THE APPLICATION OF AUTHENTIC MATERIALS TO IMPROVE STUDENTS’ WRITING SKILL
(An Action Research at Eighth Grade of SMP Negeri 1 Nguter Sukoharjo in Academic Year 2009/2010)

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Thesis

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MOTTO

“The most Honourable for someone’s hard working is not what the things as a result but how he/she can do more because of it.”

- John Ruskin -
DEDICATION

This thesis is dedicated to:

My beloved mother and father who always love and support me.

My lovely sister Arum Fatunisa Kusumastuti who always give me the new spirit.

My charming brother Dzakwan Yafi Arif who always make me laugh.

My best friends who always be wherever and whenever I needed them.
ACKNOWLEDGEMENT

Alhamdulillahirabbil’ alamin. Praise and thank to God the Almighty for his blessing to me so that I can accomplish the writing of this thesis. In this occasion I would like to express my deepest gratitude and appreciation to the following:

1. Prof. Furqon Hidayatullah, M.Pd as the Dean of Teacher Training and Education Faculty of Sebelas Maret University who approved this thesis.
2. Drs. Suparno, M.Pd as the Head of the Literary and Language, and Drs. Martono, M.A as the Head of English Department who gave me permission to write the thesis.
3. Drs. Siswantoro, M.Hum. as the first consultant and Endang Setyaningsih, S.Pd. M.Hum. who patiently gave me the guidance, advice, encouragement and time from beginning up to the completion of this thesis writing.
4. The Head of the Art and Language Department of Teacher Training and Education Faculty for giving her permission to write the thesis.
5. Drs. Kasino as the Headmaster of SMP Negeri 1 Nguter who gave me permission to conduct a research at the school.
6. Masinah, S.Pd as the collaborative English teacher for her kindness and the students of VIII A in SMP Negeri 1 Nguter.
7. Pancasila Gank (Vina, Wiwid, Zee, and Mbk Wastut) plus Laras who always help me.
8. Indah, Nanik, Mila, Titik who always give me support.
9. All of English Department Family of 2006 who always accompany me from begin until now.
10. My beloved family and friends who always support me.

I realize that this thesis is far from being perfect. However, I hope that this thesis can provide contribution to the improvement of teaching English.

Surakarta, January 2010

The writer

Risty
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ABSTRACT


This thesis is written 1) to find out whether guided writing using authentic materials can improve the students’ writing skill; 2) to find out how the students participate in the writing instruction; 3) to find out how the students’ attitude is toward the instruction of guided writing using authentic materials.

The method used in this research is a collaborative action research. The research was conducted in two cycles from March 2010 to July 2010 at the eighth grade of SMP Negeri 1 Nguter. The procedure of the research consists of identifying the problems, planning the action, implementing the action, observing or monitoring the action, reflecting the result, and revising the plan for the following steps. The research data were collected using techniques of observation, interview, document, and test (pre-test and post-test). The technique to analyze the tests result is by comparing the score of pre-test and post-test.

The results of this research show that teaching writing using authentic materials in guided writing can effectively improve students’ writing skill. The improvement can be seen in the form of students’ score. The improvement of students’ score can be seen from the differences between pre-test and post-test. The mean score of pretest is 57.60 and it improves to 64.70 in the first post test. Then, in the second they get mean score 61.50 in pre-test and the final post-test is 70.20. From the test result, it shows that there is a significant improvement of students’ writing skill after the writer conducts the research. It proves that the application of authentic materials can improve students’ writing skill.

Besides, this improvement is proven by the findings after the research was conducted. The findings are 1) students have fewer difficulties in exploring ideas to write 2) the students also make fewer mistakes in constructing new sentences using simple past tense 3) their word choice get richer after the research 4) in writing recount and narrative text, the students are able to mention the generic structure and use the appropriate word transition 5) they are able to use the appropriate word order in their sentences.

The result of the research implies that English teachers need to choose the appropriate strategy and materials in teaching writing. The one of the appropriate materials to teach writing is teaching writing using authentic materials in guided writing.
CHAPTER I
INTRODUCTION

A. The Background of the Study

The aims of language teaching-learning are very often defined with reference to four language skills: understanding speech or listening, speaking, reading, and writing. These aims, therefore, relate to the kind of activity which the learners are to perform. According to the 2006 Kurikulum Tingkat Satuan Pendidikan for SMP,

The program of teaching and learning English as a foreign language is focused on objectives to develop students’ skills in listening, speaking, reading and writing. The students are expected to achieve competencies to communicate in either oral or written form by using suitable language variation, fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, expository, procedure, report, and anecdote text (Dirjen Pendidikan Dasar dan Menengah, 2006).

To achieve communicative competence as required in Standar Isi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama (SMP), students are expected to master the basic competences of writing and oral skill. Haycraft (1997: 8) states that there are various skills involved in the mastery of language: receptive skills: listening and reading and productive skills: speaking and writing. So, the productive skills must get more attention. One of the productive skills is writing. Because of this reason, the teacher must concern more in writing skill. The basic writing competences for the seventh, eighth and ninth year students are among others the ability to make simple but sensible descriptions, recount, and narrative.
In this case, simple sentence is exactly what its name implies: a sentence of simple construction; it contains only one subject and one predicate, and is devoid of any subordinate or dependent clauses. A simple sentence is the most basic type of sentence written, and is often brief and to the point (http://en.wikipedia.org/wiki/simplesentence). Besides, the requirement of writing skill for Junior High School students’ is making a sensible writing. Sensible is capable of being perceived by the senses; apprehensible through the bodily organs; hence, also, perceptible to the mind; making an impression upon the sense, reason, or understanding. So, sensible writing is writing which have capability being perceived by senses. In other word, the writing must be reasonable (http://en.wikipedia.org/wiki/sensiblewriting).

The students must get many exercises to improve their writing skill. To increase the student’s writing skill, there are some requirements such as having adequate vocabulary, understanding grammar, knowing how to make a good sentences and paragraph, etc. However, writing in the target language is considered difficult. The students must have adequate knowledge of language that has different system. For example, in Indonesian, we can say any verb without having attention to grammar. If we say past action, the verb does not change. In the other hand, English has many requirements in grammar and how to produce sentences. As the consequence, the students must enhance their writing skill to put the information or ideas of text in correct form.
In reality, many English teachers in Junior High School often neglect using an appropriate teaching technique to enhance the students’ writing skill. In this context, they merely give themes and then the students just make some paragraph without getting a detail correction or just fill the blank of a paragraph. Subsequently, all of them are found to reveal words and structure which are not correct. Thereby, the students’ writing skill of English is still far from satisfactory. Alwasilah, in Nida Nurrohmah, says,

Among the four language skills (listening, reading, speaking, and writing), writing has been considered the most neglected one in Indonesian schools. There are several possible reasons for the neglect as follows. First, in my opinion, in Indonesian culture, literacy is traditionally defined as “ability to read” rather than “ability to read and write”. Second, the teaching of writing has been part of the duties of non-professional teachers or lecturers who teach more theories than skills in writing. It has been reported that so called “composition classes” in high school are dominated by teacher’s explanation about grammar and rhetoric. The focus is on sentence and paragraph structures, thus having the impression that writing is about applying rules rather than communicating ideas (2000: 99).

According to Drs. Bambang Wartomo, teacher of SMP Negeri 1 Nguter, there were some shortages in the students. 1) The students got difficulties to make a good writing. 2) They lacked grammar like how to make good sentence using correct punctuations and correct tenses. 3) The students did not have interest in the lesson.

One way to increase the students’ writing skill is by guided writing using authentic material. Guided writing is an individual or group activity where learners use word maps to organize their ideas and write texts (www.sil.org/lingualinks/literacy/whatisguidedwriting.htm). The students in Junior
High School is the beginner learner, so using guided writing it can be learnt by them easily.

The writer uses the new material that is real in daily life of them, namely authentic materials. Jordan in Kilicky (1997) refers to authentic texts as texts that are not written for language teaching purposes. These materials are used in daily life like newspaper, comics, magazine, etc. So, the students more familiar use it.

Using this new material, students writing skill is expected to improve. Hence, the writer chooses the topic *The Application of Authentic Materials to Improve Students’ Writing Skill*. Hopefully by using the authentic materials, the students’ writing skill of English will get more and more improved.

**B. Problem Identification**

Based on the background of the study, the writer wants to identify the problems in teaching writing:

1. Does the teacher have a problem in teaching writing?
2. Can the use of authentic materials improve the students’ writing skill in teaching writing?
3. What are the problems dealing with the use of authentic materials?
4. Related to the third point, what efforts should be done to solve the problem?
5. How do students participate in teaching learning process?
C. Problem Limitation

To limit scope of the problem, the writer will focus the study on the aspect of teaching materials and method of teaching. Since there are a lot of English teaching materials, the writer focuses on teaching writing skill in genre recount and narrative texts with type of writing is guided writing. The writer uses authentic materials especially printed materials (newspaper and comics) are the materials in this research. Moreover, to limit the discussion, the writer takes merely the eighth year of SMPN 1 Nguter academic year 2009/2010 as the subject of the study.

D. Problem of the Study

Based on the background of the study, the identification of the problem and in the problem limitation above, the research problems are formulated into the following questions:

1. Can guided writing using authentic materials improve the students’ writing skill?

2. How do the students participate in the writing instruction?

3. How is the students’ attitude toward the instruction of guided writing using authentic materials?
E. The Objective of the Study

Based on the background of the problem statement above, the objectives of the study are formulated as follows:

1. To find out whether guided writing using authentic materials can improve the students writing skill.
2. To find out how the students participate in the writing instruction.
3. To find out how the students’ attitude is toward the instruction of guided writing using authentic materials.

F. Benefit of the Study

The result of the study is expected to be able to give some advantages for the students, the teacher and the researcher. The following are some advantages of this study:

1. For the students

This study is expected to be able to improve the students’ writing skill in an enjoyable classroom environment. For the students who have high skill, they can be helped in enrich the way to make a good writing and the students who have low skill, it can help to make good writing easily.
2. For the teacher

This study is expected to give consideration or alternative for the English teacher in understanding the concept of teaching writing through theories stated in this study and they can improve the students writing ability by guided writing using authentic materials.

3. For the researcher

This study is expected to give the researcher a valuable experience which can be used for doing a better action research in the future.
CHAPTER II
THEORITICAL REVIEW

A. Review of Writing Skill

1. The Definition of Writing Skill

Writing has been defined in literature many ways. The first definition is given by Stearns and Reid (2004: 1) writing is about making and conveying meaning for a variety of purposes and audiences, that writers make choices about the formal conventions of language and the necessary level of correctness based on what, and for whom, they need to write.

The next definition is stated by Oshima and Hogue (1991: 12) writing is a process not a “product”. This mean that a piece of writing whether it is a composition for your English class lab report for your chemistry class, is never complete; that is, it always possible to review and revise and review and revise again.

Similarly, Hedge (1988: 19) stated writing is a process. In fact, it is a complex process with a number of operations going on simultaneously. Some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing.

Meanwhile, Rosen in Hedge (1988: 5) writing is detached from the wide range of expressive possibilities in speech. In addition, Harris (1993: 10) said that writing is a process that occurs over a period of time, particularly if we take into
account the sometimes extended periods of thinking that precede creating an initial draft.

From the definitions above writing is a process that use of a set of signs and symbols, occurs over a period of time to product some expression like idea, thought, opinion, and feeling in the composition to communicate between the writer and the reader.

2. The Nature of Writing Skill

Skill (techne in Greek) is used to denote expertise developed in the course of training and experience. It includes not only trade and craft skills acquired by apprenticeship, but high-grade performance in many fields, such as professional practice, the arts, games, and athletics (Gregory, 1987, p. 715 cited in http://www.nwlink.com/~donclark/performance/skills.html). So, writing is a skill which can developed in the course of training and experience. It can be gained by learning and practicing like driving, typing, or cooking.

Accordingly, it can be concluded that writing skills are the abilities to write well which are gained by learning and practicing. These abilities can help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

In writing, there are some aspects that should be concerned by a writer to write well. They are content, organization, word choice or vocabulary, language use and mechanics (spelling and punctuation).
a. **Content**

In writing a text, writers in this case the students should consider about what is being discussed. The content should include the clarity, the relevance and adequacy to the task set and also the originality.

b. **Organization**

Related to the organization of the composition or text, students should organize thought, argument, and logical well. The whole pattern and shape of the texts should be clear in order to show the controlled adequacy of organizational skills.

c. **Vocabulary**

Vocabulary and word choice deal with the way of the students in using the adequate word to succeed the text meaning presentation.

d. **Language Use**

In constructing correct sentences that build paragraph, students need to understand grammar accurately. This grammar accuracy is mostly related to the tense used in a particular genre text.

e. **Mechanics**

In mechanics, the more accurate the punctuation and spelling the better text will be. If all the aspects of writing are obeyed by a writer, it can be stated that he/she is good in writing skill.
3. The Testing of Students Writing Skill and the Scoring of Students Writing

Genesee and Upshur (1997: 141) say that test is a method for collecting information. Test is a task or a set of tasks which elicits observable behavior from the test taker. Task may consist of one task or more. Task that consists of one task for example writing composition, while the one which consists of a set of tasks for example in a lengthy multiple choice examinations in which each question can be thought of as separated task.

In constructing language test for writing, the researcher chooses open ended responses tasks. According to Genesee and Upshur (1997: 168), an open ended responses task is a task in which the alternative responses are not limited by examiner or test item. It is free for the students in giving a wide variety of possible responses. This test tasks are suitable for all language skill except reading.

After the researcher gives tests to the students, she scores the results. In scoring the students’ writing, the researcher uses analytic scoring. Genesee and Upshur (1997: 206) proposes analytic scoring as a type of scoring in which different components and features of students’ writing are given separated scores. The components are content that deals with appropriateness to the title, organization which deals with the text cohesion and paragraph unity, vocabulary dealing with precision of choosing and using words, language use or grammar dealing with tenses, and mechanic that deals with spelling and punctuation.
Table 2.1. The scoring of each component is as follows:

1. **Relevance and Adequacy of Content**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Good development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td>23</td>
<td>Limited development of thesis, mostly relevant to topic, but lacks detail</td>
</tr>
<tr>
<td>15</td>
<td>Inadequate development of topic</td>
</tr>
<tr>
<td>7</td>
<td>Does not show knowledge of topic, not enough to evaluate</td>
</tr>
</tbody>
</table>

2. **Compositional Organization**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing (generic structure of recount text), cohesive</td>
</tr>
<tr>
<td>15</td>
<td>Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td>10</td>
<td>Non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
</tr>
<tr>
<td>5</td>
<td>Does not communicate, no organization, or not enough to evaluate</td>
</tr>
</tbody>
</table>

3. **Adequacy of vocabulary for purpose**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Sophisticated range, effective word choice</td>
</tr>
<tr>
<td>15</td>
<td>Adequate range, occasional errors of word choice, meaning not obscured</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>10</td>
<td>Limited range, frequent errors of word choice, meaning confused or obscured</td>
</tr>
<tr>
<td>5</td>
<td>Essentially translation, little knowledge of English vocabulary, word form, or not enough to evaluate</td>
</tr>
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</table>

### 4. Language Use

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Effective complex constructions, few errors of agreement, tense (simple past tense), word order/function</td>
</tr>
<tr>
<td>18</td>
<td>Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense (simple past tense), word order/function, but meaning seldom obscured</td>
</tr>
<tr>
<td>12</td>
<td>Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, word order/function, meaning confused or obscured</td>
</tr>
<tr>
<td>6</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
</tbody>
</table>

### 5. Mechanic (punctuation and Spelling)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>4</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but...</td>
</tr>
</tbody>
</table>

*commit to user*
meaning not obscured

<table>
<thead>
<tr>
<th></th>
<th>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>

(Genesee and Upshur, 1997: 206)

4. The Process of Writing

There are many different points of view on the number of stages in the writing process. Hedge (1988: 21) view that the process of writing contains a number of stages which can be represented in the following figure:

```
| Being motivated to write | getting idea together | planning and outlining | making notes | making a first draft | revising, replanning, redrafting | editing and getting ready for publication |
```

After that, Hedge (1988: 22) gives simplify the process become three major activities or group of activities, there are: pre-writing; writing and rewriting; and editing. Oshima and Hogue say that the writing process embraces essentially three stages: pre-writing, planning (outlining), writing and revising draft. Each stage involve certain kinds of tasks that the writers have to fulfill in order to construct a good piece of work.

Whereas, according to Lyons and Heasley (1987: 13) writing is commonly seen as a three stages process: pre-writing, writing and rewriting. McCrimmon
(1984: 10) stated that the writing process is divided into three stages namely planning, drafting and revising.

a. **Planning**

Planning is also called pre-writing. In this step, the writers are expected to be able to select a topic and formulate the purpose and organize the message. This step helps the writers to uncover, explore and evaluate the topic.

b. **Drafting**

Drafting is design to organize and develop a sustained piece of writing. In this stage, the writers should make examination about the idea, arrange, and rearrange their order that they can shape them into a coherent first draft. Finally, they must be giving the title, introducing, and making paragraph into the complete writing.

c. **Revising**

The last step in writing process is revising. Revising is the process of seeing again, or discovering new division for the writing. The writers produce during planning and drafting. In revising, there are two steps. The first, the writers should employ various reading strategies to help them rethink, reorder, and rewrite substantial portions of they have been written. Then, they should fix the sentences, phrases, and words.

Danielson in Anderson (2002) states that the utilize of the writing process are: Prewriting (generating ideas and mental rehearsal for writing), drafting, revising, sharing writing with others, editing, and publishing.
5. The Purpose of Writing

The purposes of writing are so many. McGillick et al (1987: 2) state that the emphasis is on learning to write fairly extended pieces of English. We are interested in helping students to express ideas, thoughts processes and feeling on paper; to organize those ideas, thoughts and feeling in writing. So, it is about putting sentences together to make sense.

The next idea of purpose of writing is given by McMahan et al (1996: 8):

a. To express the writer’s feeling

The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is called expressive writing.

b. To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses aesthetical material to entertain the readers. It is called literary writing.

c. To inform the readers

The writer intends to give information or explain something to the reader. It is a kind of informative writing.

d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.
6. Review on Recount and Narrative Text

a. Review on Recount Text

According to Pardiyono (2007: 63), recount is a text that retells about events or experiences happened in the past. The purposes of this text are to inform and to entertain the readers.

1) Generic structure of recount text

Recount text has orientation, events, and re-orientation as its generic structure. Orientation that comes first gives information about what (topic of an event), who (participants), where (place), and when (time). Events which come next gives a report about an event chronologically. It describes series of event that happened in the past. The last one is re-orientation. It maps the chronological order of the events. It is actually an optional. It starts with personal comments of the writer to the story.

2) Language features of recount text

Common language features or grammatical patterns of a recount text are as follows:

   a) Use of nouns and pronouns to identify people, animals, or things involved or to introduce personal participants

   b) Use of chronological connections such as conjunctions and time connectives to sequence the events

   c) Use of action verbs to refer to events

   d) Use of adjective to describe nouns

commit to user
e) Use of linking verb, adverbs, and adverbial phrases to indicate place and time

f) Use of simple past tense to locate events in relation to speaker’s or writer’s time.

b. Review on Narrative Text

In narration, a writer tells the story of something that happened (Langan, 2001: 167).

Narration is storytelling, whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in the order in which they happened. A person might say for example, “I was really embarrassed the day I took my driver’s test,” and then go on to develop that statement with an account of experience. If the story sharply detailed, we will be able to see and understand just why the writer felt that way (Langan, 2001: 195).

From the quotation, it is known that in narrative writing, there is something happened that is chronologically.

Shafiqah Adia said (www.wordpress.com/narrative-text) Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

1) The generic structure of Narrative text:
   a) Orientation: it set the scene and introduce the participants (it answers the question: who, when, what, and where).
   b) Complication: tells the problems of the story and how the main characters solve them.
   c) Resolution: the crisis is resolved, for better or worse.
d) Re-orientation: the ending of the story.

e) Evaluation: the stepping back to evaluate the story or the moral message of the story

2) Linguistic features:

a) Use active verbs.
b) Use past tense.
c) Use conjunction.
d) The first person (I or We) or the third person (He, She, or They).
e) Use specific nouns.
f) Use adjective and adverbs

3) Kind of Narrative text:

a) Legend: Sangkuriang, Malin Kundang, etc.
b) Fable: Mousedeer and crocodile.
c) Fairy tale: Cinderella, Snow white, Pinocchio, etc.
d) Science fiction.

7. Guided Writing in Teaching Writing

a. Definition of Guided Writing

There are some definition of guided writing. The first definition is stated in http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingGuidedWriting.htm. Guided writing is an individual or group activity where learners use word maps to organize their ideas and write texts.
The next definition is stated by Raimes (1983: 69) guided composition is an extension of controlled composition. It gives students some but not all of the content and form of the sentences they will use.

Vygotsky’s theory of proximal development (1978) says that Novice learners can develop skills and concepts more rapidly with the guidance of someone who is more competent and has more knowledge in their own writing. Students also work with their teachers to develop and apply assessment criteria based on this type of learning. (Simpson, 1998:1 cited in http://books.google.co.id/books?id=pOSVOO1ghWIC&printsec=frontcover&dq=guided+writing&source).

Next definition is given by Simpson (1998:1) a guided writing lesson is one in which the teacher demonstrates for students the process of writing a sentence or paragraph using English conventions. Guided and explaining writing strategies and conventions takes time to do, but the benefits will be seen in other written work. The carry over into other writing activities will become evident in the day and months a head.

Guided writing lesson include instruction in spelling, sentence structure, use punctuation and capitalization, quotation mark, and other English conventions. The teacher also can instruct the students in selecting content to include in their paragraphs and stories. The teacher can demonstrate writing a story beginning, middle, and end. Along with sequencing, the teacher can guided the writing of detailed information and descriptive language to make our stories and paragraphs more colorful and interesting. (Simpson, 1998:1).

From the definition above it can be concluded that guided writing is individual or group activity of writing with the guidance of someone who is more
has knowledge in their own writing and give the students some but not all of the content and form of the sentence they will use.

b. The Procedure of Guided Writing

According to http://nationalstrategies.standards.dcsf.gov.uk, there are some procedures in guided writing. Here of them:

1) Before writing: to support children’s planning and drafting of their work
   a) Supporting children as they formulate their ideas—this may include drama and role play;
   b) Reviewing objectives and targets;
   c) Teacher modelling of planning and drafting;
   d) Developing sentence construction and punctuation;
   e) Retelling a story;
   f) Planning using planning frames;
   g) Oral rehearsal.

2) At the point of writing. Support can be given as they begin to write, have begun the writing process or are writing independently.
   a) Write the next few sentences or paragraph for the chosen genre;
   b) Reread for clarity and purpose;
   c) Use greater precision—choice of phrases, or types of sentences;
   d) Greater cohesion—use of connectives, tense, time and so on;
   e) Check against key objectives and success criteria.
3) After writing-feedback session.
   a) After children have worked independently there should be
      opportunities to assess their own writing - the use of peer
      support is useful;
   b) Checking writing against success criteria, edit, proofread and
      reflect on the impact on the reader;
   c) Review progress and targets;
   d) Discuss next steps in writing and set new targets.

c. The Benefits of Guided Writing in Teaching Writing

   Some benefits can be achieved in the classroom by the teacher and students
   in using guided writing.

   1) Writing instruction and assessment work together to enhance
      students’ self-confidence and abilities to use writing to achieve a
      number of social purposes. (Halliday, 1975 in Peterson, 2003: 1).

   2) Demonstrating correct writing procedures will show students
      what the teacher might expect them to do when they write on their
      own. If guided writing instruction begins at an early age and
      follows consistently year after year, perhaps the students will
      feel more confident when teacher ask them to write those special
      reports in their years of schooling.

   3) Students are given opportunities to show that they can use these
      strategies and convention in their own work. Guided writing
      lesson can be taught as early as kindergarten and should continue
for as long as new styles of writing are being expected of students (Simpson, 1998:1).

d. The Kinds of Writing which Can be Guided

Simpson (1998:2) gives some kinds of writing which can be guided by the teacher, such as:

1) Experience Stories

Experience stories are written by grouped of students who have shared in the same adventure or experience. The teacher in these classrooms need to use opportunities to write about new ideas and experiences that come up everyday. The teacher have all asked students for their thoughts on these shared ideas and experiences that they then wrote down for everyone to read.

2) The Daily News

The Daily News is a group of sentences that conveys information from the teacher or students or everywhere. Sometimes the information is included about special programs or subject matter, which might include local, national, or world news. There are many benefits to taking the time to write the news in front of, and with, the students each day.

3) Journal Writing

At the specified time each day, students throughout the journal folder and write for a period of time. Some will write “stories” and other will write whatever pops into their reads. They may...
write about something that happened the night before. They may write about their pet, their baby brother or sister, or their parent and grandparent. They may create a new fictitious character, perhaps and invisible friend. The subject matter is liitleless. There is a great opportunity to look at the writing in journals, pull example from what we see within the pages, and then guide a lesson in how to improve or change what is written.

B. Review of Authentic Materials

1. Definition of Authentic Materials

There are many media to increase writing skill; authentic materials is one of way to make the students interesting to the writing class. There are some definitions of authentic materials. The first definition is given by Peacock in Martinez (1997) materials that have been produced to fulfill some social purpose in the language community.

Authentic materials (either written or spoken) were items designed for native speakers of English and were not designed for language students (Shu-Chin; Hwang, 2005; Martinez, 2002; Harmer, 1991). Authentic materials were produced by “native speakers for native speakers” (Duquette, Dunnett & Papalia, 1987, p.481; Rogers, 1988, p.467).

Authentic materials conveyed a real language; a real speaker or writer produced authentic text to convey a real message (Morrow in Shu-Chin, 1997). Authentic materials were not simplified and were not provided for the purpose of language teaching (Nunan, 1989; Kessler, 1997; Rogers, 1988; Young, 1993 in
Shu-Chin). Filice and Sturino in Shu-Chin (2002) stated that authentic materials were unmodified and genuine materials which held students’ interests. They fulfilled a social purpose in the community and had a communicative purpose.

Rogers in Kilickaya (1988) defines it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication. Harmer (1991), cited in Kilickaya defines authentic texts as materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language. Jordan in Kilickya (1997) refers to authentic texts as texts that are not written for language teaching purposes.

From the definitions above, it can be concluded that authentic materials are materials conveying a real message to fulfill some social purposes, taken from real word and not design to for the purposes of language teaching and learning process.

2. The Types of Authentic Materials

Ianiro (2007) Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

There are two main categories of authentic materials: print and auditory. English as a second language (ESL), adult secondary education (ASE), and adult basic education (ABE) students all can benefit from using authentic print
materials. ESL students often use authentic auditory materials, although ABE and ASE students also may find them useful.

Some examples of the many types of authentic print materials include:

a. Utility bills
b. Packing slips
c. Order forms
d. ATM screens
e. ATM receipts
f. Web sites
g. Street signs
h. Coupons
i. Traffic tickets
j. Greeting cards
k. Calendars
l. Report cards
m. TV guides
n. Food labels
o. Magazines
p. Newspapers

Examples of authentic auditory materials include

a. Phone messages
b. Radio broadcasts
c. Podcasts
d. E-books
e. Movies
f. Videos and DVDs
g. Television program

In this research, the researcher uses newspapers and comics in authentic materials as media for teaching learning process.

a. A newspaper is a printed periodical whose purpose is to deliver news and other information in an up-to-date, factual manner.
Newspapers appear most commonly in daily editions, but may also be issued twice a day or weekly. While the content of a newspaper varies, it generally consists of a predetermined combination of news, opinion, and advertising. (http://www.madehow.com/Volume-2/Newspaper.html).

b. Wikipedia said that Comics is a graphic medium in which images convey a sequential narrative. The term derives from the mostly humorous early work in the medium, and came to apply to that form of the medium including those far from comic. The sequential nature of the pictures, and the predominance of pictures over words, distinguishes comics from picture books, though there is some overlap between the two.

3. The Sources of Authentic Materials

In today's globalized world, examples abound, but the most commonly used perhaps are: newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories), and so forth. (Martinez, in http://www3.telus.net/linguisticsissues/authenticmaterials.html)

a. Literature

The reason for using literature in the class has been stated by Pound: "Great literature is simply language charged with meaning to the utmost possible degree." (Ezra Pound, How to Read, Part II.). Of course, the focus should be on teaching language, not literature. In other words, the idea should be using literary
texts as one kind among other texts. With that in mind, the tasks should aim at meaning and not form especially literary form or stylistics.

b. Computer Software

Software that has been specially designed for English instruction has received some criticism particularly from teachers who back up a humanistic approach to language teaching. They state they see no reason why exercises that can be done with a textbook should be carried out with a computer.

c. The Internet

With the advent of the World Wide Web, teachers have at their disposal large amounts of texts, visual stimuli, newspapers, magazines, live radio and T.V., video clips and much more. There are endless lists of useful materials for the language classroom. I should like to focus mainly on newspapers and radio stations. As with other media, there is no point in asking students to just go to the web and read some text or other. There needs to be a task, preferably one in which meaning is central and has some connection to the real world. Treasure hunts and other information searching activities are probably the most useful. More and more sites have interactive sections. For example: http://www.bbc.co.uk/communicate/ which contains message boards and where students can chat with native speakers. Other useful websites are: http://www.guardian.co.uk/guardian/, http://www.nytimes.com, http://www.google.com.
d. Task

The task, or what students are supposed to do with the given material, is what often makes all the difference. There is material that can be used for beginners, intermediate or advanced students, provided the task that comes with it is suitable. This task should relate to the student’s own life as much as possible, as proposed by Clarke (1989).

4. The Advantages of Using Authentic Materials

Nuttall in Berardo (1996:172) says that authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people. This is one of the benefits of using authentic materials in the classroom. Berardo said that we can claim that learners are being exposed to real language and they feel that they are learning the 'real' language if using authentic materials. The main advantages of using authentic materials in the classroom therefore include:

a. having a positive effect on student motivation;
b. giving authentic cultural information;
c. exposing students to real language;
d. relating more closely to students’ needs;
e. supporting a more creative approach to teaching.

Martinez (http://www3.telus.net/linguisticsissues/authenticmaterials.html) states that using authentic material in the classroom, even when not done in
an authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongst which are:

a. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.

b. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value.

c. Textbooks often do not include incidental or improper English.

d. They can produce a sense of achievement.

e. The same piece of material can be used under different circumstances if the task is different.

f. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.

g. Reading texts are ideal to teach/practice mini-skills such as scanning.

h. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

i. They can encourage reading for pleasure.

Gowner et al (1995: 83) state that the reasons for using authentic materials in the classroom are:

a. For the most students authentic materials, because they are ‘real’ are intrinsically more interesting and motivating and they give students confidence when they understand them.
b. They provide examples of language as it is really used. By being exposed to authentic materials students have the opportunity to acquire or ‘pick up’ language.

c. The real cultural content of many authentic materials encourages involvement and comparisons (especially in a multicultural group).

d. Authentic materials lend themselves to authentic tasks: for example, getting information students may really need if they are planning a trip; listening to songs for pleasure, etc.

e. The use of authentic materials can be effectively linked with ways of helping students be more independent learners.

5. The Disadvantages of Using Authentic Materials

Martinez stated that the disadvantages mentioned by several writers are:

a. They may be too culturally biased, so unnecessarily difficult to understand outside the language community.

b. The vocabulary might not be relevant to the student's immediate needs.

c. Too many structures are mixed so lower levels have a hard time decoding the texts.

d. Special preparation is necessary which can be time consuming.

e. With listening: too many different accents.

f. The material can become outdated easily, e.g. news.  

(http://www3.telus.net/linguisticsissues/authenticmaterials.html)
C. Student’s Attitude

Attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event—this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. (http://en.wikipedia.org/wiki/Attitude).

Attitudes are judgments. They develop on the ABC model (affect, behavior, and cognition). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment.

The next definition of attitude is said by Jung. He said that Jung's definition of attitude is a "readiness of the psyche to act or react in a certain way" (Jung, 1971:687). Attitudes very often come in pairs, one conscious and the other unconscious. The "presence of two attitudes is extremely frequent, one conscious and the other unconscious. This means that consciousness has a constellation of contents different from that of the unconscious, a duality particularly evident in neurosis" (Jung, 1971:687).

From the discussion about attitude above It can be concluded that the student’s attitude is an individual's degree of like or dislike for lesson in their study.
Students can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes. So, they can like or dislike to their lesson.

D. Teaching Writing Using Authentic Materials

There some benefit of using authentic materials in teaching writing skills. Nuttall in Berardo (1996:172) says that authentic materials having a positive effect on student motivation, they provide any kind materials which can be used by the students. Then, authentic materials giving authentic cultural information; exposing students to real language; relating more closely to students’ needs; supporting a more creative approach to teaching.

Though there are some disadvantages of authentic materials, the teachers can use tactic to minimalize it. They can choose the authentic materials which is suitable for the students.

From the explanation above the writer conclude that authentic materials has great potential as an aid to developing writing skills and can provide both contexts and stimulation for a variety of activity.

E. Rationale

In junior high school, teaching writing is one of four basics language skill which is important, just as important as reading, speaking and listening. Writing skill can help students to write whole pieces of communication, to explore the ideas, to link and develop information and to give some arguments.
Related to the reason above, teaching writing skill effectively and successfully make the teacher challenged. For the purpose, it is necessary to use media as the teaching aids that are expected to help the students to learn writing easier.

The aids seem to be the appropriate media that can be used to increase their achievement to learn writing in the classroom. Moreover, authentic materials potential as aid to developing writing skill.

F. Action Hypothesis

By considering the rationale, the action hypothesis proposed is that authentic materials can improve the students’ writing skill and the quality of teaching writing of the eighth grade students of SMP Negeri 1 Nguter Sukoharjo in 2009/2010.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of Research

This research was conducted for five months from March 2010 to July 2010. It included pre observation activity (pre observation, questionnaire, and pre-test) was conducted for one month (March 2010). Then, the action of this research was conducted for two months (April to May 2010). The final step, analyzing the results of the action research was for two months (June 2010 to July 2010).

This action research was carried out in SMP Negeri 1 Nguter. It is located on Jalan Raya Nguter, Sukoharjo 57571, phone (0271) 593876. The research was conducted through teaching and learning process in the classroom by applying guided writing using authentic materials to improve students’ writing skill.

B. The Subject of Research

The subjects of the study are the students of the second year of SMP Negeri 1 Nguter. This class consists of 33 students, 21 boys and 12 girls.

C. The Method of Research

The method used in this study is classroom action research. Wallace (1998: 4) states that action research is done by systematically collect data on teacher or researcher everyday practice and analyzes it in order to come to some decisions about what the teacher future practice should be. As defined by Carr and
Kemmis in Burn (1999: 30) this action research is simply a form of self-reflective enquiry to improve the rationality of teacher’s own practices, the researcher understanding of these practices and the situations in which the practices are carried out.

In line with Ferrance (2000: 1) this action research is a process in which the teacher and students examine their own educational practice systematically and carefully, using the techniques of research. The educational practices being examined includes the ways the teacher’s school operate, how the teacher teach, and how well the students learn (Mills, 2000:6).

The types of action research used in this research is collaborative action research. The researcher collaborated with the English teacher of SMP Negeri 1 Nguter. The application of authentic materials to improve the students’ writing skill in classroom activity was also monitored by this English teacher/collaborator.

Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner.

D. Model Action Research

According to the model, the implementation of the action research includes four steps. There are as follows:

1. Planning the action
2. Acting the implement the plan
3. Observing the effect of the action
4. Reflecting the result of observation as basis for further planning.

In this research the four steps above were expanded into the five steps, namely: 1) planning the action, 2) implementing the action, 3) observing or monitoring the action, 4) reflecting the result of the observation, 5) revising the plan for the following step. Those five steps are from one circle.

Figure 1. Simple Action Research Model

(from MacIsaac, 1995)
E. Procedure of Action Research

The model of action research is the framework in undertaking classroom action research. Action research’s procedure covers planning, action, observation, and reflection. In detail, the steps that the researcher did are as follow:

1. Conducting Pre-luminary Research Activities

The activities of making survey are:

a. Going to the school.
b. Investigating the situation the school and the class taking data.
c. Following a writing class to know what are the shortages of that class.
d. Identifying the problems.

2. Plan

The activities in the planning were:

a. Preparing teaching materials, making lesson-plan, and designing the steps in doing the action.
b. Preparing list of students’ names and scoring.
c. Preparing teaching-aids (authentic texts from newspapers and part of comic).
d. Preparing sheets for classroom observation (knowing the situation of teaching-learning process when the teacher tought with applied).
e. Preparing a test (knowing whether students’ writing skill improve or not).
3. **Implementation**

   a. **Action**

      a. Giving a pretest.

      b. Teaching writing by guided writing using authentic materials.

      c. Asking questions using authentic materials in guided writing.

      d. Giving a post test.

   b. **Observation**

      Observation is one of the techniques used in collecting the data. The writer observed the students' activities while the teaching-learning process was going on. The result of the observation was recorded on her observation sheets or field notes as a useful stock of data.

   c. **Reflection**

      The result of the observation was analyzed to describe what happened and was recorded in the observation phase. After the data were recorded on the writer evaluated the teaching-learning process, which she carried out during the implementation phase. From this, a self-reflection about the action could be done. Besides, from the test, it could be known whether the students' writing skill improves or not.

4. **Report Writing**

   The researcher after doing the cycles above, at least two cycles makes a report of research, namely thesis. The thesis, she hopes, can help the teacher and students to improve their writing skill, especially through authentic materials.
F. Technique of Collecting Data

In this classroom action research, the techniques used in collecting the data are as follow:

1. Qualitative Data

The qualitative data in this research was collected by using some techniques including:

a) Observation

Burns (1999: 80) says observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. The researcher observes the classroom interaction and collect needed information related to the teaching of writing. The results of the technique is noted in the form of field notes.

b) Interview

Burns (1999: 117) states that interview is a personal interaction which generates data about the research issues and allows specific issues to be discussed from other people’s perspectives. Before the research, the researcher interviewed the teacher about the way the teacher implements the technique, the problem faced, and the equipments used.

c) Questionnaire

The questionnaire given to students is used to know the students’ opinion and feeling towards the application of guided writing using authentic materials in the classroom.
2. Quantitative Data

The quantitative data was collected by using tests. The tests were given four times: in the beginning of the research and in the end of each cycle. These tests were conducted to measure the students’ writing improvement. Then the post test result was compared to the students’ score before the actions are implemented.

After the data was taken from the documents (interview notes, and student worksheets) and was supported by the mean score was of the tests, the writer found the improvement of the students’ writing skill after the media was used.

G. Analysis of Data

In analyzing the data, the researcher uses qualitative and quantitative approach. The qualitative approach is done by describing, investigating, and evaluating the observation result, interview note, and questionnaire result. Meanwhile, the quantitative approach is done by describing the tests results.

The test mean score is calculated with the following formula:

\[
X = \frac{\sum X}{N} \quad Y = \frac{\sum Y}{N}
\]

Where:

X : means of pre-test score

Y : means of post-test score

N : the number of sample

(Furchan, 1989: 218)
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with how the strategy that has been discussed in the previous chapter is implemented. It is undertaken to find the goal of the research namely identifying the improvement of the students' writing skill. The findings are described in this chapter which is broken down into two sections, research findings and discussion.

A. Research Finding

In conducting the research, the researcher acted as the teacher while the real English teacher of SMP Negeri 1 Nguter Surakarta named M acted as the collaborators.

The research was carried out in two cycles, in first cycle there were four meetings and the second cycle were three meeting. The material presented in the first cycle was *Recount*, while for the second cycle was *Narrative*. There are six steps in each of the cycles, namely pre-research to identifying the problem, planning the action, implementing the action, observing the action, evaluating and reflecting the result, and revising the plan. Those steps are explained as follows:
1. Cycle 1

a. Identifying the Problem

The problems in this research refer to the difficulties in writing skill of the students. The students were not interested in English lesson; they think English is difficult. The teacher just focused in vocabulary, so the students got difficulties to make a good writing. They did not get more opportunity to write, there was a lack of time to practice writing. Not at all students do well exercises in writing because the material and teaching equipments was only from book.

b. Planning the Action

Having found the problem faced by the students, the researcher began conducting the research. First of all, she studied the syllabus of the curriculum to find out the materials of the eighth students of SMP Negeri 1 Nguter. The materials mentioned in the syllabus are descriptive, recount and narrative. In the first semester the students learn descriptive and the second semester they learn about recount and narrative. Because the research was conducted in second semester, the materials to teach were recount and narrative. Recount was planned to be taught in the first cycle.

After studying the syllabus, the researcher made lesson plan for the first cycle. The lesson plans contain activities, materials, and exercises that would be conducted. The researcher used newspaper articles as the teaching and learning
materials. She planned three meetings. The meeting was conducted twice a week in SMP Negeri 1 Nguter.

Before doing teaching activity in class VIIIA, the researcher prepared pre-test and post-test to the students. The tests were aimed at finding out students writing skill. The tests consist of three parts; first, finding the synonym from certain word in paragraph of newspaper article; second arranging jumbled paragraphs; and the last completing some paragraphs. The pre-test was conducted on April 21st, 2010.

1) The first meeting

a) Description

On Thursday, 22nd April, 2010, the researcher and the observer entered VIII A. The situation in this class was very noisy and some students were outside of the classroom. The teacher did not introduce the researcher because the teacher had introduced her in pre-test meeting. When the researcher opened the class the students looked little stiff because they were taught by the researcher as the teacher for the first time.

In this meeting, she continued the teacher’s material which was about simple past tense (SPT) because the teacher had not finished it and the students were still confused with the material. She made a lot of examples to make the students understand the simple past tense, instead of explaining the material. After explaining about the tense, the researcher gave students exercises on it. The exercises were correcting form of verbs in some sentences. The teacher made ten sentences having incorrect verb form, then the students were commanded to
correct the verb. Besides, they were also given task to make five sentences using SPT. From the discussion of the exercises the teacher could know that the students were able to identify simple past tense (nominal sentences, etc) and related vocabularies used for recount text. The students were active although they still made joke and walked to the classmate seat. The time was limited and the time in this meeting was almost not enough. Fortunately, she could solve the problem by helping students to discuss the answer of the exercise.

The researcher closed the lesson by giving some emphasis about simple past tense. The students paid attention the researcher because they wanted to get more understanding on the materials.

b) Observation of the first meeting

In the first meeting, two students did not join the lesson, they were Dicky and Andang. Dicky was sick but Andang did not gave reason why he did not come in that day.

The students looked awkward because it was the first time for them to have the researcher as their English teacher. But this condition did not last long. The students were able to adapt to the classroom situation quickly. They paid attention to the researcher. If they did not understand the material, they asked some questions. In this meeting the researcher reviewed the teacher material about SPT because many students still confused about this material.

c) Reflection of the first meeting

The researcher should give more attention to the students because the students still felt stiff and the researcher must adapt herself with the students.
Adaptation is needed to make the teaching learning process run smoothly. It was important to review the lesson because most of the students were still confused with the previous material, Simple Past Tense. They had difficulties in differentiating the verb. Besides, she must manage her time well because she almost did not finish the material well.

2) Second Meeting

a) Description

On Friday, 23rd April, 2010 the researcher entered the classroom. Many students were outside of the classroom when the researcher and teacher entered the class. The researcher conducted an opening activity to lead the students to this material. The material was recount. In this activity, she asked the students if they had understood the previous lesson. Then, she introduced about the material in that day. Many students gave comment “Apa itu, Miss? Susah gak, Miss?” Those questions were the student’s attention to the material. They were interested in the material.

In that meeting she would discuss about recount text using newspaper’s article. She distributed the newspaper article to the students. Before using the article, she explained about recount text and also explained what they should do with the article. Beside newspaper’s article, she gave the students example of recount text from the books. She asked students to analyze the example together. Then, she asked the students to find the social function, generic structures, and language feature of the text and she helped them. She guided the students to find the characteristics of that text. She gave some clues and the ways how to find it.
After finding the characteristics of recount text, she led the students to discuss the newspaper’s articles. She would discuss about what the similarities and differences in newspaper’s articles and recount text. First, they found difficult vocabulary. Many students who did not know about certain word asked her. “Miss, suspect itu artinya apa?” she answered, “suspect artinya mencurigai atau tersangka”. They did not feel awkward again to the researcher.

The result of the discussion before, the characteristics of recount text, was implemented in the article. In this meeting, many students gave questions to the researcher as teacher because this material was new for them. For example, they asked about what the content of the article, when it happened, etc. At 09.55 the time was over but the delivery of the material had not been finished, the researcher said that the material would be continued in next meeting. As the homework, she asked students to learn the next materials. Then, she closed the lesson and said thanks to the students. In closing activity, she reviewed the material given in that day. After the bell ringed she said goodbye, then, she left the class with the observer.

b) Observation of the second meeting

In this meeting students got a new material. The material was recount text. The researcher took some articles from the newspaper and then discussed it together with the students to find the characteristics of recount text. They paid attention and interested in the material because students asked something related to the materials to the teacher. For example, there were some events from the newspaper’s article and the students sometimes gave comments or ask about it. In
the last section of this meeting, the researcher gave students homework to learn
the next materials because of the limited time, the material had not finished.

c) Reflection of the second meeting

In the second meeting, students got a new material. It was *Recounts*. It
needed more time to explain this material. In this meeting the researcher could not
finish the material, so it would be continued in the next meeting. The students
were more interactive because they did not feel awkward again to the researcher.
Because the time was limited the researcher had not finished the material. In the
next meeting she must manage the material and the time well.

3) Third Meeting

a) Description

The researcher came to the class for third meeting. It was conducted on
Thursday, 29th April, 2010. In the opening activity, she reviewed the materials
before. She asked students to open their article which she had given in the
previous meeting. Students learnt the materials which was had not been discussed
as their own homework. Then, she wanted to know who was still confused with
the material. She asked, “*Have you understood with the material?*” Some of them
said “*No*” and the others answered “*Yes*”. There were some students who were
still confused. The researcher said that she would give more explanation before
doing the new exercise. She continued to explain the material which was had
been discussed in previous meeting and the students gave more attention.

Next, she gave article. This article was about terror in Aceh. There are
some words in the article which are printed in bold. The students were asked to
find the synonym of those words. For the clues, the researcher gave the jumble answers. The next task was rearrange a jumble paragraph which given by the teacher. The second article’s title was No More Chapter of KD in Anang Hermansyah’s Life. Then, last task was completing some paragraph of the text which was gave the main ideas and some questions related to the text to help the students. When students did the exercise, the researcher moved around the class to control the class and knowing the students’ done. The students interested with the exercise but some of them still made a noisy.

After thirty minutes, the researcher asked the students if they had finished their work or not yet. All students answered that they had not finished. The time for doing the exercises this day was limited. It was because the teacher had to spend some time to give further explanation on the previous material which had not been understood by the students. Finally, the researcher made a decision to cut the last part of exercises to be used for the next meeting. After all of the students finished their work, the researcher discussed the result with the students.

Because the time was over, the researcher closed the lesson. She asked the students about the lesson in that day, about their feeling and understanding the lesson. After closing the lesson, the researcher left the room with the teacher as observer.
b) Observation of the third meeting

More students did their homework to learn about the continuing material. In this meeting, the researcher continued to explain about recount text. After explaining recount text, she gave students some exercise. It was to find the synonym, rearrange a jumble paragraphs and completing some paragraphs. Because the time was limited, the researcher made a decision to cut the last part of exercises to the next meeting. So, they just did the first and second exercises. The students’ response was good and finished their work. The entire students were more interested to the lesson and doing the exercise well although some of them noisy.

c) Reflection of the third meeting

In this meeting, the students more close to the researcher. It can be seen from the students’ action. They asked some question related to the exercise. Having been cut, the exercises in this meeting were done well by the students. Nevertheless, they needed more time to do the all of the exercises because they did the exercise slowly and little serious.

4) Fourth Meeting

a) Description

The researcher came the class on 30th April, 2010 at 09.15 a.m. After greeting and checking attendant list of the students, the researcher introduced the lesson. Then, some students predicted that the material must be difficult. She
answered that she would help if they got some difficulties when doing the exercise. In this meeting she gave some essays exercise. It was to make supporting sentences in some paragraphs to explore the main idea of text to the students. The title of the text was “International Women Exposed to Indonesian Wear”. The exercise was different from that in the last meeting.

In this exercise, students were made freer than in previous meeting although they still got the guidance from the researcher. Then, she gave a newspaper’s article which contained only the main idea and the students were commanded to continue it. The text was accompanied by some questions as clues to do this exercise. The researcher observed the students around the class and if any question from students she gave explanation which students’ need. Having finished their work, they collected their work to the researcher.

In the end of the lesson, she explained why they discussed about recount text using the newspaper’s article in this lesson. She said that after all of the students got this material, they know that newspaper’s article is written by someone or individual. Although it contains the same news with the other newspaper, it is no guarantee the news is same. Because of the reason above, newspaper which contained a lot of news are included recount text. Because the time was over, the researcher and the teacher left the classroom.

a) Observation of the fourth meeting

The students got an exercise from the researcher but freer than that in the last meeting. The exercise was she gave a newspaper’s article which contained only the main idea and the students were commanded to continue it. The text was
accompanied by some questions as clues to do this exercise. In this exercise, students felt difficult to do it. They said that the exercise was harder than the once given in the previous meeting. They saw the difficulties in this exercise and some complained to the researcher. The researcher gave explanation to help the students and they tried to do as they can.

b) Reflection of the fourth meeting

In this meeting students still found many difficulties to make support sentences exploring the main idea in some paragraphs of text because they did not do like this exercise before. The students should be given more exercise in the next meeting.

c. Revising the Plan

Based on the result of the observation of the reflection above, the researcher tried to solve the problems founds in the first cycle. She discussed with the collaborator, then, the researcher decided to plan the material and made the class actively. The summary is presented in the following table:
Table 4.1 Cycle 1

<table>
<thead>
<tr>
<th>Time of Meeting</th>
<th>Activities</th>
<th>Observer note/comment</th>
<th>Whole notes</th>
</tr>
</thead>
</table>
| Cycle 1 Thursday 22nd April 2010 | a. Opening the lesson  
b. Continued the teacher material about Simple Past tense  
c. Exercise | The material which was given well, but the way was rather boring to the students. | In the beginning the class was very noisy but could silent and the students were active  
The voice was soft so some the students did not hear clearly |
| Friday 23rd April 2010 | a. Introduced recount text  
b. Explained recount text using guided writing with article of newspaper | The material was given quite interesting. It could be proved by most students could answered the questions although with a little joke | Many students were outside of classroom when the researcher and teacher entered the class.  
The students were active although they still made joke. |
| Thursday 29th April 2010 | a. Opening the lesson  
b. Writing recount text using guided writing with article of newspaper  
c. Exercise | The exercise was good because it did not to test the students but just to exercise the students’ habit. | When doing the exercise many of the students still made noise so they could not do it well |
### Finding synonym using article which contained bold words and rearrange a jumble paragraph.

<table>
<thead>
<tr>
<th>Friday 30&lt;sup&gt;th&lt;/sup&gt; April 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Exercise: Exploring the main idea of text with their words related to recount text. The clue to explore the main idea was given from the questions related to the text.</td>
</tr>
<tr>
<td>Students must get more exercise like this; it was good because the researcher still gave guidance.</td>
</tr>
<tr>
<td>Because the time was limited, many students could not explore the main idea well.</td>
</tr>
</tbody>
</table>

---

### 2. Cycle 2

**a. Identifying the Problem**

Based on the result of the observation of the first cycle and the reflecting phase in the first cycle, supported by test result, the researcher realized that their improvement of writing skill. The students were still problems in language use (tense); explore main idea in writing essay and how to organize the paragraph.
b. Planning the Action

The researcher creates a better framework to improve their writing skill which deals with: (1) Selecting the materials that are appropriate and easier to the students; (2) Giving the students more time to do the exercise.

1) The First Meeting

a) Description

This meeting was conducted on 20th May 2010. Before it, the researcher gave pre-test to the students. Then, in the first meeting, she delivered a new material, namely narrative. For this material, she used part of comic as learning equipment. She led the students to enter a new material. She gave the students some questions orally if they have ever read comic. She asked again whether they were interested or not. They said that they were interested because in that day they learnt with the new material, it was comic. Then, the researcher distributed a part of Doraemon comic. Firstly, the researcher and the students analyzed the story of comic. For this activity, the researcher helped the students to put the part in the right order, then mentioned and wrote the sentences which described events in the part of the comic in whiteboard. She asked the students to note the story which was made together in their notes book. Finally, the researcher had to end the lesson because the time was over after finishing noting the story based the part of the comic.

b) Observation of the first meeting

In beginning, the students asked the researcher, “Miss, hari ini kita mau ngapain lagi?” she answered, “Sabar dulu ya, pokoknya hari ini kita akan belajar commit to user.”
sesuatu yang baru”. They looked so interested hearing her answer. After knowing that in that day they learnt about narrative, they looked excited. Moreover, the materials used comic as learning equipment.

2) The Second Meeting

a) Description

On Thursday, 21st May 2010, the researcher entered the class with her observer. In this meeting, she continued the materials before, she asked students to open their notes book and read the note of the previous lesson. Before analyzing the sentences which was made by the researcher and the students, she distributed the example of narrative text to the students. Then, she analyzed characteristics of that example with the students. After finishing, the story made before was also analyzed.

The researcher asked the students to compare the example of narrative to the story of part of comic that was made. After observing both of them, the students can conclude they had similarity between the example and the story of the comic, they are narrative text. Students were interested in the material because they made interaction with the teacher so the class became noisy. In this meeting, the observer gave some note the material was interesting but the researcher needs manage the time well.

b) Observation of the second meeting

In the second meeting, the researcher continued the previous material. In the beginning all of the students paid attention to the lesson but in the middle of the lesson some of them made noise. The researcher, who knew it, directly gave a
warning to students and they could keep silent. Until the end of this lesson, they could follow the lesson well.

3) **The Third Meeting**

   a) **Description**

   It was conducted on Friday, 22\(^{nd}\) May 2010. In this meeting, the researcher gave time to the students for doing exercise. The researcher gave part of comic with some questions as clues to the students. With the guidance, the students were able to explore their ability in writing skill. In the beginning most of the students beared about this exercise but after the researcher explained it they looked interested.

   b) **Observation of the third meeting**

   In this meeting, students were asked to do the exercise. Some of them asked if they were commanded to write in full text. Then the researcher answered that the exercise was done by their own idea and imaginations and she would help the students if they found the difficulties. After the teacher gave some explanation about this exercise, the students understood and did it.

   c. **Reflecting the Action**

   In the second cycle, the researcher found improvements in some points. The teaching and learning process were better than cycle 1. The students enjoyed every single activity and became more enthusiastic than before. The sentences they made were better than in the first cycle. They paid more attention to the lesson, answered teachers’ questions, and took part in learning activities.
Based on the result of the observation in cycle two, it can be concluded that guided writing using authentic material can improve students’ writing skill in Junior High School students. The improvement could be seen in the increasing students’ participation in learning English and also the increasing mean score. Those improvements are as follows:

Table 4.2 students’ improvement

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>Before Action Research</th>
<th>After Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The improvement of the students’ writing skill</td>
<td>The students were confused to explore their ideas.</td>
<td>The students were able to explore the ideas to write.</td>
</tr>
<tr>
<td></td>
<td>Having difficulties in exploring ideas to write.</td>
<td>Having fewer difficulties in exploring ideas to write.</td>
</tr>
<tr>
<td></td>
<td>● In writing recount text:</td>
<td>&quot;Miss, itu saya udah nulis banyak, tapi ini bener nggak Miss?&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>● In the event 3 ideas were written in about 3 sentences.</td>
<td>● In the event, 3 ideas were written in about 9 sentences.</td>
</tr>
<tr>
<td></td>
<td>Making mistakes in structure</td>
<td>Making fewer mistakes in applying the appropriate tense in the text.</td>
</tr>
<tr>
<td></td>
<td>● Did not use simple past tense to write the recount text (simple present tense and present continuous tense)</td>
<td>● Using simple past tense in their texts.</td>
</tr>
<tr>
<td>Lack of coherence and cohesiveness</td>
<td>Being able to differentiate the generic structure of recount text and use the word transition.</td>
<td></td>
</tr>
<tr>
<td>● Most students have not used word transition in their texts.</td>
<td>Examples of word transition used by the students: after that, then, before,</td>
<td></td>
</tr>
</tbody>
</table>
### The Improvement of Classroom Situation During Teaching and Learning Process

<table>
<thead>
<tr>
<th>Task</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making mistakes in word order and diction</td>
<td>Being able to use the appropriate word order and diction in their sentences.</td>
</tr>
<tr>
<td>• Skirt black for baju hitam</td>
<td>• Indonesian province for propinsi Indonesia, vice president for wakil president.</td>
</tr>
<tr>
<td>3. The improvement of classroom situation during teaching and learning process</td>
<td>Being not happy to read the writing in front of other friends.</td>
</tr>
<tr>
<td>Being not happy to read the writing in front of other friends.</td>
<td>Do not refuse to present their writings in front of the class.</td>
</tr>
<tr>
<td>• Some students did not want to read their texts in front of the class.</td>
<td>• Being confident to read their texts loudly in front of the class.</td>
</tr>
<tr>
<td>Spending longer time when writing</td>
<td>Spending shorter time and being able to finish the writing on time.</td>
</tr>
<tr>
<td>• The students spent 25 minutes to write a recount text.</td>
<td>• The shortest time record: 15 minutes.</td>
</tr>
<tr>
<td>4. Minding personal business and making noise.</td>
<td>Paying attention to the teacher; do not look bored or make noise. Making noise when they are discussing with their friends.</td>
</tr>
<tr>
<td>• Some students chatted with their friends when the teacher was explaining.</td>
<td>• Looked happy during the lesson.</td>
</tr>
<tr>
<td>5. The students’ behaviour outside the</td>
<td>The students greeted the researcher.</td>
</tr>
<tr>
<td>The students did not greet when they met the researcher.</td>
<td></td>
</tr>
</tbody>
</table>

*commit to user*
The students looked happy when the lesson was over.

- Some students said “yes” when the lesson was over.

- “Bu, ngajar disini terus aja bu.”

<table>
<thead>
<tr>
<th>6. The achievement of the students’ test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students’ pre-test achievement was low. Pre-test mean score under the passing grade, 23.68% students reached the passing grade.</td>
</tr>
</tbody>
</table>

Based on the table 4.3 above, it can be seen that there are some findings found in the research, which include:

1) **The improvement of the students’ writing skill**

Guided writing using authentic materials (newspaper’s articles and part of comic) improved the students’ writing skill. The improvement showed that the students were able to explore the ideas to write. Because authentic materials are common for the students, after being taught using authentic material several times, they have fewer difficulties in exploring idea to write. In the event, 3 ideas were written in about nine sentences. They could choose the correct grammar to write recount text. Before research they made mistakes in structure, they did not use simple past tense to write the recount text (simple present tense and present continuous tense).

The research can increase the students skill about coherence and cohesive. Before the research, the students had lack of coherence and cohesiveness. Most students had not used word transition in their texts. In other hand, after the
research, they were able to differentiate the generic structure of recount and narrative text and use the word transition.

Indirectly, when students tried to explore their idea in writing, they must find the new vocabulary in dictionary. After knowing the vocabulary chosen by them, they remembered it and it can improve their vocabulary collection.

2) The improvement of learning situation.

The students learnt in an enjoyable situation. They felt that learning writing using a new material, namely authentic materials was not boring. The researcher made the lesson not stiff, she was closer with the students. She always observed them by moving around the class. She almost never sat on her chair, because the students were interested to the lesson. So, the students consider English lesson easier than before.

During the teaching and learning process using the strategy, the students changed into active to answer teacher’s questions whereas they were so passive before the research done. They were also not ashamed to ask the researcher about the difficulties they met.

At the first meetings, they were not happy and they refused it, but after several meetings some students did the researcher’s instruction. They did not refuse to read their writing in front of the class whereas before they did not want their classmates knew their writing.

By applying this material, the students admitted that they were helped. The time needed to write tended to be shorter than before. The students liked to use guided writing to write a text.
During the teaching and learning process, the students paid attention to the researcher. They did not look bored although sometimes they still made noise. In the other words, the students were active.

3) The improvement of students’ behaviour

Besides there was improvement in the classroom situation, there was also improvement in the students’ behaviour outside the class. The improvement was the students greeted and called the researcher’s name when the students met her, as what had been said by one of them, “Miss, nanti ngajar lagi kan?”, “Nanti nulis apa lagi Miss?” It can be concluded that the students gave positive attitude towards the research. The students in the questionnaires also wrote that they wanted the researcher to teach them longer. When it was time to end the research, the students asked the researcher why she did not teach English at their school. It can be concluded that writing using guided writing with authentic materials did not only give positive improvement inside the class but also outside the class.

Based on the analysis above, it can be interpreted that using guided writing with authentic materials can improve the students’ writing skill at the eighth grade students of SMP Negeri 1Nguter in 2009-2010. It also makes the writing class situation more interesting, interactive and not boring.

4) The improvement of students’ score

One of the indicators that the action is successful is the improvement of the students’ mean-score. From the comparison between the mean score of the pre-test and post-test, it can be identified that the implementation of guided writing using authentic materials (newspaper’s articles and part of comic) could
improve the students’ writing skill. The mean score of the pre-test was 57.60 while the post-test was 70.20. The summary of cycle 2 is presented in the following table:

<table>
<thead>
<tr>
<th>Time of Meeting</th>
<th>Activities</th>
<th>Observer note/comment</th>
<th>Result notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 2</td>
<td>Thursday 20th May 2010</td>
<td>a. Opening the lesson b. Introducing a new material, namely narrative c. Writing narrative text using part of comic with teacher guidance.</td>
<td>The material which given well with new strategy but please slower to make students understand well.</td>
</tr>
<tr>
<td></td>
<td>Friday 21st May 2010</td>
<td>a. Opening the lesson b. Continuing the material in previous meeting and analyzing the narrative text from the part of comic. Then, compare it with narrative text.</td>
<td>The material interesting but please manage the time well</td>
</tr>
<tr>
<td></td>
<td>Friday 22nd May 2010</td>
<td>d. Opening the lesson Exercise: Exploring the</td>
<td>The researcher gave some exercise which was same with</td>
</tr>
</tbody>
</table>
B. Discussion

This part presents the discussion of the research implementation.

1) Observation

   In this section, the observation was done in turn by the researcher and the teacher of the class. When the researcher was acting as the teacher, the teacher did the observation and vice versa.

   a. Observation of the teacher

   When the researcher was giving materials, the teacher noted the students’ activity. It was presented in table 4.4 below:
Table 4.4 observation result

<table>
<thead>
<tr>
<th>Meeting</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Meeting</td>
<td>22.33</td>
<td>10.67</td>
<td>0</td>
</tr>
<tr>
<td>2nd Meeting</td>
<td>23</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>3rd Meeting</td>
<td>25.33</td>
<td>7.67</td>
<td>0</td>
</tr>
<tr>
<td>4th Meeting</td>
<td>26.67</td>
<td>5.67</td>
<td>0.66</td>
</tr>
<tr>
<td>Cycle 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Meeting</td>
<td>27.67</td>
<td>5.33</td>
<td>0</td>
</tr>
<tr>
<td>2nd Meeting</td>
<td>26</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>3rd Meeting</td>
<td>28.67</td>
<td>4.33</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>25.67</td>
<td>7.23</td>
<td>0.10</td>
</tr>
</tbody>
</table>

This table presents an observation sheet which had been completed by the teacher as an observer when the researcher was giving materials to the students. The observation sheet contains three aspects: there were about participation of the students, enthusiasm of the students, and how were the students doing the activities (test) which were given.

Based on the table 4.4, from 33 students of VIII A, in every meeting there were about 25.67 or 26 students who had good scores from the teacher as an observer in following the lesson. It can be presented by symbol “A”. Then, symbol “B” was for the students who were present but had enough score. There were 7.23 or 7 students who got it. The rest with symbol “C” present about students who had a bad score, there were just 0.10.
Based the observation of the teacher it can be concluded that students were interested and happy with the research and it can improve the students’ activity in following the writing lesson.

b. Observation of the researcher

In this process, the researcher found that vocabulary students were lack of writing in English teaching and learning. The indicators of the writing skill problems can be identified as follows: (1) the students had difficulty to explore their idea; (2) the students had difficulty in grammar; (3) and the students had difficulty in choosing the correct vocabulary;

In the situation of the class, the researcher also noted some problems. The problems were: (1) during the teaching and learning process the students concerned on their own activity; (2) when the teacher gave explanations the students were busy talking to each other, the content of their talk was not related to the lesson; (3) some the students did not do the homework; (4) when the teacher asked the students, they could not answer the question.

There were three factors that caused those problems, namely: (1) the teacher just focused in vocabulary; (2) the media used in teaching and learning process just from students’ book; (3) the teacher were monotone when taught the students;

To solve those problems, the researcher applied guided writing used authentic material. Guided composition is an
extension of controlled composition. It gives students some but not all of the content and form of the sentences they will use (Raimes, 1983: 69). Then, authentic materials (either written or spoken) were items designed for native speakers of English and were not designed for language students per se (Shu-Chin; Hwang, 2005; Martinez, 2002; Harmer, 1991).

In this research, all of the teaching and learning activities contained learning how to write well using guided writing with authentic materials as learning equipment. The authentic materials which were used were newspaper’s article and part of Doraemon comic. Because this research is the application of guided writing, the researcher used clues to make students easier in writing.

In the cycle 1, the researcher found the students’ progress in learning writing. They took apart during the lesson. The students’ activeness in asking the question about the new materials they had founded. In the first cycle, the researcher used article of newspaper. By experiencing the learning process, the students in this research still followed the lesson well until in the last meeting. They could explore their idea well than before. In the beginning, more than a half of the students in the class had low skill in writing. It can be borne out from their pre-test. Nevertheless, after getting some meeting and exercises, they could do it well. Some students also dominated the activity.
Based on the reflection of the first cycle, the researcher decided to plan the second cycle. She planned the classroom activities involving more exercises in the different way. The problems of dominant students were solved by giving more exercise in different way, based on their scores in pre-test and the first post-test. The activities made the students more active in teaching and learning process.

By conducting cycle 2, the students’ writing skill improved significantly. There was an improvement in students’ attitude. This could be seen in their active role in classroom. They also already entered the classroom before teacher came to the class. The main purpose, their writing skill improved which could be identified from their score result in the second post-test.
2) **Questioner**

Beside the observation, the researcher also identified the students’ questioner. The researcher investigated the students’ feeling, perception and opinion by using students’ questioner. In this research, the students answer some questions; the questioner was made in the end of the research.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Holding the research</td>
<td>dislike 5%</td>
</tr>
<tr>
<td></td>
<td>less like 6%</td>
</tr>
<tr>
<td></td>
<td>Like 78.8%</td>
</tr>
<tr>
<td></td>
<td>more like 12.2%</td>
</tr>
<tr>
<td>2. Transferring materials</td>
<td>not interesting 6%</td>
</tr>
<tr>
<td></td>
<td>less interesting 6%</td>
</tr>
<tr>
<td></td>
<td>Interesting 78.8%</td>
</tr>
<tr>
<td></td>
<td>more interesting 15.2%</td>
</tr>
<tr>
<td>3. Students participations</td>
<td>not active 0%</td>
</tr>
<tr>
<td></td>
<td>less active 39.4%</td>
</tr>
<tr>
<td></td>
<td>active 51.6%</td>
</tr>
<tr>
<td></td>
<td>more active 9%</td>
</tr>
<tr>
<td>4. Materials which were delivered</td>
<td>dislike 0%</td>
</tr>
<tr>
<td></td>
<td>less like 18.2%</td>
</tr>
<tr>
<td></td>
<td>like 60%</td>
</tr>
<tr>
<td></td>
<td>more like 21%</td>
</tr>
<tr>
<td>5. Effect the research to students skill</td>
<td>not good 0%</td>
</tr>
<tr>
<td></td>
<td>less good 18.2%</td>
</tr>
<tr>
<td></td>
<td>good 66.7%</td>
</tr>
<tr>
<td></td>
<td>Better 15.1%</td>
</tr>
<tr>
<td>6. Applying the strategy in writing lesson</td>
<td>disagree 0%</td>
</tr>
<tr>
<td></td>
<td>less agree 18.2%</td>
</tr>
<tr>
<td></td>
<td>agree 63.6%</td>
</tr>
<tr>
<td></td>
<td>more agree 18.2%</td>
</tr>
<tr>
<td>7. Test which were given</td>
<td>not understand 6%</td>
</tr>
<tr>
<td></td>
<td>less understand 42.4%</td>
</tr>
<tr>
<td></td>
<td>understand 45.5%</td>
</tr>
<tr>
<td></td>
<td>more understand 6.1%</td>
</tr>
<tr>
<td>8. The way of the researcher to deliver the materials</td>
<td>dislike 3%</td>
</tr>
<tr>
<td></td>
<td>less like 6%</td>
</tr>
<tr>
<td></td>
<td>like 72.7%</td>
</tr>
<tr>
<td></td>
<td>more like 18.3%</td>
</tr>
</tbody>
</table>
The table consists of eight question with four choices. The question were about response the students of the research. From point one until eight, the highest response of the students were option “like”.

From the questioner above, it was concluded that the students enjoyed the teaching and learning process. For the students, teaching writing using authentic materials in teaching and learning made them interested in the English class. The students who filled the questioner felt interested and happy with the research. In questioner, the researcher asked students to give their ideas and their feelings about the teaching and learning process that they have followed. Here are some of them:

“Saya suka belajar bahasa Inggris dengan metode ini karena lebih mudah untuk menangkap pelajarannya”

“Saya lebih suka dengan cara pengajarannya”.

“Dalam metode seperti ini sangat menyenangkan dan beda dalam pembelajarannya”.

“Pembelajaran seperti ini sangat baik karena sangat menyenangkan dan saya suka sekali dengan bahasa Inggrisnya”.

“Saya lebih suka jika penelitian ini selalu diadakan karena dengan penelitian ini saya lebih bisa menyerap dan bertanya sesuatu yang saya belum mengerti”.

“Saya lebih bisa mengerti semua pelajaran bahasa Inggris dan saya sangat senang”.

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Those expressions and feelings indicated that the result of teaching and learning process was good. The students felt the good effect of the implementation of teaching vocabulary using contextual teaching and learning. Based on the students’ questioners, there was improvement in the students’ interest, motivation, span of attention and concentration. As the result, the students’ writing skill improved.

3) Test

By analyzing the result of the test, it can be seen that the implementation of guided writing using authentic materials can improve students’ writing skill. It can be identified by comparing the mean score of pre-test and post-tests scores in the beginning and the end of the research. The students’ mean score of the pre-test is 57.60 and the mean score of post-test 1 is 64.70. The students’ mean score of the second pre-test is 61.50 and the final post-test is 70.20 shows that the students’ mean score improves significantly in the cycle 2. The researcher can conclude that the implementation of guided writing using authentic materials can improve the students’ writing skill of the eighth grade of SMP Negeri 1Nguter, Sukoharjo.
C. Hypothesis Testing

The discussion above shows that the action hypothesis was accepted. The implementation of guided writing using authentic materials can improve students’ writing skill. Analyzing the data collected has supported the hypothesis. The observation revealed the students’ behaviour and ability when joining the English class. They become enthusiastic than before. They responded to the class activity well. They were very active, not only in paying attention but also answering teacher’s question correctly. This is also supported by the result of tests. In the cycle 1 the mean score of the students is 64.70 and in the cycle 2 were 70.20.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research findings it can be concluded that authentic material in this case newspaper’s article and comic part used in guided writing can improve the students’ writing skill. Before the action, the students’ writing skill was low. The students tend to be passive before using authentic materials. When the teacher asked some questions, nobody wanted to answer the questions.

After authentic materials were used in guided writing was applied in the class, almost all of the students raised their hands as a sign that they are willing to answer the questions. The students were interested and motivated in learning English by using that strategy.

This improvement is proven by the findings after the research was conducted. The findings were 1) students had fewer difficulties in exploring ideas to write 2) the students also made fewer mistakes in constructing new sentences using simple past tense 3) their word choice got richer after the research 4) in writing recount and narrative text, the students were able to mention their generic structure correctly and use the appropriate word transition 5) they were able to use the appropriate word order in their sentences.
In addition, by analyzing the result of the test, it can be seen that the implementation of guided writing using authentic materials can improve students’ writing skill. It can be identified by comparing the mean score of pre-test and post-tests scores in the beginning and the end of the research. The students’ mean score of the pre-test is 57.60 and the mean score of post-test 1 is 64.70. The students’ mean score of the second pre-test is 61.50 and the final post-test is 70.20 shows that the students’ mean score improves significantly in the cycle 2.

Besides there was some improvements above, there was also improvement in the students’ behaviour outside the class. The improvement was the students greeted and called the researcher’s name when the students met her, as what had been said by one of them, “Miss, nanti ngajar lagi kan?”, “Nanti nulis apa lagi Miss?” It can be concluded that the students gave positive attitude towards the research. The students in the questionnaires also wrote that they wanted the researcher to teach them longer. When it was time to end the research, the students asked the researcher why she did not teach English at their school. It can be concluded that writing using guided writing with authentic materials did not only give positive improvement inside the class but also outside the class.

Based on the research finding above, the researcher conclude that teaching writing skill using authentic materials in guided writing can improve the students’ writing skill.

B. Implication

It is important to implement appropriate materials in teaching writing for students. The use of authentic materials in guided writing is effective in
improving their writing skill. The effect of the implementation of guided writing using authentic materials is the students become productive learners.

Once students understand the overall writing process, they will be eager to begin writing. The teaching materials to teach the writing should be based on the ability and the condition of the students. The teaching and learning process will get better result if the teacher uses the real object which is contained in authentic materials. For example, in this research the researcher and the teacher choose the appropriate materials to make it easier to the students in accepting materials. Authentic materials were chosen because they commonly exist in students’ daily life. Based on the research finding above, teaching writing using authentic materials in guided writing is efficient if it is done through appropriate teaching materials.

C. Suggestion

Based on the research findings, the researcher would like to propose some suggestions to improve the students’ writing skill:

1. To the teachers

Teacher should apply the guided writing by using authentic materials in teaching writing. The teacher should prepare some materials related to authentic materials like newspaper, comic part, magazine, etc. Besides, she/he must select the suitable materials to the students. Next, he/she modify the materials to be used in guided writing activities. By using guided writing, the students will be helped to explore their writing skill because in guided writing there are some clues to guide students in writing. Moreover, by using the materials, the student will not be
bored because authentic materials are found in students’ daily life. Automatically the teaching and learning process can run well and the objectives can be achieved.

2. For the students

In learning teaching process, there must be participation from both teachers and students. The teachers as facilitators help the students only in classroom with a limited time. To improve their writing skill, all the students have to do is practicing writing as much as possible, since writing is a skill gained by practicing. Practicing writing does not mean that they have to write something scientific. They can write freely anything they want without worrying about the correctness of every kind. If the students still have difficulties in exploring the idea in free writing, they can use guided writing which can help them with some clues. Moreover, they can use authentic materials because they are common to the students.

3. For institution

The institutions should provide the appropriate facilities that support the teaching and learning process. One of the problems that make the teacher does not have opportunity to express their brand new ideas and show their best ability is because of the lack of facilities. Besides, the institution should facilitate students to improve their skill and make the teaching learning process run well. To improve the students’ English skill especially their writing skill, the institution should provide the appropriate media and materials which can be used in teaching learning process for example English newspapers, novels or English books, etc.

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After the research, the materials that mentioned before, namely authentic materials can be used in teaching writing skill.

Moreover, the institution should hold regular meeting with the English teachers in order to discuss about the problems they face in teaching and to find out the best solutions.

4. For other researcher

This study discusses the implementation of guided writing using authentic materials as a means of improving students’ writing skill in a Junior High School. It is expected that the result of the study can be used as an additional reference for further researches, especially researches dealing with the teaching of writing.