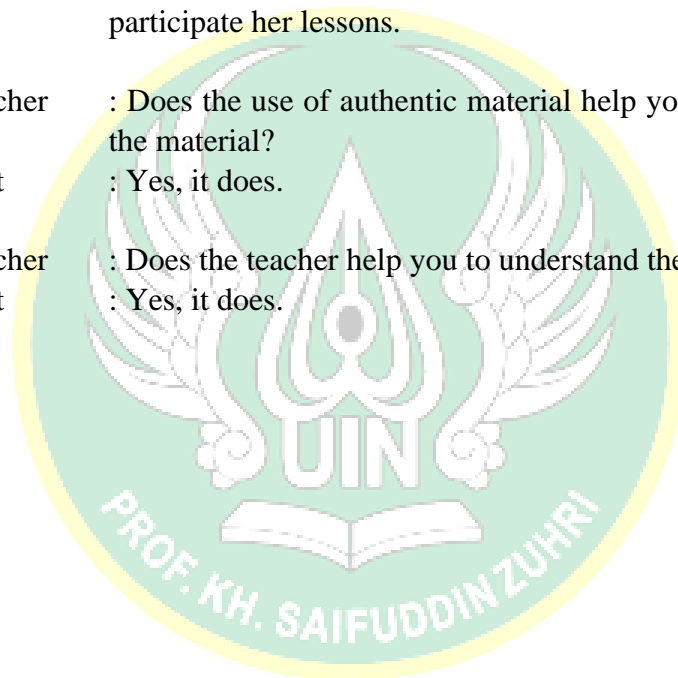
Student : Easy for me to understand, so I feel interested to always participate her lessons.

Researcher : Does the use of authentic material help you to understand the material?

Student : Yes, it does.

Researcher : Does the teacher help you to understand the material?

Student : Yes, it does.



For students III

Date : Monday, 22 May 2023

Class : X IPA 3

Interviewer : Adam Abrillianto

Researcher : What is your opinion about the learning process?

Student : Fun and not boring.

Researcher : What is your opinion about the learning process when use the authentic material?

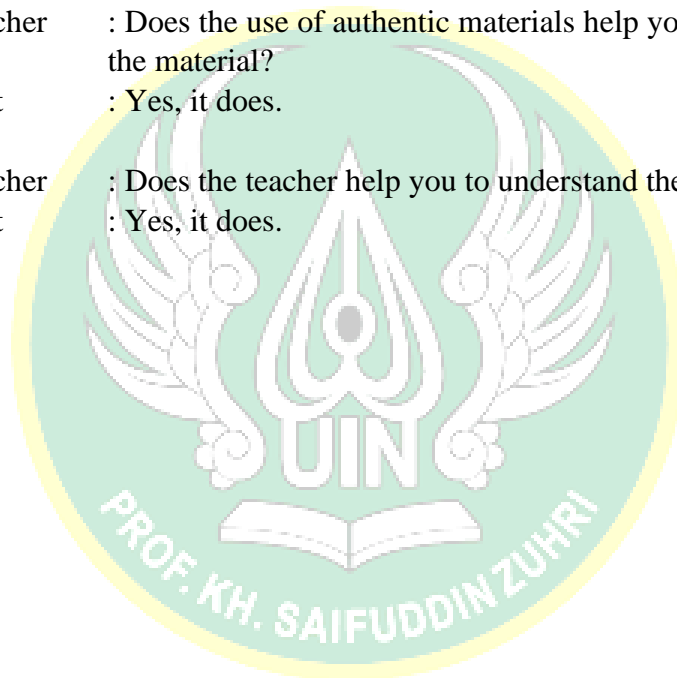
Student : Hmm, I like the way she teaches, so it makes me motivated to learn the material.

Researcher : Does the use of authentic materials help you to understand the material?

Student : Yes, it does.

Researcher : Does the teacher help you to understand the material?

Student : Yes, it does.



## Appendix 5 Documentation Guide

### 2. Documentation Guide

#### a. Lesson Plan

- Advertisement

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan : SMA/MA  
Mata Pelajaran : Bahasa dan Sastra Inggris (Peminatan)  
Kelas/Semester : X/2  
Materi Pokok : Advertisement to Promote  
Alokasi Waktu : 1x pertemuan

#### A. Tujuan Pembelajaran

- Memahami pengertian, fungsi sosial, dan jenis-jenis iklan
- Menulis sebuah teks didasarkan pada sebuah iklan

#### B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian
3.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk iklan kegiatan (event), produk (product), atau jasa (service), dalam bentuk lisan dan tulis sesuai dengan konteks penggunaannya.	3.7.1 Memberi dan Meminta informasi terkait produk (product) sesuai dengan konteks penggunaannya.
4.7 Menyusun teks khusus dalam bentuk iklan kegiatan (event), produk (product), atau jasa (service), dalam bentuk lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.1 Menyusun teks khusus dalam bentuk iklan produk (product) dalam bentuk lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

#### C. Materi Pembelajaran

##### Fungsi sosial

- Mempromosikan iklan terkait kegiatan (event), produk (product), atau jasa (service).

##### Unsur Kebahasaan

- **Informative:** teks iklan bersifat informatif agar calon pembeli atau pelanggan tahu benar produk atau jasa apa yang diiklankan.
- **Imperative:** biasanya iklan berupa kalimat-kalimat imperative yaitu kalimat yang mengandung perintah.
- **Persuasive:** teks iklan berisi rangkaian kalimat yang membuat konsumen nyaman, senang, tenteram, dan menghibur.
- **Evocative:** teks iklan bisa menimbulkan, membangkitkan memories/kenangan-kenangan yang menyenangkan.
- **Powerful language:** teks iklan memberikan pengaruh yang kuat pada target pelanggan yang potensial.
- **Easily understood:** teks iklan berisi rangkaian kata yang dapat dipahami dengan mudah

- **Simple language:** teks iklan berisi rangkaian kata yang sederhana, ringkas dan padat

**Struktur Teks**

- **Title (Judul):** Bagian title ini menjelaskan rangkuman atau merupakan topik utama dari advertisement.
- **Explanation (Penjelasan):** Pada bagian explanation ini berisi semua informasi mengenai iklan itu sendiri, Yaitu bisa berupa, apa produknya, siapa yang harus memakainya, bagaimana cara menggunakannya, dan lain sebagainya.

**D. Metode Pembelajaran**

- Pendekatan pembelajaran : Scientific Learning
- Strategi pembelajaran : Observasi, diskusi, tanya jawab
- Metode/model pembelajaran : Discovery Learning

**E. Media Pembelajaran**

Authentic Materials (gambar iklan produk makanan)

**F. Sumber Belajar**

Buku Pendamping Pembelajaran Kelas X Semester Genap, Gambar Iklan dan Lembar Kerja

**G. Kegiatan Pembelajaran**

Pendahuluan
<ul style="list-style-type: none"> <li>a. Guru memberi salam kepada siswa, kemudian siswa diajak berdoa untuk mengawali kegiatan.</li> <li>b. Guru mengecek kehadiran siswa dan menanyakan kondisi kesehatan siswa secara umum, lalu memastikan kesiapan pembelajaran.</li> <li>c. Guru dan siswa mengulas materi minggu lalu</li> <li>d. Guru melakukan apersepsi melalui tanya jawab mengenai fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan.</li> <li>e. Guru menyampaikan tujuan pembelajaran</li> </ul>
Inti Pembelajaran
<ul style="list-style-type: none"> <li>a. Guru mendampingi siswa untuk melakukan pengamatan pada contoh iklan terkait sebuah produk, sesuai dengan konteks penggunaannya.</li> <li>b. Berdasarkan informasi yang diperoleh, siswa dimotivasi dan diberi rangsangan untuk memunculkan rasa ingin tahu terhadap pesan, fungsi sosial, struktur teks, dan unsur kebahasaan dari produk iklan.</li> <li>c. Guru membagi siswa ke dalam sebuah kelompok diskusi yang terdiri dari 4-5 orang untuk mendiskusikan tentang fungsi dan struktur teks sebuah iklan.</li> <li>d. Guru membimbing siswa untuk menggali informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks fungsional pendek berbentuk iklan terkait produk.</li> <li>e. Guru membimbing siswa untuk menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan teks fungsional pendek berbentuk iklan terkait produk.</li> <li>f. Siswa diminta membuat rangkuman materi dari kegiatan pembelajaran yang telah dilakukan.</li> <li>g. Siswa diberikan tugas membuat contoh iklan, kemudian dikumpulkan di pertemuan berikutnya.</li> </ul>

### Penutup

- Siswa diajak menyimpulkan hasil pembelajaran dengan dibimbing guru agar tidak terjadi kesalahan konsep
- Siswa diberi informasi tentang materi pelajaran yang akan datang
- Siswa dan guru mengakhiri pembelajaran dengan membaca hamdalah bersama, kemudian guru memberi salam.

### LEMBAR KERJA PESERTA DIDIK (LKPD)

#### LKPD 1

Identify the parts of the advertisement below. Write the answer in your textbook!



#### Answer

- The name of the product : Lovin Donut
- The selling points of the product : The donut has served the community for over 35 years, the donut will have a seasonal special donuts starts from 2 Dollars.
- How get the product : Visit the address 321 Bright St, Diego, CA 92101, USA or to the website at [www.lovindonut.com](http://www.lovindonut.com)
- Tag line : Transporting you to deliciousness
- Interesting design : Yes, it has. The design looks simple, but it can appeal our need to buy the donuts since it has colourful illustration of the donuts (Students' answer may vary)

Mengetahui,  
Kepala Madrasah

Sumpiuh, Januari 2023

Guru Mapel

Drs. H. Solikhin, M.Ag

Dra. Anung Mumpuni

- Report Text

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan : SMA/MA  
 Mata Pelajaran : Bahasa dan Sastra Inggris (Peminatan)  
 Kelas/Semester : X/2  
 Materi Pokok : Report Text  
 Alokasi Waktu : 1x pertemuan

A. Tujuan Pembelajaran

- Mendefinisikan pengertian, fungsi sosial, dan unsur kebahasaan teks report
- Menganalisis beberapa teks report
- Menulis sebuah teks report

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian
3.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks report lisan dan tulis, sesuai dengan konteks penggunaannya.	3.7.1 Memberi dan Meminta informasi terkait report teks sesuai dengan konteks penggunaannya.
4.8 Menyusun teks report lisan dan tulis, terkait report teks dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.	4.8.1 Menyusun teks khusus dalam bentuk report teks dalam bentuk lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Materi Pembelajaran

Fungsi sosial

- Menyajikan informasi tentang sesuatu secara umum. Ini umumnya menggambarkan cara sesuatu yang mengacu pada pengaturan alam, buatan manusia dan fenomena lingkungan sosial, seperti mamalia, planet, tanaman, wilayah negara, batuan, dan lain sebagainya.

Unsur Kebahasaan

- Menggunakan simple present tense, seperti: live, is, are, etc.
- Menggunakan passive voice, seperti: eaten, are grown, was, written, etc.
- Menggunakan kata yang menggeneralisasi seperti: all, many, none, most, etc
- Menggunakan kata kerja relasional, seperti: have, consists of, is made up of, creates, indicates, etc.
- Menggunakan kosa kata teknis yang relevan dengan subjek.
- Menggunakan bahasa deskriptif tetapi factual, seperti: colour, shape, size, habits, behaviours, etc.
- Menggunakan kata kerja yang berhubungan, seperti: is, are, was, etc.

Struktur Teks

- Classification/general classification
- Description

D. Metode Pembelajaran

- Pendekatan pembelajaran : Scientific Learning
- Strategi pembelajaran : Observasi, diskusi, tanya jawab
- Metode/model pembelajaran : Discovery Learning

E. Media Pembelajaran

Authentic Materials (gambar teknologi)

F. Sumber Belajar

Buku Pendamping Pembelajaran Kelas X Semester Genap, Gambar Iklan dan Lembar Kerja

G. Kegiatan Pembelajaran

Pendahuluan
<ol style="list-style-type: none"><li>Guru memberi salam kepada siswa, kemudian siswa diajak berdoa untuk mengawali kegiatan.</li><li>Guru mengecek kehadiran siswa dan menanyakan kondisi kesehatan siswa secara umum, lalu memastikan kesiapan pembelajaran.</li><li>Guru dan siswa mengulas materi minggu lalu</li><li>Guru melakukan apersepsi melalui tanya jawab mengenai fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks report.</li><li>Guru menyampaikan tujuan pembelajaran</li></ol>
Inti Pembelajaran
<ol style="list-style-type: none"><li>Guru meminta siswa melakukan pengamatan video berupa contoh teks report</li><li>Berdasarkan informasi yang diperoleh, siswa dimotivasi dan diberi rangsangan untuk memunculkan rasa ingin tahu terhadap pesan, fungsi sosial, struktur teks, dan unsur kebahasaan dari teks report.</li><li>Guru membentuk siswa ke dalam grup diskusi untuk membahas dan berdiskusi tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks report.</li><li>Guru membimbing siswa untuk mengolah informasi yang didapat setelah mengamati bahan otentik dan penjelasan guru mengenai teks report.</li><li>Guru membimbing siswa untuk menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan teks fungsional pendek berbentuk iklan terkait produk.</li><li>Siswa diminta membuat rangkuman materi dari kegiatan pembelajaran yang telah dilakukan.</li><li>Siswa diberikan tugas membuat contoh iklan, kemudian dikumpulkan di pertemuan berikutnya.</li></ol>
Penutup
<ol style="list-style-type: none"><li>Siswa diajak menyimpulkan hasil pembelajaran dengan dibimbing guru agar tidak terjadi kesalahan konsep</li><li>Siswa diberi informasi tentang materi pelajaran yang akan datang</li><li>Siswa dan guru mengakhiri pembelajaran dengan membaca hamdalah bersama, kemudian guru memberi salam.</li></ol>



## LEMBAR KERJA PESERTA DIDIK (LKPD)

### LKPD 1

Make a report text based on picture below! You may open your phone and dictionary to search for some information from the internet or others sources to make your writing more complete!



### Answer

#### Mobile Phone

A mobile phone (also known as a wireless phone, or cellular telephone) is a very small portable radio telephone.

The mobile phone can be used to communicate over long distances without wires. It works by communicating with a nearby base station (also called a "cell site") which connects it to the main phone network. As the mobile phone moves around, if the mobile phone gets too far away from the cell it is connected to, that cell sends a message to another cell to tell the new cell to take over the call. This is called a "hand off," and the call continues with the new cell the phone is connected to. The hand-off is done so well and carefully that the user will usually never even know that the call was transferred to another cell.

As mobile phones became more popular, they began to cost less money, and more people could afford them. Monthly plans became available for rates as low as US\$30 or US\$40 a month. Cell phones have become so cheap to own that they have mostly replaced pay phones and phone booths except for urban areas with many people.

## **Laptop**

**A laptop** is a computer which is easy to carry around. Its user can fold the laptop along its hinge for carrying. The laptop was created mainly for this particular reason. Computer parts were scaled to smaller size so this could happen.

The first laptop was invented in 1979 by British Designer Bill Moggridge. In 1982, two computer designers from Microsoft, Kazuhiko Nishi and Bill Gates, started their discussion concerning a new portable computer. The main thing about the computer was a new LCD technology. A year later the company launched its TRS-80 Model 100, which was a computer that looked pretty much like the laptops we know today.

Mengetahui,  
Kepala Madrasah

Sumpiuh, Januari 2023

Guru Mapel

Drs. H. Solikhin, M.Ag

Dra. Anung Mumpuni

### RUBRIK PENILAIAN WRITING

Kelas : X IPA  
 Kompetensi Dasar : Menyusun teks report lisan dan tulis, terkait report teks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks  
 Indikator : Menyusun Report Teks

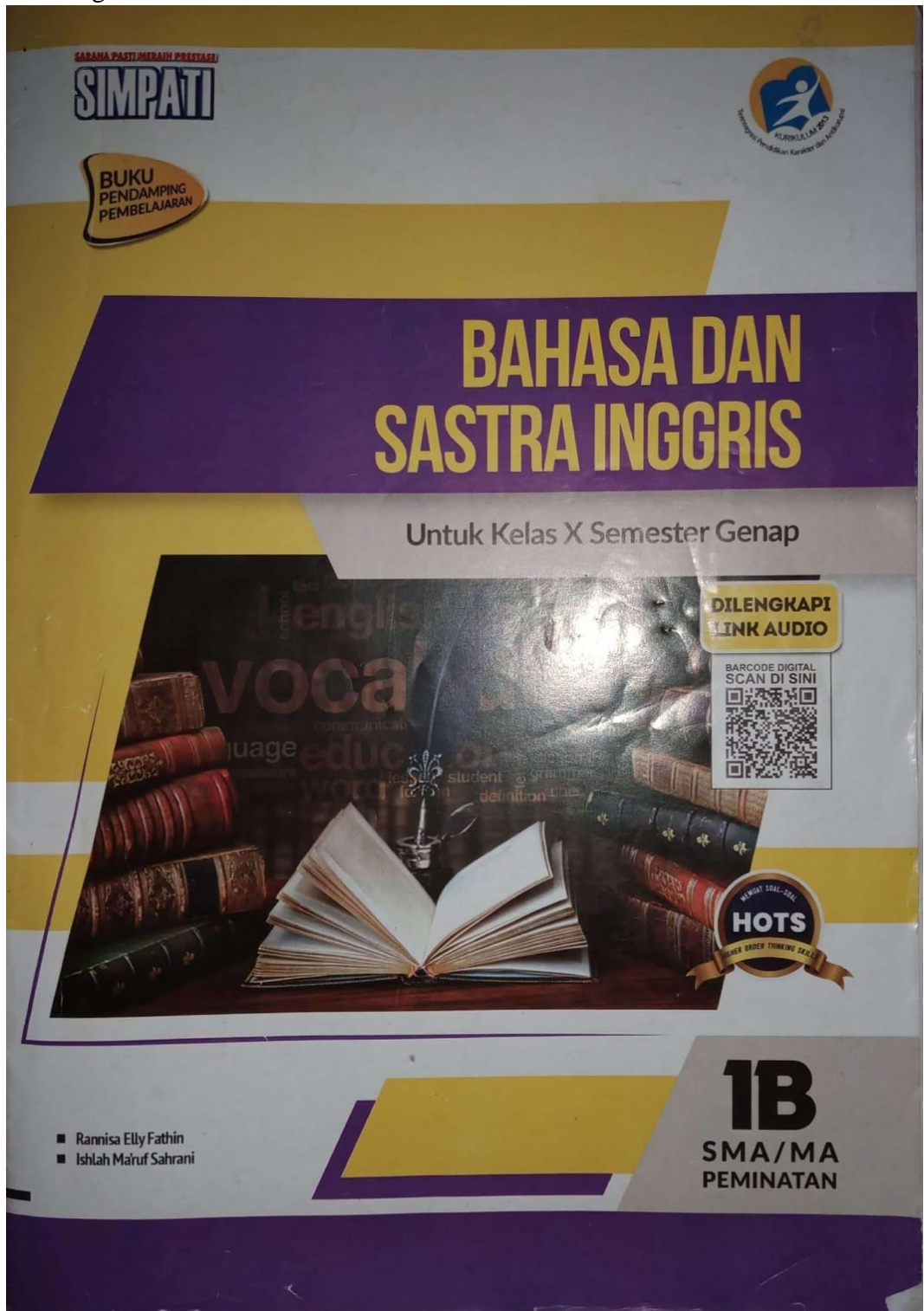
Aspek	Kriteria	Skor
Isi  (15-30)	Topik jelas, isi menarik dan jelas, dapat memberi wawasan baru	25-30
	Topik jelas, isi menarik dan jelas, isi tidak lengkap dan tidak terperinci, tidak tuntas dan kurang bernilai	20-24
	Topik tidak jelas. isi tidak menarik, tidak terperinci, tidak tuntas, tidak bernilai.	15-19
Organisasi Gagasan  (10-20)	Berpolas: ada judul dan penjelasan lengkap yang berisi semua informasi tentang iklan, seperti nama produk, kegunaan produk, diskon produk, keunikan produk dan lain sebagainya.	16-20
	Ada judul, tetapi penjelasan tidak lengkap, seperti hanya ada nama produk saja	13-15
	Karangan tidak diorganisasi sama sekali, penjelasan yang tidak sesuai dengan judul produk.	10-12
Unsur kebahasaan  (15-30)	Paragraph kohesif dan koheren, kalimat efektif dan komunikatif, struktur kalimat baku, makna tidak ambigu, penerapan konjungsi tepat	27-30
	Ada beberapa paragraph tidak kohesif, kalimat tidak efektif dan ambigu, struktur kalimat tidak baku, pemakaian konjungsi yang keliru	21-26
	Banyak paragraph tidak kohesif, kalimat tidak efektif, sebagian besar struktur kalimat yang salah, penerapan konjungsi tidak tepat	15-20
Mekanisme Penulisan  (8-20)	Tidak ada kesalahan ejaan sama sekali, tulis tangan rapih dan jelas terbaca, tidak ada salah tulis	16-20
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah tulis	13-16
	Cukup banyak kesalahan ejaan dan salah tulis, tulisan tangan kurang rapi	10-12
	Mengabaikan ejaan, tulisan tangat sangat tidak rapi, banyak sekali salah tulis	8-9
<b>JUMLAH</b>		<b>100</b>

### RUBRIK PENILAIAN WRITING

Kelas : X IPA  
 Kompetensi Dasar : Menyusun teks khusus dalam bentuk iklan kegiatan (event), produk (product), atau jasa (service), dalam bentuk lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dengan benar dan sesuai konteks.  
 Indikator : Menyusun teks dalam bentuk iklan

Aspek	Kriteria	Skor
Isi (15-30)	Topik jelas, isi menarik dan jelas, dapat memberi wawasan baru	25-30
	Topik jelas, isi menarik dan jelas, isi tidak lengkap dan tidak terperinci, tidak tuntas dan kurang bernilai	20-24
	Topik tidak jelas. isi tidak menarik, tidak terperinci, tidak tuntas, tidak bernilai.	15-19
Organisasi Gagasan (10-20)	Berpolas: ada judul dan penjelasan lengkap yang berisi semua informasi tentang iklan, seperti nama produk, kegunaan produk, diskon produk, keunikan produk dan lain sebagainya.	16-20
	Ada judul, tetapi penjelasan tidak lengkap, seperti hanya ada nama produk saja	13-15
	Karangan tidak diorganisasi sama sekali, penjelasan yang tidak sesuai dengan judul produk.	10-12
Unsur kebahasaan (15-30)	Kalimat efektif dan komunikatif, struktur kalimat baku, makna tidak ambigu, penerapan konjungsi tepat	27-30
	Kalimat tidak efektif dan ambigu, struktur kalimat tidak baku, pemakaian konjungsi yang keliru	21-26
	Kalimat tidak efektif, sebagian besar struktur kalimat yang salah, penerapan konjungsi tidak tepat	15-20
Mekanisme Kebahasaan (8-20)	Tidak ada kesalahan ejaan sama sekali, tulis tangan rapih dan jelas terbaca, tidak ada salah tulis	16-20
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah tulis	13-16
	Cukup banyak kesalahan ejaan dan salah tulis, tulisan tangan kurang rapi	10-12
	Mengabaikan ejaan, tulisan sangat tidak rapi, banyak sekali salah tulis	8-9
<b>JUMLAH</b>		<b>100</b>

b. Learning Materials



## Report Text

A report is a factual text that provides or presents information about something as it is. It is as a result of systemic observation and analysis.

### Social Function:

The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade and social phenomenon in our environment, such as: mammals, the planets, rocks, plants, countries of region, cultures, transportations, and so on.

### Text structure:

- Classification/general classification
- Description

### Sentence structure:

- Use of present tense, such as live, is, are, etc.
- Use of passive voice, such as is eaten, are grown, was written, etc.
- Use of words which generalize such as all, many, none, most, etc.
- Use of relational verbs, such as have, consists of, is made up of, creates, indicates, etc.
- Use of technical vocabulary relevant to the subject.
- Use of descriptive but factual language, such as colour, shape, size, habits, behaviours, etc.
- Use of relating verbs, such as is, are, was, etc.

### Flash Info

English is always absorbs new words from other languages such as the word cyclone originally came from Greek word, word Typhoon came from Chinese, word monsoon came from Portuguese word, word Tsunami came from Japanese word and word Tornado came from Spanish word. Not only the words which stating above but also there are tremendous English words which originally came from other languages.

## Advertisement

Advertisement is a notice or display to advertise something. It is a text which announces something to attract people and the product, service or event advertised becomes more popular for people or consumers. There are some social functions of advertisements. They are as the following.

1. To persuade people to buy/use/attend the product or service or event advertised.
2. To advertise a product or service or an event to people.
3. To resuscitate communication and to give information of a product/service/an event.
4. To convince people to buy/use/attend the product, service, or event.

There are several kinds of advertisement. They are as the following.

1. Printing Advertisement  
It's an advertisement which is published in newspaper, magazine, tabloid, or other printing mass media.
2. Advertorial  
It's an advertisement in the style of an editorial or objective journalistic article.
3. Display Advertisement  
Advertisement with big picture and text.
4. Electronic Advertisement  
It is advertised in any electronic mass media.

The generic structure of advertisement are as follows:

1. Title  
It is part of the advertisement text that has a major component or main topic.
2. Explanation  
It contains explanation of the advertisement and it usually uses interesting and persuading words to attract people.

An advertisement usually consist of:

1. The name of the product
2. The selling points of the product
3. How to get the product
4. Tag line
5. Interesting design

The content of advertisement should has these following items.

1. Clear purpose/goal
2. Honestly
3. Brave
4. Clear
5. Not allude group or other product

### Flash Info

Nowadays, we depend so many things on internet, one of them is to promote or advertise our business. Advertising on the internet can be cost-effective and gives national and international coverage that you may otherwise be unable to afford.



Have a 'Bite!

# LOVIN DONUT

*Transporting you to deliciousness*

**\$2**

Enjoy our main and seasonal special donuts start from \$2!

We're here to serve great donuts in a friendly and welcoming atmosphere. Our donuts have served the community for over 35 years.

321 Bright St, San Diego, CA 92101, USA  
[WWW.LOVINDONUTS.COM](http://WWW.LOVINDONUTS.COM)





# BEEF N' PEPPER DELICIOUSLY BOLD!


Coca-Cola

For  
a limited  
time only

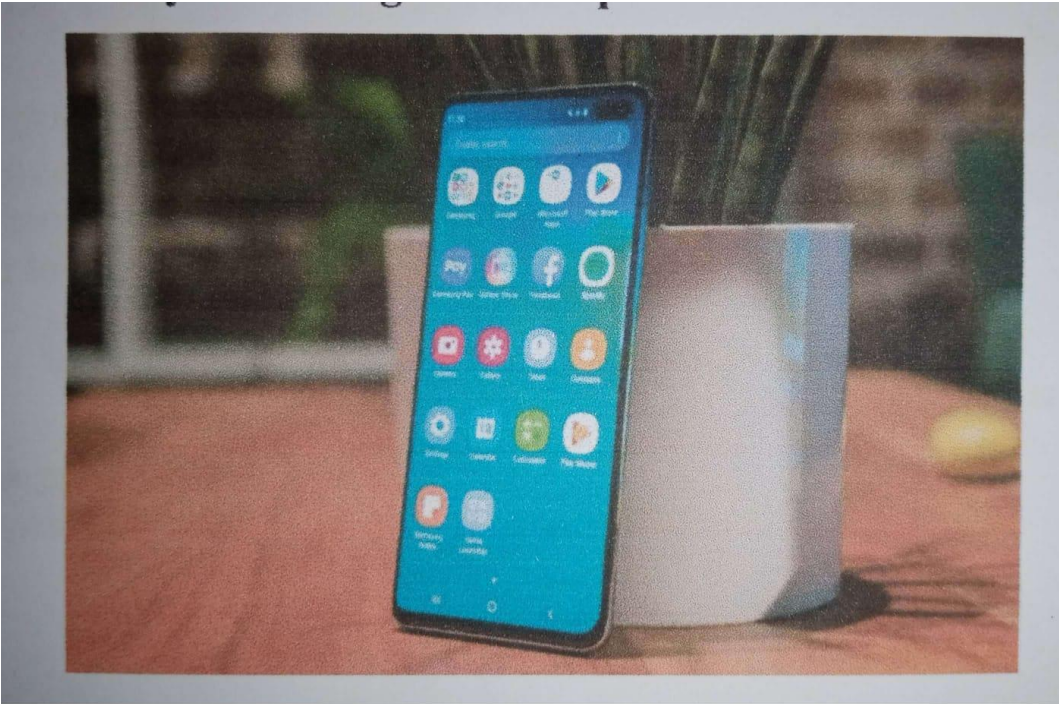


### A new kind of deliciousness!

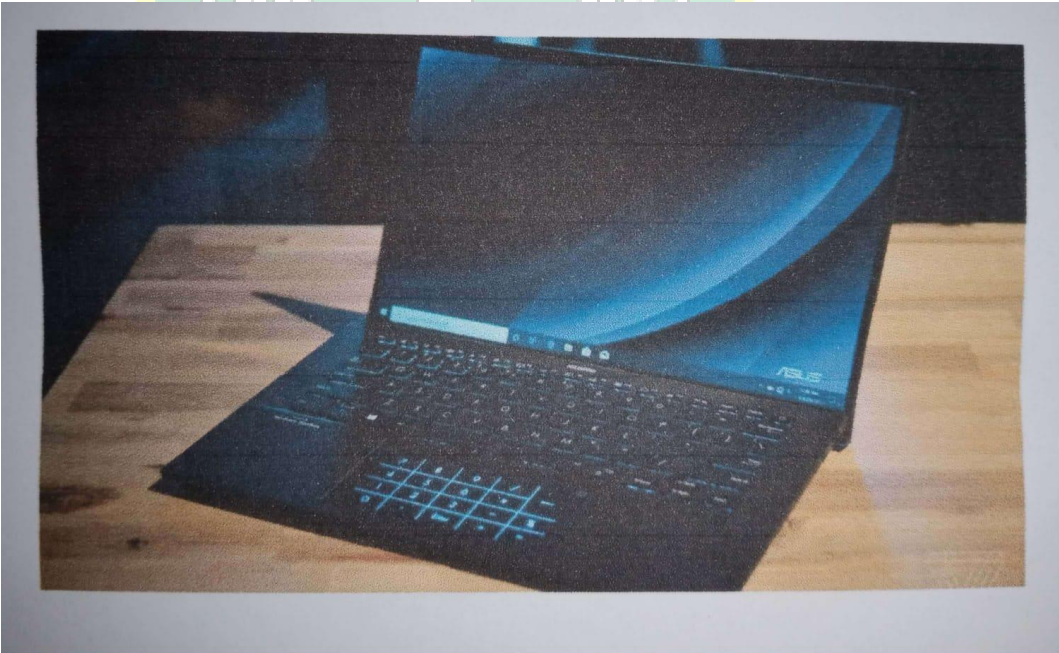
A thick and juicy 100% beef patty is good, but we're aiming for great. So we added grilled onions, 2 slices of cheese and we covered them all in our delicious black pepper sauce. Nice, right?

 /mcdonaldsegypt

arama9studio.com



CS - Standard with Customization



CS - Standard with Customization

## Appendix 6 The Result of Similarity

using authentic materials in teaching writing are that it takes a special time to prepare, and contain difficult vocabulary and complex language structures.

**B. Suggestions**

**1. For the teacher**

This research is expected to increase teacher creativity in learning process. In addition, the teacher to give more attention for students' writing process, such as language structure and vocabulary. Thus, students can develop their writing skills.

**2. For the students**

Students can more improve their writing skills, at least can increasing vocabulary and language structure. So that it will make easier for students in teaching writing.

**3. For the further researchers**

This research can be used as a source of information for further researchers. In addition, further researchers are expected to examine more sources or references related to the object of research to make it more complete.

51

### Zuhrotul

#### ORIGINALITY REPORT


**11%** SIMILARITY INDEX    **11%** INTERNET SOURCES    **2%** PUBLICATIONS    **10%** STUDENT PAPERS

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Exclude bibliography  On

## Appendix 7 Certificate of Having Conducted Research

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS**  
**MADRASAH ALIYAH NEGERI 3**  
Jl. Lapangan Kebokura Sumpiuh, Kab. Banyumas Telp. (0282) 497611  
Kode Pos : 53195 – Email : ma  
NPSN : 20364927

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**SURAT KETERANGAN**  
Nomor : 820/Ma.11.06/PP.00.6/07/2023

Yang bertanda tangan di bawah ini :

Nama : **Drs. H. SOLIKHIN, M.Ag.**  
NIP : 196710101995031001  
Pangkat/Gol. : Pembina, IV/a  
Jabatan : Kepala Madrasah  
Unit Kerja/Instansi : MAN 3 Banyumas

Menerangkan bahwa :


Nama : **ZUHROTUL LATIFAH**  
NIM : 1917404041  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Mahasiswa tersebut diatas telah mengadakan penelitian di Madrasah Aliyah Negeri 3 Banyumas pada bulan April s.d. Juni 2023 dengan Judul :

**“THE USE OF AUTHENTIC MATERIALS IN TEACHING WRITING AT  
MAN 3 BANYUMAS”**

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk persyaratan menyelesaikan Skripsi.

Banyumas, 20 Juli 2023

  
Kepala  
  
Drs. H. Solikhin, M.Ag.  
NIP.196710101995031001

## Appendix 8 Curriculum Vitae

### DAFTAR RIWAYAT HIDUP

#### A. Identitas Diri

1. Nama : Zuhrotul Latifah
2. NIM : 1917404041
3. Tempat/Tgl. Lahir : Banyumas, 2 Desember 2000
4. Alamat Rumah : Alasmalang, Rt 04/07, Kec. Kemranjen, Kab. Banyumas
5. Nama Ayah : Waris
6. Nama Ibu : Inayatul Khoeriyah

#### B. Riwayat Pendidikan

##### 1. Pendidikan Formal

- a. SD/MI, Tahun Lulus : SD Negeri 2 Alasmalang, 2013
- b. SMP/MTS, Tahun Lulus : SMP Negeri 1 Kemranjen, 2016
- c. SMA/MA, Tahun Lulus : MAN 3 Banyumas, 2019
- d. S1, Tahun Lulus : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023

##### 2. Pendidikan Non-Formal

- a. 2019-2021 : Pondok Pesantren Sirojuddin, Sidabowa, Patikraja

#### C. Pengalaman Organisasi

-

Purwokerto, 21 Juli 2023



Zuhrotul Latifah  
S.N. 1917404041